

# Y UTHMINDS

## YOUTHMINDS

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

ACTIVITY PACK

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**PROJECT INFORMATION****Project acronym:**

YOUTHMINDS

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

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**Key Action:**

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## 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	Walk Together
Self-management	Tavo Europa
Social awareness	Emphasys
Relationship skills	FSR
Responsible decision making	Atermon
<b>Recognizing and controlling of emotions and behaviours</b>	<b>Hellas For Us</b>
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: Understanding Emotions**

<b>Topic / Skill covered</b>	<i>Recognizing and controlling of emotions and behaviours</i>
<b>Abstract</b>	<i>The activity is separated into three parts; the ice-breaking activity, the main activity and the reflection activity. Each part will progressively help participants get an understanding of the several emotions that exist.</i>
<b>Aims / Objectives</b>	<i>The main objective of this activity is the understanding and the identification of the several emotions that we feel in every day life (positive and negative)</i>
<b>Target group</b>	<i>15-20 youth and 1 youth worker</i>
<b>Duration</b>	<i>80 minutes</i>
<b>Venue</b>	<i>Inside or outside</i>
<b>Requirements</b>	<i>Paper and colourful pens</i>
<b>Suggested resources</b>	-
<b>Handouts</b>	-

**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.

Description of each phase / part of the activity	Duration	The role of the youth worker	The role of the participants	Requirements
<b>Ice breaking activity: Emoji Stories</b> The main goal of this ice breaking activity is to get to know the rest of the group in order to create a trustworthy environment. Each participant draws 3 emojis that consider they represent best how she/he is or that tells something important about herself or himself. They need to explain to the rest of the participant their choice, to share something personal to get to know each other better. Example: "Singing emoji. I choose it because I was afraid of singing in front of a crowd. Last year I overcame this fear and I'm very proud for this"	30-50 min	The youth worker will lead the activity. First of all he/she will ask from the participants to draw 3 emojis of their choice. Then, will monitor the explanation of the stories/emojis.	The participants will draw the emojis based on the story they want to share while explaining which emotions are linked to this story.	Paper and colourful pens
<b>Activity: Feeling objects</b> In couples, participants need to select an object in the room (door, pen, chair etc.), and based on its use, they need to guess how it may feel.	30 min	<i>The youth worker will lead the activity by giving an example and encouraging</i>	The participants in couples should observe the room, pick an object and imagine how it may	Nothing

They need to describe those feelings and explain why they feel this way without mentioned which is the object they are talking about. The rest of the participants need to guess it.		<i>the participants to form couples.</i>	feel. Then they should present it to the rest of the group.	
<b>Reflection.</b> Once the ice-breaking and the main activity are completed, the youth worker should ask all the participants to form a circle and voluntarily express what they learnt from this activity and how do they feel.	10-15 min	The youth worker will lead the reflection session.	The participants will be encouraged to express their opinion and feelings about the activity.	Nothing

### Activity 2: Expressing emotions

<b>Topic / Skill covered</b>	<i>Recognizing and controlling of emotions and behaviours</i>
<b>Abstract</b>	<i>The activity is separated into three parts; the ice-breaking activity, the main activity and the reflection activity. Each part will progressively help participants enhance their emotional intelligence through the expression of emotions</i>
<b>Aims / Objectives</b>	<i>The main objective of this activity is build upon the previously acquired knowledge of emotions and enhance the emotional intelligence of the participants.</i>
<b>Target group</b>	<i>15-20 youth and 1 youth worker</i>
<b>Duration</b>	<i>50 minutes</i>
<b>Venue</b>	<i>Inside or outside</i>
<b>Requirements</b>	<i>Nothing</i>
<b>Suggested resources</b>	-
<b>Handouts</b>	-

Description of each phase / part of the activity	Duration	The role of the youth worker	The role of the participants	Requirements
<p><b>Ice breaking activity: Common threads</b></p> <p>The objectivity of this activity is to get to know each other and improve communication and collaboration. The youth worker will divide the group into smaller groups and instruct each small group to find 5-10 things they all have in common. The first group to come up with the designated number of things wins. Extra points for creativity can be given as well.</p>	20 min	<p>The youth worker will lead the activity. First of all he/she will divide the group in smaller groups of (e.g. 5 people) and give a timeframe and number of the common things that should be found.</p>	<p>The participants will start immediately expressing personal things about themselves trying to find common threads.</p>	Nothing
<p><b>Activity: Role play – Guess the emotion</b></p> <p>Participants are divided in couples. Each couple is assigned randomly one CASE SCENARIO and 2 emotions from the 6 basic Emotions (sadness, happiness, fear, anger, surprise and disgust). The youth worker reveals the situation to the group. Each person should react based on the emotion that has been assigned to them. The other person should guess which is the emotion that was assigned to their partner.</p>	30 min	<p>The youth worker will lead the activity by giving an example and encouraging the participants to form couples.</p>	<p>The participants in couples should take the role (emotion) that was assigned to them and react based on it in the case scenario. The partner should guess the emotion.</p>	Create a list with case scenarios.

