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The power of YouthSelf

Empowering youth curricula

2020

Empowering Youth Curricula

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Empowering Youth Curricula is specifically targeted to youth at risks - who are poor, with limited resources and opportunities, experiencing periodic family crisis and/or being a child welfare case, low skilled youth with disengagement from school and community. The contents of this curriculum refer to the identity and self-esteem, the issues faced by these young people as they cross the period from young to adulthood in a world that does not appreciate and understand them. Some content addresses the challenges of life, such as lack of positive patterns, stress, lack of opportunities. And many sessions help young people take the first step towards achieving a better future.

The curriculum addresses 3 topics that we have identified as being critical to the development of the youth we serve:

- ❖ **Identity and Image** - as most of the youngsters lack positive attitudes towards themselves which in translated in behavioral problems,
- ❖ **Goal Setting** - as most of the youngsters face difficulties in establishing life goals, making proper decisions for themselves, and;
- ❖ **Connecting to the Community** - as most of the youngsters feel excluded by the communities and they have build a wall between them and the communities they live in

It consists of 4 learning modules that are divided in objectives, themes, methodological approach and indications and learning outcomes.

Module 1. Orientation

Topics: self image and identity, respect, role models, unity&diversity

Module 2. Emotional intelligence

Topics: knowing feelings, managing anger and stress, communication and collaboration

Module 3. Decisions

Topics: making decisions, goal setting, mapping the future, career planning

Module 4. Community

Topics: knowing what's up, knowing my community, my rights, community service



Levels for the Activities	Explanation
Lower	Participants with fewer opportunities, NEETs, disadvantage background, early school leavers, migrants, basic competencies, basic skills & knowledge, not educated unemployed youngsters, low motivation, etc.
Medium	Medium level of education, knowledge and skills, elementary school, educated unemployed youngsters, medium motivation, etc.
Higher	High level of education, knowledge and skills, higher education/university degree, experienced unemployed youngsters, high motivation, etc.



1. ORIENTATION

1.1 OBJECTIVES

The objectives of this learning unit for the participants are:

- ✓ To introduce youth to the concepts of identity and self-image and begin to form a sense of unique identity
- ✓ To be able to define emotions and attitudes, and begin to understand how they impact their lives
- ✓ To be able to define and understand similarities between themselves and other youth in the group
- ✓ To be able to identify people in their surroundings who can have a positive influence in their lives and can act as a support system to help them succeed.
- ✓ To introduce youth to diversity concepts, acceptance and co-existence.

1.2 METHODOLOGY APPROACH

This learning unit will provide the participants with knowledge and understanding of key concepts such as: identity, emotions, self-image, role models, unity and diversity. The activities will be delivered in a non-formal, attractive and experiential manner through games, role playing activities, group work.

1.3 METHODOLOGICAL INDICATIONS

Duration and timing:	<ul style="list-style-type: none">• 10,5 hours
Methods	<ul style="list-style-type: none">• Icebreakers• Teamwork• Group discussions/presentations• Games• Interactive presentations
Materials	<ul style="list-style-type: none">• Flipchart• Videoprojector• Laptop



- Videos
- Paper, pens, flipchart
- Post-it
- Other materials

1.4 EVALUATION

Group discussions
Personal reflections

1.5 LEARNING OUTCOMES

- Developed understanding of identity concepts
- Begin to form a sense of their unique identities and those of other youth.
- Developed capacity to define emotions and attitudes, and begin to understand how they impact their lives.
- Developed understanding on the importance of diversity, love and respect

01. To introduce youth to the concepts of identity and self-image and begin to form a sense of unique identity

- Duration: 2,5 h
- From which: Theoretical – 30 min.
Practical – 2 h.

