

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:



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



Activity title: “Knowledge of self and society”

Topic / Skill covered	<i>Responsible decision making</i>
Abstract	<i>The tasks performed during this activity session are aimed at getting to know personal needs and desires and teaching them to combine them with the needs and desires of other members of society. Through group work and games, young people gain the opportunity to self-reflect and self-evaluate. Young people are encouraged to think selflessly and in community, empowering them to make responsible decisions now and in the future.</i>
Aims / Objectives	<i>The intermediate goal of this activity is to encourage young people to get to know themselves and the society around them. This gradually leads to the main goal of learning responsible decision-making. An open relationship with yourself and those around you has a therapeutic effect, reduces the likelihood of stressful situations in the future and develops other important abilities.</i>
Target group	<i>Young people from the mobility of the project YouthMinds (30-40 people)</i>
Duration	<i>120 min.</i>
Venue	<i>Indoors</i>
Requirements	<i>Multimedia, markers, pens, flipchart, sheets of paper</i>
Suggested resources	https://education.mn.gov/mdeprod/groups/communications/documents/hiddencontent/bwrl/mdcz/~edisp/mde073493.pdf https://www.positiveaction.net/blog/sel-competencies https://www.vincegowmon.com/15-ways-to-express-needs-desires/ https://blog.hubspot.com/service/what-people-need-want
Handouts	https://www.youtube.com/watch?v=y8Ef94msjoU <i>Needs and desires postcard</i> <i>Maslow’s hierarchy of needs postcard</i>

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>1. The youth worker briefly presents the concept of responsible decision making as one of the essential parts of social and emotional learning. In order to motivate everyone to be more open and not to be ashamed, an icebreaker game is presented - an animal imitation game, during which all participants must make sounds and perform movements characteristic of the chosen animal, and according to this, rank the animals from the smallest to the largest, without saying anything in human language.</p>	<p>15 min.</p>	<p>To clearly present the idea of responsible decision making and ensure that all participants participating in the icebreaker game feel safe.</p>	<p>Listen carefully to the youth worker's introduction and actively participate in the game.</p>	<p>Multimedia</p>
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<p>2. At the beginning, Maslow's pyramid of needs is briefly introduced. Then the youth worker divides the participants into pairs. Everyone is given 30 minutes for the interview, during which everyone has to tell the other what his needs and desires are. Participants are encouraged to actively discuss with each other and share their doubts. Participants are asked to assess whether the partner's expressed thoughts match their personal preferences, and perhaps everyone wants and needs different things. After the pair interviews, a group discussion takes place, during which the youth worker compiles a general list of the youth's needs and wishes. Together with the group, it is agreed which of them are the main ones and which will be discussed next.</p>	<p>45 min.</p>	<p>To provide a safe environment and all necessary tools for pair and group work. The youth worker asks the participants from time to time how they feel about the discussion with each other. Youth worker helps those who can't think of anything to get on the road. During the general discussion, youth worker encourages as many participants as possible to express their thoughts, and provides everyone with appropriate feedback.</p>	<p>Actively engages in pair and group work, boldly expresses opinion and shares experience. Participants can ask the youth worker for advice at any time or inform them that they cannot find a common agreement with their partner, they feel uncomfortable. During the general discussion, they are encouraged to share insights, raise questions and doubts, help decide which needs and which desires unite the majority.</p>	<p>Pens, sheets of paper, markers, flipchart, handouts (Maslow's pyramid, Needs and desires postcard)</p>
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<p>3. The youth worker invites three volunteers to play the main roles in the role play game. One participant plays the need, the second the desire, and the third just himself trying to choose between the two. The participants playing the role of need and desire must try to convince the young man. The rest of the group members have an advisory voice, which the young man only hears if he asks for it separately. This game has 30 minutes. When the young person makes a choice, the whole group discusses his motivation, together with how he could have made a different choice. The purpose of this part is to encourage young people to get to know others, to understand their motivations and the choices they make. Everyone is encouraged to think about how they would behave in such a situation.</p>	<p>45 min.</p>	<p>Ensuring that everyone playing feels safe and comfortable, as well as guaranteeing that there is no extraneous noise in the room during the game. A youth worker can intervene in the play only in exceptional cases or act as a mediator between the young person and the advisory group.</p>	<p>Courageously engage in role play, do not be afraid to raise questions and doubts, clarify the task with the youth worker and respect the rules of the game. Young people must respect the choices of others and not present their own opinion as exclusively correct.</p>	<p>Markers, flipchart</p>
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<p>4. The youth worker presents a short video about responsible decision making and starts a group discussion on how the ideas conveyed in this video correlate with what was covered during the session. At the end, one of the most important aspects of the responsible decision making process is emphasized - knowing the wishes and desires and the ability to act while respecting the wishes and desires of other people.</p>	<p>15 min.</p>	<p>Present video material, encourage young people to discuss completed tasks. If possible, ensure that all participants speak.</p>	<p>View video material and reflect on its content and session tasks. Participants can freely express their opinions and continue the discussion on issues that concern them.</p>	<p>Multimedia, YouTube video</p>
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Activity title: “Careful planning of actions and resources”