<p>Example: CASE SCENARIO: Going late to the university class in the morning, the professor tells me that I cant attend.</p> <p>Emotion 1: Sadness. - I start crying and telling myself that all bad things are happening to me always and that I do not want to go to this professor class any more.</p> <p>Emotion 2: Anger. - I tell the professor that this is outrageous, disagreeing with his decision and I would never forget this.</p>				
<p><b>Reflection.</b> Once the ice-breaking and the main activity are completed, the youth worker should ask all the participants to form a circle and voluntarily express what they learnt from this activity and how do they feel.</p>	<p>10-15 min</p>	<p>The youth worker will lead the reflection session.</p>	<p>The participants will be encouraged to express their opinion and feelings about the activity.</p>	<p>Nothing</p>

### Activity 3: Emotional intelligence

<b>Topic / Skill covered</b>	<i>Recognizing and controlling of emotions and behaviours</i>
<b>Abstract</b>	<i>The activity is separated into three parts; the ice-breaking activity, the main activity and the reflection activity. Each part will progressively help participants enhance their emotional intelligence through the expression of emotions.</i>
<b>Aims / Objectives</b>	<i>The main objective of this activity is build upon the previously acquired knowledge of emotions and enhance the emotional intelligence and the empathy of the participants. Moreover, it will help them focus on an emotion at a time and react based on that.</i>
<b>Target group</b>	<i>15-20 youth and 1 youth worker</i>
<b>Duration</b>	<i>100 minutes</i>
<b>Venue</b>	<i>Inside or outside</i>
<b>Requirements</b>	<i>Paper and pens</i>
<b>Suggested resources</b>	<i><a href="https://www.mindtools.com/pages/article/newTED_07.htm">https://www.mindtools.com/pages/article/newTED_07.htm</a></i>
<b>Handouts</b>	-

Description of each phase / part of the activity	Duration	The role of the youth worker	The role of the participants	Requirements
<p><b>Ice breaking activity: Empathy drawing</b></p> <p>The objectivity of this activity is to get to know each other as well as accept the different perspective that other people have over the same thing. Participants will</p>	30 min	The youth worker will lead the activity. First of all he/she will create an example with 3 drawings and pick a volunteer to reply to the drawings/questions	The participants will draw 3 things based on what they want to learn about others. E.g. a book drawing may indicate such as what do you study?	Paper and pens

<p>be asked to make 3 drawings based on the things the he/she would like to know about other participants. Once he/she has created one sheet per participant, will give to the person without saying or explaining anything. The other person needs to guess what the other person is asking about and provide an answer. They will need to work on their empathy at his stage. Answers will be shared at the end, and participants will know more about the other participants, but they will also realise how different drawings be interpreted.</p>				
<p><b>Activity: Debate with 6 Thinking hats</b></p> <p>The group will be divided in teams of 6 and they will need to make a decision on a predefined case study scenario based on the 6 thinking hats technique. However, in this case the 6 hats will represent the 6 basic emotions. The team members will learn how to separate emotions into six clear functions and roles. Each thinking role is identified with a colored symbolic “thinking hat.” By mentally wearing and switching “hats,” you can easily focus or redirect emotions. E.g. red signifies surprise and green happiness creativity etc. Participants</p>	<p>60 min</p>	<p>The youth worker will divide the group in the teams of 6 and explain the rules of the game to the participants. Moreover, hes/she will give a case study scenario.</p>	<p>The participants will pick a card/hat and based on that they should take a role consistent to this feeling. In that way, they will learn how to isolate feelings and focus on one at a time.</p>	<p>Selection of scenarios and 6 colourful papers</p>

will need to stick to a role and not be driven by their emotions.				
<b>Reflection.</b> Once the ice-breaking and the main activity are completed, the youth worker should ask all the participants to form a circle and voluntarily express what they learnt from this activity and how do they feel.	10-15 min	The youth worker will lead the reflection session.	The participants will be encouraged to express their opinion and feelings about the activity.	Nothing