No.	Specific competencies	Thematic content	Methods/Activity forms	Learning materials	Evaluation
1	To know what identity means	Definition of: Individual identity and Group identity	Individual and Collective art projects	1.1. Free writing 1.2. Mirror mirror on the wall 1.3. Identity Quilt 1.4. Diversity Flags	Group discussions Personal reflections
2	To get to know themselves and identify qualities, beliefs, personality, looks and/or expressions	Self-concept Self-consciousness Self-discovery Self-knowledge	Journaling	1.5. My Superpowers Poster 1.6. Positive Vision of Me - Mask	Group discussions Personal reflections



O2. To be able to define emotions, goals, and attitudes, and begin to understand how they impact their lives

- Duration: 2 h
- From which: Theoretical: 30 min
Practical: 1,5 h.

No.	Specific competencies	Thematic content	Methods/Activity forms	Learning materials	Evaluation
1	To be able to express their own emotions and attitudes	Emotions Attitudes Self-awareness	Discussions Debates Worksheets Games	1.7. My name has attitude/ Game 1.8. The colour of feelings/ Game	Group discussions Personal reflections
2	To identify the effects of emotions	Self-awareness Impact	Worksheets Games Discussions	1.9. I did that once/Worksheet 1.10. Which are my habits/game	Group discussions Personal reflections

O3. To be able to define and understand similarities between themselves and other youth in the group

- Duration: 2 h
- From which: Theoretical: 30 min
Practical: 1,5 h

No.	Specific competencies	Thematic content	Methods/Activity forms	Learning materials	Evaluation
1	Share personal experiences	Sense of compatibility Increasing vulnerability and honesty	Discussion Game	1.11. Life shapers 1.12. Rope jumping	Group discussion Personal reflections



2	To get to know each other better by finding common habits/ experiences	Enhance bonding in the group and establish relationships based on understanding.	Worksheets Debate	1.13. Real life worksheet 1.14. Debating skills	Personal reflections Group discussion
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04. To be able to identify people in their surroundings who can have a positive influence in their lives and can act as a support system to help them succeed.

- Duration: 1,5 h
- From which: Theoretical: 30 min
Practical: 1 h.

No.	Specific competencies	Thematic content	Methods/Activity forms	Learning materials	Evaluation
1	To define positive influence	Impact Influencer Suggestible Role model	Discussions Debates Worksheets	1.15. Positive influence Worksheet	Group discussions Personal reflections
2	To identify examples of positive influence		Discussions Debates Game	1.16. Who changed the world/Game	Group discussions Personal reflections

05. To introduce youth to diversity concepts, acceptance and co-existence.

- Duration: 2,5 h
- From which: Theoretical: 30 min
Practical: 2 h.

No.	Specific competencies	Thematic content	Methods/Activity forms	Learning materials	Evaluation
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1	Identify what is diversity and when exactly something can be considered as "different". Explain why diversity should be accepted and respected.	How can diversity practically empower a group of people. Immediately having an impact on better decision making, profitability in a company, enhancing innovation.	Discussion Game	1.17. Cultur(M)e 1.18. Mapping around	Instant feedback by the other participants through the exchange of views and perceptions. Learning by creating.
2	Co-existence and cooperation values that can be easily understood through playing.	Learn to Co-exist through cooperation among participants	Game Worksheet Group work/game	1.19. The doctor game 1.20. Aikido Exercise	Experimental learning Group Discussion



2. EMOTIONAL INTELLIGENCE

2.1 OBJECTIVES

The objectives of this learning unit for the participants are:

- To be able to understand emotional awareness
- To be able to manage one's internal states, impulses and resources
- To be able to recognize stress and understand that there are positive ways to cope with it
- To be able to deal with critical situations at workspace and learn to empower friendly relationships

2.2 METHODOLOGY APPROACH

This learning unit will equip young people with knowledge, skills and competences on emotional awareness, stress management as well as dealing with critical situations at workspace and empowering friendly relationships in professional but also personal life. It presents the components of emotional awareness, differences between feelings and emotions. Also it introduce the youngsters into stress concepts as a means to develop ability to recognize and manage critical situations both in their personal life but also at workspace.