Topic / Skill covered	<i>Responsible decision making</i>
Abstract	<i>During this activity, participants are introduced to the responsible decision-making stage, when all steps are planned and the need for resources is assessed. During the simulation, the participants get the opportunity to act independently and at the same time receive competent feedback from the youth worker. This promotes independence and the ability to make responsible decisions.</i>
Aims / Objectives	<i>To give participants the opportunity to plan and make decisions independently, thus preparing for various life situations and at the same time gaining emotional peace.</i>
Target group	<i>Young people from the mobility of the project YouthMinds (30-40 people)</i>
Duration	<i>120 min.</i>
Venue	<i>Indoors</i>
Requirements	<i>Multimedia, flipchart, markers, sheets of paper</i>



Suggested resources <https://education.mn.gov/mdeprod/groups/communications/documents/hiddencontent/bwrl/mdcz/~edisp/mde073493.pdf>

<https://www.positiveaction.net/blog/sel-competencies>

<https://www.lucidchart.com/blog/decision-making-process-steps>

Handouts <https://www.youtube.com/watch?v=cPGytv9QdfA>

Planning decision making

BINGO game

Description of each phase / part of the activity	Duration	The role of the youth worker	The role of the participants	Requirements
1. The session begins with an icebreaker game - a Bingo game, the winner of which is the first to fill in all the boxes. The youth worker presents the essential aspects of this activity session - action planning and resource assessment. It is explained that the implementation of each need or desire requires effort and various types of resources, so it is very important to evaluate all this when making a decision. A video is shown, which is discussed in the group.	30 min.	Clearly explains the concepts of actions and resources, presents a video, ensures an emotionally safe environment for all participants, encourages them to reflect on the learned things as boldly and openly as possible.	Listens to the information presented and watches the video, honestly reflects on what he learned or repeated.	Multimedia, flipchart, markers, handouts (BINGO game), YouTube video

<p>2. The youth worker presents the 'Planning decision making' table with questions relevant to the topic of the session. After dividing the participants into four groups, a task - a simulation - is presented. Each group must choose one wish or desire and act out its achievement. It is important that each group details the full sequence of actions and the acquisition of the necessary resources, using all the possibilities of the venue. It is extremely important that the members of the group work together and help each other to achieve a common goal, without forgetting their personal interests. 30 minutes are allotted for creating the simulation, after which each group has 5-7 minutes to present a real-life situation.</p>	<p>60 min.</p>	<p>Responsibly explains the handout and the group task. Ensures that all participants feel emotionally safe and can get answers at any time. A youth worker gets involved in group work only when he is asked to do so or sees the need for it.</p>	<p>Understands the content of the handout and actively participates in the creation of the simulation. Young people can request a consultation with a youth worker at any time, share their doubts and expectations. Young people must communicate with each other respectfully and consider each other's interests.</p>	<p>Handouts (Planning decision making), pens, sheets of paper</p>
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<p>3. The youth worker includes in the evaluation part, inviting the participants to share their impressions about the activities of this session. The main emphasis is on simulation. The work done by all groups is consistently reviewed. Questions are raised about how the participants felt when trying to choose one need and desire, how they agreed on further actions together, what worried them about finding the necessary resources. Those who had a different idea that did not make it into the final presentation are also encouraged to speak.</p>	<p>30 min.</p>	<p>Gives enough attention and time to the reflections of each group's work, encourages all participants to get involved and share insights. It also tries to disclose the decision-making process as widely as possible. The youth worker ensures that everyone who wants to speak has the opportunity to do so.</p>	<p>They share their insights into the creative process, share their challenges and what they think worked best. Sensitive assesses the implementation of both personal ideas and the ideas of the members of the whole group.</p>	<p>Flipchart, markers</p>
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Activity title: "Responsible decision making"

