

# Y UTHMINDS

## YOUTHMINDS

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

ACTIVITY PACK

## PROJECT INFORMATION

**Project acronym:**

YOUTHMINDS

**Project title:**

Promotion of Youth Mental Health through Awareness, Prevention &amp; 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:**

<b>TOPIC / SOCIAL-EMOTIONAL SKILL</b>	<b>PARTNER IN CHARGE</b>
<b>Self-awareness &amp; Self-management</b>	<b>Walk Together</b>
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 “The Power of Vulnerability”

<b>Topic / Skill covered</b>	<i>Self-awareness</i>
<b>Abstract</b>	<i>This activity is based on the topic of self-awareness, encouraging each participant to be aware of his/her inherent positive and negative traits and share them with the rest of the participants, thus teaching the value of vulnerability that comes with the awareness of oneself and having the courage to be your true self, when communicating with others. The activity is inspired by a TED Talk of the world renowned social worker and researcher Brene Brown, who argues that feelings of fear and shame hinder the expression of vulnerability, which is at the core of human connection.</i>
<b>Aims / Objectives</b>	<i>This activity will allow the participants to be more self-conscious and honest with themselves about their perceived good and bad qualities and, through the act of sharing them with the rest of the participants without feelings of shame, increased levels of self-awareness and bonding will be formed.</i>
<b>Target group</b>	<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>
<b>Duration</b>	<i>2 hours</i>
<b>Venue</b>	<i>A conference room</i>
<b>Requirements</b>	<i>Multimedia equipment, writing materials (markers, pens, paper sheets etc.), white board, chairs</i>
<b>Suggested resources</b>	<i><a href="https://www.verywellmind.com/what-is-self-awareness-2795023">https://www.verywellmind.com/what-is-self-awareness-2795023</a> <a href="https://brenebrown.com/">https://brenebrown.com/</a></i>
<b>Handouts</b>	<i><a href="https://www.youtube.com/watch?v=iCvmsMzIF7o&amp;list=PLoYfRqhEMabYRirPkWEXJKUhpzErP2JQb">https://www.youtube.com/watch?v=iCvmsMzIF7o&amp;list=PLoYfRqhEMabYRirPkWEXJKUhpzErP2JQb</a></i>

Description of each phase / part of the activity	Duration	The role of the youth worker	The role of the participants	Requirements
<p><b>1. Introduction to the topic of Self-Awareness by the youth worker to the participants, using the resource (an article), provided. The aim of this phase is to create clarity in the participants around this topic, allowing them to ask questions and start a discussion, if needed.</b></p>	<p><b>10 min</b></p>	<p><b>The youth worker introduces the participants to the topic of self-awareness, explaining what it is and how to cultivate it, based on the article provided. He is invited to write down some key words on the white board and respond to any questions that may arise from the participants.</b></p>	<p><b>The participants should listen carefully to the explanation of self-awareness and ask any questions that may arise in them.</b></p>	<p><b>White board. Marker.</b></p>
<p><b>2. The TED Talk that inspires the activity will be played to the participants - “The Power of Vulnerability” by Brene Brown. The aim of this phase is to show the participants the beauty of being authentic and help them erase any fear of being themselves. After the video is played, a discussion about it could follow.</b></p>	<p><b>30 min</b></p>	<p><b>The youth worker introduces the TED Talk that is about to be played. When the participants have watched it, the youth worker shall ask them about their opinions on it.</b></p>	<p><b>The participants should watch the video that is played carefully and share their thoughts and opinions on it.</b></p>	<p><b>Multimedia.</b></p>
<p><b>3. During the main phase, the participants are invited to write down on a piece of paper their perceived good and bad qualities as they see them, getting them to</b></p>	<p><b>10 min</b></p>	<p><b>The youth worker explains the task to the participants.</b></p>	<p><b>The participants should genuinely write down at least 5 good and 5 bad traits of theirs.</b></p>	<p><b>Paper sheets. Writing materials.</b></p>

<i>elaborate on their inherent traits and why they should not shy away from embracing them and being authentic.</i>				
<b>4. The participants have gathered their chairs in a circle, creating a more inclusive atmosphere. They are invited to share what they have written down. After each answer, the rest of the participants could comment on the bad/good qualities, for example showing the flip side as why a perceived bad quality could actually be good in some situations.</b>	<b>40 min</b>	<b>The youth worker asks the participants about their answers, making sure that no one is being left behind. Encourages them to share their opinions.</b>	<b>The participants should share their responses, working through any feeling of shame or fear they might have regarding this task. The participants are welcomed to share their opinions on the answers of the others.</b>	
<b>5. Evaluation: In a discussion the participants should comment on the following topics of whether it is clear for them what self-awareness is, if they now feel more confident and think that vulnerability is actually a good thing, if they have found out something previously undiscovered about themselves during the brainstorming for their perceived qualities etc.</b>	<b>30 min</b>	<b>The youth worker should initiate and encourage the discussion, asking the specific questions from the description of this task.</b>	<b>The participants should actively participate and share their honest opinion.</b>	