2.3 METHODOLOGICAL INDICATIONS

Duration and timing:	<ul style="list-style-type: none">• 9 hours
Methods	<ul style="list-style-type: none">• Icebreakers• Teamwork• Group discussions/presentations• Games
Materials	<ul style="list-style-type: none">• Flipchart• Videoprojector• Laptop• Videos• Paper, pens, flipchart• Post-it

- Other materials

2.4 EVALUATION

Group discussions
 Personal reflections
 Debriefings

2.5 LEARNING OUTCOMES

- Developed understanding about emotional awareness
- Developed ability to manage one's internal states, impulses and resources
- Developed capacity to recognize stress and understand that there are positive ways to cope with it
- Developed ability to deal with critical situations at workspace and how to empower friendly relationships

01. To be able to understand emotional awareness

- Duration: 1,5 h
- From which: Theoretical: 30 min
 Practical: 1h

No.	Specific competencies	Thematic content	Methods/Activity forms	Learning materials	Evaluation
1	To recognize one's feelings and emotions through specific situations and their effects	Emotional awareness feelings emotions	Reflective writing Pair or Small group Role Play	2.1. Show me your card game 2.2. The Eye of the Beholder Role Play	Discussion
2	To be able to identify one's strengths and limitations	Accurate-self assessment	Pair group Individual work	2.3. Emotional Baggage 2.4. Self-awareness inventory	Group discussion

02. To be able to manage one's internal states, impulses and resources

- Duration: 1,5 h



- From which: Theoretical: 20 min
Practical: 1,3 h

No.	Specific competencies	Thematic content	Methods/Activity forms	Learning materials	Evaluation
1	To be able to control impulsive feelings and behaviors, manage own emotions in healthy ways	Self-control self-regulation	Role play games listening comprehension	2.5. Blow my Mind 2.6. The Wolves Within Role Play	Discussion
2	To demonstrate being comfortable with novel ideas and approaches to deal with emotions	Innovation Adaptability	Role Play Reflective writing	2.7. Act like Fog	Discussion

03. To be able to recognize stress and understand that there are positive ways to cope with it

- Duration: 2,4 h.
- From which: Theoretical – 30 min.
Practical – 2,1 h.

No.	Specific competencies	Thematic content	Methods/Activity forms	Learning materials	Evaluation
1	To introduce youth to stress and different related concepts	Definition of stress Types of stress	Discussions Debates Games	2.8. Group discussions-Stress 2.9. Fast facts on stress	Group discussions Personal reflections
2	To help youth develop awareness of stress causes as well as to identify stress effects.	Causes and effects of stress	Discussions Debates Worksheets	2.10. Causes of stress	Group discussions Personal reflections
3	To gain some tools to help them cope with demands of everyday life	Stress management Positive and negative ways to deal with stress	Discussions Debates Games	2.11. Role playing 2.12. Brainstorm: how do I cope with stress?	Group discussions Personal reflections



04. To be able to deal with critical situations at workspace and learn to empower friendly relationships

- Duration: 1,5 h
- From which: Theoretical: 20 min
Practical: 1,1 h

No.	Specific competencies	Thematic content	Methods/Activity forms	Learning materials	Evaluation
1	To be able to express their point of view on how to deal with critical situations at work and what can be done to effectively extinguish them.	Personal Reflection Problem Solving	Game	2.13. A) Case studies: Role Play	Group Discussion Game
2	To be motivated to find answers to questions about anger at workplace and in this way find solutions that they could apply.	Conflict Resolution Anger Management	Game	2.13. B) Group Activity: Find effective ways to handle stressful situations at work 2.13. C) Case studies: Difficult Office Situations and How to Deal With Them	Group Activity Personal Reflection



3. DECISIONS

3.1 OBJECTIVES

The objectives of this learning unit for the participants are:

- O1. To develop critical-thinking skills and understanding on decision-making process
- O2. To be able to define smart goals in personal and professional life
- O3. To be able to evaluate own level of career and employment development.

