

Y UTHMINDS

YOUTHMINDS

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

ACTIVITY PACK

GUIDELINES and TEMPLATE FOR ACTIVITY PACK

Author:



PROJECT INFORMATION

Project acronym:

YOUTHMINDS

Project title:

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

Project Number:

2021-1-BG01-KA220-YOU-000028603

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	6

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 kind 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-EMOTIONALSKILL	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 textswritten 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).

TEMPLATE

Activity title: *“A Shrinking Vessel”*

Topic / Skill covered	<i>Solving challenging situations</i>
Abstract	<i>The exercise helps with adaptability, which is nowadays very crucial for our well-being. Adaptability is important for problem-solving as it is highly associated with cognitive diversity, which helps teams solve problems faster. Innovation, disruption and the course of unexpected events (especially in recent times) are happening faster than ever before. People, teams and organizations that are able to easily adapt to new reality will come out on top.</i>
Aims / Objectives	<i>This activity will allow the participants to be more flexible and perceive the world from a different angle through sharing their feelings with the rest of the participants.</i>
Target group	<i>The target group of this activity are young people and, more specifically, the participants of the mobility that is part of the YouthMinds project (approximately 30-40 young people).</i>
Duration	<i>90 minutes</i>
Venue	<i>Workshop/ conference room</i>
Requirements	<i>A rope/ string; writing materials (markers, pens, paper sheets etc.), white board, chairs</i>
Suggested resources	<i>https://www.youtube.com/watch?v=jwDhsoBK_cg</i>
Handouts	<i>Big sheets of paper with the names of feelings written on them</i>

Description of each phase / part of the activity	Duration	The role of the youth worker	The role of the participants	Requirements
<p>1. Introduction to the topic of problem-solving. The youth worker explains the goal of problem-solving activities to the youth.</p>	15 min	<p>The youth worker clarifies the goal of problem-solving exercises. They explain co-related terms to them, i.a: communication, collaboration, adaptability or decision-making techniques.</p>	<p>The participants should listen carefully and ask any questions that may arise.</p>	None
<p>2. Intellectual warm-up “Think win-win” In a Win-Win relationship, both people are happy and feel equal. Each person needs to develop a healthy definition of the word COMPETITION; develop a balance between wanting to win and doing it in a healthy, positive way.</p>	15 min	<p>The youth worker explains the rule of “Think win-win”.</p> <p>The youth makes the participants realize that COMPARISONS to other people are not healthy and a waste of your time. The youth worker refers a win-win situation to problem-solving exercises – there are no winners and no losers.</p>	<p>The participants create definitions of COMPETITION individually. They write down their definitions on a small piece of paper. Afterwards, they read their definitions aloud and try to reach a balance between an uncompromising desire to win and victory/ triumph with a “healthy” attitude/ in a “healthy” atmosphere. The youth</p>	<p>Chairs (the group sit in a circle); sheets of paper; markers/ pens</p>

			<p><i>start open discussion. The participants must have an open mind and accept all ideas and solutions. They must also have an agile mindset and embrace different viewpoints.</i></p>	
<p>3. Introduction to problem-solving. The youth worker uses the suggested resource to showcase the exercise.</p>	<p>10 min</p>	<p>The youth worker plays the video.</p>	<p>The participants watch the video carefully and afterwards interpret the title of the exercise “A Shrinking Vessel”.</p>	<p>Multimedia</p>
<p>4. During the main phase the participants are invited to make a shape on the floor using a rope. Next everyone has to fit into it. The youth worker slowly shrinks the space over 10-15 minutes. The participants have to figure out how to keep everyone within shrinking boundaries.</p>	<p>15 min</p>	<p>The youth worker slowly shrinks the space over 10-15 minutes.</p>	<p>The participants make a shape on the floor using a rope/ string. Next everyone has to fit into it. They have to figure out how to keep everyone within shrinking boundaries.</p>	<p>A rope/ string</p>
<p>5. Discussion. The participants are led by the youth worker and encouraged to share their feelings. They freely talk about some constraints or fears they faced while doing this exercise.</p>	<p>15 min</p>	<p>The youth worker moderates open discussion and interacts with youngsters. He/she covers some feelings that accompanied the youth when facing the space shrunk. He/she relates</p>	<p>The participants eagerly participate in the discussion.</p>	<p>Chairs (the group sit in a circle); big sheets of paper prepared by the youth worker prior to the activity</p>

		<i>this situation to the isolation taking place during the pandemic. The youth worker shows big sheets of paper with some selected feelings written on them, e.g: FEAR, SHAME, DISGRACE, JOY etc. Young people try to refer to the presented feelings.</i>		
<i>6.Evaluation with the use of Dixit cards. The participants choose one card which helps them reflect (on) their feelings after the module/ exercise/ task. They justify their choices individually.</i>	<i>20 min</i>	<i>The youth worker leads on the evaluation phase, asking some questions.</i>	<i>The participants choose one card which helps them reflect (on) their feelings after the module/ exercise/ task. They justify their choices individually.</i>	<i>Dixit cards</i>