<p>Topic / Skill covered</p>	<p><i>Responsible decision making</i></p>
<p>Abstract</p>	<p><i>During this activity, the most attention is paid to the emotional aspect of the responsible decision making process. Participants are given useful tips on how to properly react to situations with the help of handouts and a video lesson. During brainstorming, the participants themselves gain the opportunity to refine the most relevant situations and model their progress, combining their emotions with rationality.</i></p>
<p>Aims / Objectives</p>	<p><i>To give participants the opportunity to model different life situations and help them acquire the necessary skills to successfully solve these situations. To show that emotions are an integral part of everyday life, but they can go hand in hand with the mind.</i></p>
<p>Target group</p>	<p><i>Young people from the mobility of the project YouthMinds (30-40 people)</i></p>
<p>Duration</p>	<p><i>120 min.</i></p>



Venue	<i>Indoors</i>
Requirements	<i>Multimedia, flipchart, markers</i>
Suggested resources	https://education.mn.gov/mdeprod/groups/communications/documents/hiddencontent/bwrl/mdcz/~edisp/mde073493.pdf https://www.positiveaction.net/blog/sel-competencies https://www.infobase.com/blog/sel-beyond-responsible-decision-making/
Handouts	https://www.youtube.com/watch?v=MrOoL3eIMBE <i>Responsible decision-making postcard</i> <i>Analysis of situations</i>

Description of each phase / part of the activity	Duration	The role of the youth worker	The role of the participants	Requirements
1. A youth worker delivers an icebreaker. Participants are placed in two rows, facing each other. After announcing the time, the participant starts talking to the person in front of him. After 2 minutes, participants in one row take a step to the right, thus placing themselves in front of the next person with whom they start a new conversation. This is repeated for 5-6 rounds. After this introduction, the youth worker presents the Responsible decision making postcard with essential tips.	30 min.	Ensures a smooth flow of the icebreaker, presents the handout using examples that are understandable to the group, and ensures that all session participants feel emotionally safe to reflect on the information presented.	Actively participates in the icebreaker game, reflects on the presented tips on how to ensure a smooth and responsible decision making process.	Handouts (Responsible decision making postcard)

<p>2. A youth worker presents a virtual lesson on Responsible decision making on the YouTube channel. After the video, it is discussed together which information presented in it appeared relevant to the participants, which situations are familiar to them, and which are still unknown and worrying.</p>	<p>40 min.</p>	<p>Presents a virtual lesson, ensures opportunities for all participants to view the video material and reflect on it, raises significant questions through which young people can get to know themselves.</p>	<p>Young people watch the video lesson, reflect on its content, reflect on situations in their daily life and share their thoughts.</p>	<p>Multimedia</p>
<p>3. A youth worker presents a brainstorming session, during which he encourages the participants to name the most difficult situations they face when they have to make a decision. 5 situations are chosen, which most of the participants are most worried about and for which they would like to prepare in advance.</p>	<p>20 min.</p>	<p>It ensures the opportunity for everyone who wants to speak, and if the participants run out of ideas, it helps them get on the road.</p>	<p>Shares thoughts, offers suggestions for situations, shares personal experience.</p>	<p>Flipchart, markers, handouts (Analysis of situations)</p>
<p>4. Continuing Situational Analysis – looking at next steps by thinking through situations. For each chosen situation, two models of behavior are considered - what I want to do (how I feel, what my rash decision would be, what is my goal) and what I should do (what the other expects, how not to hurt the other, how to maintain a reliable relationship).</p>	<p>20 min.</p>	<p>The youth worker ensures a smooth brainstorming session by presenting relevant questions and developing the discussion. When participants run out of ideas of their own, he asks supporting questions, provides explanations, or offers his own ideas.</p>	<p>Shares personal experience, actively participates in brainstorming sessions and reflects on different situations.</p>	<p>Flipchart, markers, handouts (Analysis of situations)</p>

<p><i>5. The youth worker invites the group to reflect on the entire session. Questions are asked related to the youth's well-being, impressions, things learned or repeated.</i></p>	<p>10 min.</p>	<p><i>Sensing the mood of the group, the youth worker asks questions and develops a discussion.</i></p>	<p><i>Provides personal opinion and insights, provides advice.</i></p>	<p>-</p>
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