**Activity “Managing Self-Management”**

<b>Topic / Skill covered</b>	<i>Self-management</i>
<b>Abstract</b>	<i>This activity is focused on creating an understanding for the participants of what self-management is and what skills they need to cultivate in order to have good self-management. The activity is based on a widearching article by the vlogger Ali Abdaal, in which he talks about self-management, some essential self-management skills and tips on how to improve them. Participants will be introduced to the topic by the youth worker, following the article, and will be invited in a team-building effort to brainstorm, divided in 7 groups, about certain self-management skills and what their added value to the person’s personal and professional life is. After the discussion of the results, the youth worker will present to the participants the self-management tips, covered in the article.</i>
<b>Aims / Objectives</b>	<i>The aim of this activity is to clarify what self-management is and to cultivate the idea of how important good self-management skills are in terms of mental health and all other aspects of life.</i>
<b>Target group</b>	<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>
<b>Duration</b>	<i>1:30 hour</i>
<b>Venue</b>	<i>A conference room.</i>
<b>Requirements</b>	<i>White board, marker, paper sheets, writing materials (pen, pencil, marker etc.).</i>
<b>Suggested resources</b>	<i><a href="https://aliabdaal.com/self-management-skills/">https://aliabdaal.com/self-management-skills/</a></i>
<b>Handouts</b>	<i><a href="https://www.youtube.com/watch?v=Bxhv6fOMRpg">https://www.youtube.com/watch?v=Bxhv6fOMRpg</a> <a href="https://aliabdaal.com/self-management-skills/">https://aliabdaal.com/self-management-skills/</a></i>

Description of each phase / part of the activity	Duration	The role of the youth worker	The role of the participants	Requirements
<p><b>1. Introduction to the activity by the youth worker. The video resource about self-management is reproduced. The youth worker gives additional explanation, stemming from the article, on what self-management is.</b></p>	<p><b>15 min</b></p>	<p><b>The youth worker introduces the participants into the activity, then plays the short video about self-management. He/she gives additional explanation on what self-management is and writes on the white board the key skills from the article.</b></p>	<p><b>The participants listen carefully to what the youth worker is explaining and watch the video. They are invited to share their thoughts on the subject.</b></p>	<p><b>Multimedia.</b></p>
<p><b>2. The participants are divided into 7 groups and assigned with the task to elaborate on one of the essential self-management skills – organization, goal setting, time management, self-motivation, stress management, accountability, meaningful productivity. They should consider why this particular skill is important and give examples of practical situations, in which this skill is needed. Additionally, they should think of other (no limit in number) self-management skills</b></p>	<p><b>45 min</b></p>	<p><b>The youth worker assigns the tasks to the participants, explaining them what they should do. When they are ready, the youth worker invites them to present their results.</b></p>	<p><b>The participants divide into groups of 7 and work on the task. When they are ready, they choose one group leader to present the results.</b></p>	<p><b>Posters. Writing materials.</b></p>

<i>that were not mentioned so far and again elaborate on why it is important and give practical examples.</i>				
<b>3. After all the presentations are made, the youth worker, based on the article provided, presents to the participants the 5 tips on how to improve self-management. The youth worker writes them down on the white board. A brief exchange of ideas follows.</b>	<b>20 min</b>	<b>The youth workers presents the 5 tips. When he is done, he invites the participants to share if any additional self-management tips come to their minds.</b>	<b>The participants listen carefully and share their ideas, after the presentation of the youth worker.</b>	<b>White board. Marker.</b>
<b>4. Evaluation – discussion on what the participants have learned in this activity about self-management.</b>	<b>10 min</b>	<b>The youth worker initiates the evaluation.</b>	<b>The participants are invited to share their thoughts.</b>	