3.2 METHODOLOGY APPROACH

This learning unit will equip young people critical thinking skills and understanding how subconsciously or consciously they take their decisions, they will learn how to set Smart goals for their development as well how to visualize the requirements for a specific job and make future career plans. The methods will be interactive and with strong participatory approaches.

3.3 METHODOLOGICAL INDICATIONS

Duration and timing:	<ul style="list-style-type: none">• 9 hours
Methods	<ul style="list-style-type: none">• Icebreakers• Teamwork• Group discussions/presentations• Games
Materials	<ul style="list-style-type: none">• Flipchart• Videoprojector• Laptop• Videos• Paper, pens, flipchart

- Post-it
- Other materials

3.4 EVALUATION

Group discussions
 Personal reflections
 Debriefings

3.5 LEARNING OUTCOMES

- Increased critical thinking skills and understand how subconsciously or consciously they take their decisions
- Increased abilities to set Smart goals for their development as well as increased abilities to identify barriers and priorities
- Increased capacity of the participants to visualize the requirements for a specific job
- Raised awareness of the participants on personal learning process, experiences, present situation and future plans in career

01. To develop critical-thinking skills and understanding on decision-making process

- Duration: 2 h
- From which: Theoretical – 40 min
 Practical – 80 min

No.	Specific competencies	Thematic content	Methods/Activity forms	Learning materials	Evaluation
1	To realize that they should use their critical thinking in all the aspects of their everyday life.	Critical thinking Creativity Innovation	Game	3.1. How did you build it? 3.2. Create it on your own	Discussion
2	Learn that in order to take a successful decision they should firstly think of all scenarios, calculate the good and bad options and then decide as a team	Decision Making Teamwork Problem solving	Group Work Discussion	3.3. The worst-case scenario	Vote

02. To be able to define smart goals in personal and professional life

- Duration: 3 h
- From which: Theoretical – 1 h
Practical – 2 h

No.	Specific competencies	Thematic content	Methods/Activity forms	Learning materials	Evaluation
1	To understand what SMART goals are, and that long-term goals can be broken down into short-term	SMART goals short-term goals, long-term goals	Group discussion Poster making (vision board)	3.4. No Pain, No Gain 3.5. Stepping-Stone Goals vision board	Discussion
2	To recognize that there are priorities and barriers while achieving goals	Barriers Priorities	Group Work Individual work	3.6. Priority Action Steps	Worksheet

03. To be able to evaluate own level of career and employment development

- Duration: 3 h
- From which: Theoretical – 1 h
Practical – 2 h

No.	Specific competencies	Thematic content	Methods/Activity forms	Learning materials	Evaluation
1	To encourage people to think about skills, qualities and experiences that can be used when pursuing their future job.	Transferable skills, hard skills and soft skills Competences for employability	Discussions Debates Games	3.7. Interconnecting circles	Group discussions Personal reflections
2	To be able to identify goals that can lead to the development of their career plan	Career planning Personal Swot analysis	Games	3.8. In your footsteps 3.9. Milestones on your journey 3.10. Act on your career 3.11. Swot analysis Action plan	Group discussions Personal reflections



4. COMMUNITY

4.1. OBJECTIVES

The objectives of this learning unit are:

- To be able to know and to understand their community
- To be able to understand rights and responsibilities as members of a community
- To strengthen youth relations in the community

4.2. METHODOLOGY APPROACH

This learning unit will equip young people with understanding about community, connection between self and community which will lead to increased awareness about the fact that the community needs to be taken care of just as we need to take care of ourselves, our families, and our homes. Youth will learn about their responsibilities, roles and as well about how to plan community actions to address different issues in the community. The methods will be interactive and with strong participatory approaches.