Activity title: “Moral dilemma”

Topic / Skill covered	<i>Solving challenging situations</i>
Abstract	<i>This exercise will help the participants explore the meaning of integrity, ethics and honesty, and their relevance to everyday life. The exercise helps them with strengthening decision-making techniques. Young people will be also able to assess a decision quality or its unintended consequences. The activities and lessons learned will increase the likelihood that the participants will take the lesson forward into their everyday lives.</i>
Aims / Objectives	<i>This activity will allow the participants to be more self-confident, assertive and firm in their decisions. The youngsters will learn to recognize ethical and unethical behaviour in school and non-school environment, and will reflect on the consequences of these actions.</i>
Target group	<i>The target group of this activity are young people and, more specifically, the participants of the mobility that is part of the YouthMinds project (approximately 30-40 young people).</i>
Duration	<i>120 minutes</i>
Venue	<i>Workshop/ conference room</i>
Requirements	<i>writing materials (markers, pens, etc.), flipchart, chairs</i>
Suggested resources	<i>https://www.youtube.com/watch?v=7eGrzGc3X-Q https://www.youtube.com/watch?v=243r3iTiiws</i>
Handouts	<i>Scenarios Cards (tailored to the participants)</i>

Description of each phase / part of the activity	Duration	The role of the youth worker	The role of the participants	Requirements
1. Introduction to the topic of problem-solving. The youth worker explains the goal of problem-solving activities to the youth.	15 min	The youth worker clarifies the goal of problem-solving exercises. He/she explains co-related terms to them, i.a: communication, collaboration, adaptability or decision-making techniques. He/she makes some references to the last notion – decision-making techniques, slightly introducing the topic.	The participants should listen carefully and ask any questions that may arise.	None
2. Introduction to challenging situations, ethics and moral dilemmas. The youth worker uses the suggested resource to introduce the topic.	20 min	The youth worker asks the youth to define moral/ ethical dilemma. Afterwards he/she plays the example video.	The participants give a definition of moral /ethical dilemma. They watch the video carefully. Next they specify the values that go along with ethical dilemma issue, e.g: respect, integrity, ethics, honesty, etc.	Multimedia; chairs (the group sit in a circle); flipchart, markers
3. During the main phase of this task the youth worker invites the participants to	30 min	The youth worker leads on the activity and gives	Each pair draws an item (scenario) from the bag/	Bag/ bowl; chairs

<p><i>form pairs and asks each pair to discuss what they would do in the following scenario. The youth have to choose one scenario from a bag/ bowl. After a few minutes the youth worker invites each pair to share their thoughts asking them:</i></p> <ul style="list-style-type: none"> • <i>Was it easy or difficult to make a decision?</i> • <i>Why was it easy or hard?</i> <p><i>The example scenarios:</i></p> <ul style="list-style-type: none"> - <i>“I saw a good friend of mine shoplifting. What should I do?”</i> - <i>“The cashier gave me an extra 10€ in change after I bought candy at the store. What should I do?”</i> 		<p><i>instructions to the youngsters (see the description of the main phase).</i></p>	<p><i>bowl one by one and starts mini-discussion.</i></p>	
<p>4.Discussion. <i>The participants are led by the youth worker and encouraged to share their feelings and thoughts. They also refer to the pandemic and list any ethical dilemmas that accompanied people during Covid-19 pandemic.</i></p>	<p>25 min</p>	<p><i>The youth worker moderates discussion and interacts with youngsters, and gives them instructions.</i></p>	<p><i>The participants eagerly participate in the discussion. They discuss this type of choices and decisions based on critical thinking, thoughtfulness and empathy. The participants specify ethical dilemmas being a result of Covid-19 pandemic.</i></p>	<p><i>Chairs (the group sit in a circle); flipchart, markers</i></p>
<p>5.Evaluation in a form of panel discussion - the participants should say whether they are able to define ethical or unethical</p>	<p>30 min</p>	<p><i>The youth worker should initiate and encourage the discussion, asking some</i></p>	<p><i>The participants actively participate and share their viewpoints.</i></p>	<p>None</p>

<i>behaviours, or if they are convinced they make the right decisions in their lives – they refer to real-life examples/ situations.</i>		<i>specific questions.</i>		
--	--	----------------------------	--	--

Activity title: “SARS-COV JIGSAW”