### Activity “Resilience through Psychodrama”

<b>Topic / Skill covered</b>	<i>Self-awareness &amp; Self-management</i>
<b>Abstract</b>	<i>This activity is set to combine the topics of self-awareness and self-management. It is inspired by a psychological method in psychotherapy, called psychodrama. Now that participants know what useful self-awareness and self-management skills are, they will be invited to recall a difficult situation/event/circumstances in their past and will be guided gently into reliving this situation through the method of psychodrama. They will be initiated into thinking about what positive personal traits of theirs helped them to be more resilient throughout this stressful event and what negative qualities of theirs hindered their smooth transition during the situation. They will eventually have to write a letter to their old self on how they would react now in such a difficult situation from the point of their current knowledge about self-awareness and self-management.</i>
<b>Aims / Objectives</b>	<i>The activity will have a therapeutic effect on the participants and they will become more aware of themselves and will better manage hard aspects of life, practically applying what they have learned so far in the activities, dedicated to self-awareness and self-management.</i>
<b>Target group</b>	<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>
<b>Duration</b>	<i>2 Hours</i>
<b>Venue</b>	<i>A conference room</i>
<b>Requirements</b>	<i>Multimedia, white board, paper sheets, writing materials (pens, pencils, markers etc.)</i>
<b>Suggested resources</b>	<i><a href="https://www.youtube.com/watch?v=OdvErKtIVUE">https://www.youtube.com/watch?v=OdvErKtIVUE</a> <a href="https://www.medicalnewstoday.com/articles/psychodrama-therapy#summary">https://www.medicalnewstoday.com/articles/psychodrama-therapy#summary</a></i>
<b>Handouts</b>	<i><a href="https://www.youtube.com/watch?v=OdvErKtIVUE">https://www.youtube.com/watch?v=OdvErKtIVUE</a></i>

Description of each phase / part of the activity	Duration	The role of the youth worker	The role of the participants	Requirements
<b>1. Introduction to the Psychodrama therapy method by the youth worker, following the provided scientific article.</b>	<b>10 min</b>	<b>The youth worker explains what the method of psychodrama is – what it is, how it works, benefits and risks and writes down on the white board some key elements.</b>	<b>The participants listen carefully to the explanations of the youth worker.</b>	<b>White board. Writing materials.</b>
<b>2. Reproduction of the provided video resource that demonstrates how psychodrama happens. Brief discussion could follow.</b>	<b>20 min</b>	<b>The youth worker plays the video. Afterwards, he calls in a brief sharing of opinions.</b>	<b>The participants watch the video and share their thoughts.</b>	<b>Multimedia.</b>
<b>3. At this stage 3 psychodrama sessions (more or less, depending on the availability of time and interest from the participants) will be role played, in which the protagonists will be invited to recall a difficult situation/event/circumstances in their past and will be guided gently into reliving this situation.</b>	<b>1 hour (within that time frame are steps 4, 5 and 6)</b>	<b>The youth worker will explain to the participants what they need to do and will play the role of the therapist.</b>	<b>Since the time frame will not allow for all participants to be protagonists, 3 of them will volunteer to be protagonists, equaling the recreation of three psychodrama sessions.</b>	
<b>4. Warm-up: During this stage, the therapist works with the protagonist to develop goals for the session and begin</b>		<b>The youth worker gets the participant who chose to be a protagonist seated</b>	<b>The participant-protagonist is invited to be open, but share as</b>	

<b><i>structuring the drama.</i></b>		<b><i>on a chair in front of everybody and discusses with him/her the experience.</i></b>	<b><i>much as he/she is comfortable with.</i></b>	
<b><i>5. Action: This is the stage where the protagonist and others act out a situation or drama in a group therapy session.</i></b>		<b><i>The youth worker places the other two participants who play the voices behind the protagonist and lets them act out as the voice of the negative traits (fear, shame, anger etc.) and as the voice of the positive traits (courage, wisdom etc.).</i></b>	<b><i>Other two volunteering participants are invited to act as the voice of the negative traits and as the voice of the positive traits, telling the protagonist what he/she should do in this situation.</i></b>	
<b><i>6. Sharing: During this stage, group members share feedback on the drama, talk about how the drama emotionally affected them, and use the drama as a tool for deeper psychological exploration.</i></b>		<b><i>The youth worker asks the protagonist how he/she feels and asks the observing participants what they think is at the core of the situation.</i></b>	<b><i>All participants are invited to share their thoughts on the situation of the protagonist.</i></b>	
<b><i>7. Participants write a short letter to themselves about how they would have acted better in some stressful situations in the past. Those who wish are invited to share the highlights from the letters.</i></b>	<b><i>30 min</i></b>	<b><i>The youth worker gives 20 min to the participants to write the letters and afterwards lets a few of them to share theirs.</i></b>	<b><i>All participants write letters to their old selves and, if they feel comfortable, they can share some bits.</i></b>	