4.3. METHODOLOGICAL INDICATIONS

Duration and timing:	<ul style="list-style-type: none">• 8 h
Methods	<ul style="list-style-type: none">• Icebreakers• Teamwork• Group discussions/presentations• Games
Materials	<ul style="list-style-type: none">• Flipchart• Paper, pens, flipchart• Post-it• Other materials

4.4 EVALUATION



Group discussions
Personal reflections

4.5 LEARNING OUTCOMES

- Developed ability to define concepts related to the community
- Increased awareness and curiosity about wider surroundings
- Developed understanding regarding the connection between self and community
- Increased knowledge about responsibilities in order to protect their rights
- Increased motivation to take part in the actions of the community and strengthened the relationships between youth in a society.
- Increased knowledge of social inclusion and learn how to diminish it.

01. To be able to know and to understand their community

- Duration: 4 h
- From which: Theoretical 1 h
Practical 3 h

No.	Specific competencies	Thematic content	Methods/Activity forms	Learning materials	Evaluation
1	To be able to define concepts related to the community	Community definition Characteristics	Discussions Brainstorming	4.1. Brainstorming - Community	Group discussions Personal reflections
2	To develop participants awareness and curiosity about their wider surroundings	Sense of belonging and Community functions Community needs	Brainstorming Practical exercise	4.2. Sense of belonging 4.3. Me and my community 4.4. Brainstorming – Community needs 4.5. Community needs – Outdoor activity	Group discussions Personal reflections
3	To understand the connection between self and community and realize that the community needs to be taken care of just as we need to take care of ourselves, our families, and our homes	Community action Volunteering Youth roles Youth community projects	Discussions Debates Games Group work projects	4.6. From community needs to community action 4.7. Youth community projects - step by step process	Group discussions Personal reflections

02. To be able to understand rights and responsibilities as members of a community

- Duration: 2 h
- From which: Theoretical 30 min
Practical 1,5 h

No.	Specific competencies	Thematic content	Methods/Activity forms	Learning materials	Evaluation
1	Recognize the importance of youth fulfilling responsibilities in order to protect their rights.	Rights, responsibilities, community	Discussions Brainstorming	4.8.Wants, needs or rights 4.9. The EU Youth Rights and Responsibilities Tree	Group discussion
2	Recognize the need for rules in a community	Rules, community	Brainstorming Game Story telling	4.10.Comparison 4.11.A town without Rules	Group discussion writing piece

03. To strengthen youth relations in the community

- Duration: 2 h
- From which: Theoretical 30 min
Practical 1,5 h

No.	Specific competencies	Thematic content	Methods/Activity forms	Learning materials	Evaluation
1	To be motivated to take part in the actions of the community and strengthen the relationships between youth in a society.	Engagement, leadership,	Game Discussion	4.12. What is the situation like? 4.13. Be counselor for a day	Debriefing questions Choose the best 12 out of 15 ideas and create the final action plan
2	To understand what is the topic of social inclusion and learn how to diminish it.	Negotiation, social inclusion	Game	4.14 Who is in? Who is out?	Discussion





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Learning materials





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THE POWER OF YOUTHSELF

2018-3-RO01-KA205-061136

Free writing

Concepts: identity, individual, group

Time: 30 minutes

Materials: post-it, pens, small baskets/boxes

Goal: To introduce youth to the concepts of individual identity and group identity

Level: Lower

Description: write on post-it of different colors the words: identity on pink color, individual on blue color, group on green color. Give the participants 3 post-it of each color and ask them to write what they think each concept means. Give them 10 minutes and collect the post-it from everybody, putting them in different baskets. Ask youth to come and pick a post-it to read it aloud and discuss in plenary. Do this various time, until you think that main findings were identified properly. Write them on a flipchart for everybody to see them

Debriefing:

- ❖ Was it difficult to define the words?
- ❖ Were you awarded on the definitions by now?



THE POWER OF YOUTHSELF

2018-3-RO01-KA205-061136

Mirror Mirror on the wall

Concepts: individual and group identity

Time: 30 minutes

Materials: mirror

Goal: To introduce youth to the concepts of individual identity and group identity

Level: Medium

Description: 1st Session - Place the participants in circle and explain that you will look in the mirror and say something about yourself and what you see in the mirror, afterwards you will pass the mirror on the person on your right who must do the same. Start with yourself to give an example. When the circle is closed start the debriefing:

- ❖ Was it difficult to watch in the mirror and talk about yourself? Why? Why not?