Topic / Skill covered	<i>Solving challenging situations</i>
Abstract	<i>This exercise will help the participants understand the importance of successful collaboration and communication through supporting the development of strategies for communication: rewording, requesting clarification, questioning, giving and following simple clear instructions (explaining), clarifying and describing.</i>
Aims / Objectives	<i>This activity will provide the participants with an opportunity for purposeful communication. They will understand how collaborative approach helps to find a solution to a problem or reach a common goal.</i>
Target group	<i>The target group of this activity are young people and, more specifically, the participants of the mobility that is part of the YouthMinds project (approximately 30-40 young people).</i>
Duration	<i>120 minutes</i>
Venue	<i>Workshop/ conference room</i>
Requirements	<i>writing materials (markers, pens, etc.), flipchart, chairs, ICT tools (laptops, tablets, mobile phones)</i>
Suggested resources	https://www.youtube.com/watch?v=euhtXUqBEts
Handouts	<i>Pieces of paper with a text containing different information on The World’s Covid-19 Pandemic</i>

Description of each phase / part of the activity	Duration	The role of the youth worker	The role of the participants	Requirements
<p>1. Introduction to the topic of problem - solving. The youth worker explains the goal of problem-solving activities to the youth.</p>	<p>15 min</p>	<p>The youth worker clarifies the goal of problem-solving exercises. He/she explains co-related terms to them, i.a: communication, collaboration, adaptability or decision-making techniques. He/she makes some references to collaboration and communication, which helps solve problems/ conflicts successfully.</p>	<p>The participants should listen carefully and ask any questions that may arise.</p>	<p>None</p>
<p>2. Warm-up activity “Marshmallow Spaghetti Tower” Groups of four are given 15 minutes to build the tallest freestanding building they can with 20 sticks of uncooked spaghetti, one yard of masking tape, one yard of string, and one marshmallow.</p>	<p>15 min</p>	<p>The youth worker gives instructions and controls the time. When the exercise is finished, he/she emphasizes the benefits of fruitful collaboration and</p>	<p>The participants divided into groups of four build the towers.</p>	<p>Sticks of uncooked spaghetti, masking tape, string, marshmallow</p>

		communication within a group.		
3. Introduction to jigsaw activity. The youth worker uses the suggested resource to introduce the topic.	15 min	The youth worker asks the youth to watch the video. Afterwards he/she plays the example video. He/she explains the rule of jigsaw activity.	The participants watch the video carefully. The ask questions to fully understand the rules of the activity.	Multimedia
<p>4.The main phase of the task. Organising a jigsaw activity is a five-step process:</p> <p><i>Divide the group into ‘expert’ groups of four to six participants (keeping the groups the same size as far as possible). Give each group a letter, or a colour, or other name. Then ask the participants within each group to number themselves one to four (or one to six).</i></p> <p><i>Give each group a section of text or information (this can be in pictorial form). The group should spend some time reading, discussing and helping each other to understand the text or information. For a more in-depth activity, the group may use ICT and reference books to further research a sub-topic.</i></p> <p>The participants, who are now ‘experts’ on the own section of text or</p>	45 min	The youth worker explains the task and give instructions to the participants.	The participants listen to the rules and follow the instructions. At the end of the exercise the leader of the jigsaw group completes the grid on the flipchart.	ICT tools (laptop, tablets, mobile phones); reference books/periodicals/newspapers/magazines; flipchart, markers

<p><i>information, then move into 'jigsaw' groups, with a shared number, i.e. all the number ones work in a group, all the number twos work in another group, etc.</i></p> <p><i>Each 'expert' participant in turn shares with their 'jigsaw' group the section of text or information they were originally given. The others ask questions to ensure all have a good understanding.</i></p> <p><i>The 'jigsaw' group together complete a task which requires them to understand all of the information shared by each 'expert'. This could be anything that requires each participant to contribute their piece of expert knowledge: filling in a grid or table on the flipchart.</i></p> <p><u><i>The topic of the activity:</i></u></p> <p><i>An example of a jigsaw activity is The World's Covid-19 Pandemic where the participants working in pairs read a text together with information about the causes of the spread of SARS-CoV2 disease. There are two versions of the text containing different information. The pairs are then re-organised into 'jigsaw' groups to pool their information and complete a task where they have to give four reasons for the spread of the disease.</i></p>				
---	--	--	--	--

<p>5.Evaluation – Reflection time. The youth worker triggers a short panel discussion. The participants answer some questions:</p> <ul style="list-style-type: none"> - Was it difficult to be an expert? - Did you feel you bore some responsibility for the decisions? - What are the consequences of insufficient expertise in the given field? 	<p>30 min</p>	<p>The youth worker should initiate and encourage the discussion, asking some specific questions.</p>	<p>The participants should actively participate and share their viewpoints.</p>	<p>None</p>
---	----------------------	--	--	--------------------