2nd Session – Split the participants in groups of 4-5 persons, give each group a mirror and tell them that as a group, they must watch the mirror and identify similarities and differences, but in terms of appearance and also emotions, feelings. Give them examples: some individuals in the group might feel happy, some sad, some might have blue eyes, some green. Give them 10 minutes to watch the mirrors and discuss similarities and differences, then have them present in plenary what they have discovered.

Debriefing:

- ❖ How do you feel about the differences you identified?
- ❖ How do you feel about the similarities you identified?



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2018-3-RO01-KA205-061136

Identity Quilt

Concepts: identity, unity & diversity

Time: 90 - 120 minutes

Materials: fabric scraps (this is a great opportunity to recycle material from old clothes), paints, glitter, glue, needle, thread, fabric for backing and batting.

Goal: To introduce youth to the concepts of identity and begin to form a sense of unique identity.

Level: Medium

Description: After discussing the symbolism of quilts which often represents resourcefulness, as quilters use what resources they have to make a quilt as covering, begin by having participants sketch their ideas of their patch design on paper. Their patch should represent who they are. Participants choose their individual patch fabric using colors, fabric choice, images, etc. Then, they complete the patches by sewing, drawing or adding other artistic elements. After all patches are finished, they are sewn together to create the top of the quilt. Then, select fabric for the border and the backing.

At the end of this activity, discuss as a whole group and encourage personal reflections about how each individual and unique patch is part of a collective covering that is the quilt. Encourage participants to see the analogy of each one of them (unique patches) are part of a social group (quilt).

Debriefing:

- ❖ Think about the exercise you have done and write down in a piece of paper three words that describe you as part of the quilt. Share with other peers your perception and try to find common values, adjective and description and write them down in a flipchart.



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2018-3-RO01-KA205-061136

Diversity flags

Concept: self image and identity

Time: 60 minutes

Materials: fabric scraps, glue, sturdy string or rope, markers, glitter, paint and brushes, water containers

Goal: To introduce youth to diversity concepts, acceptance and co-existence.

Level: High

Description: Begin this activity by having a moment of silence to set the intention of this task. From this quiet moment, ask participants to think about how they see themselves. What picture comes to mind when they do this? what colors do they see and characteristics stand out? They begin by designing a flag on paper. List and sketch ideas and symbols, images that represent them as individuals. Have participants consider the design: what colors, shapes and textures are they going to use. Organize the layout on paper. Select a piece of fabric and position design elements. Once the individual flags are complete, fold the top of the edge of the fabric over the rope, gluing the fabric securely with at least 1 cm folded over. (alternatively, punch holes in the top two corners and thread string through for hanging). Attach individual flags to a single piece of rope to display together. Hang the diversity flags for participants to see.

Debriefing:

- ❖ How the participants are feeling after this activity?
- ❖ What did they have in common?
- ❖ How different were the flags based on their personality?
- ❖ Have they understood the concepts of acceptance and coexistence?
- ❖ Did they had fun?



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My super powers posters

Concept: respect, role models

Time: 60 minutes

Materials: pictures/images from newspapers, magazines to be cut and stitched in a poster.

Goal: Developed capacity to define emotions, goals, and attitudes, and begin to understand how they impact their lives.

Level: Higher

Description: Using the Process of Think, Pair, Share.

Think: Writing serves as time for each participant to think and reflect;

Pair: pairing participants to exchange ideas ensures that each person has a turn to be heard by another;

Share: sharing empowers individuals to be heard, highlights uniqueness and similarities, and brings the group together.

Ask participants to make a list of the ways that they personally engage with all or one of these themes through a collage of images cut from newspapers and magazines and stich in a poster:

1. Take Care of Yourself- examples: exercise, eat healthy, getting enough rest, having positive friends (Think, Pair, Share)---add to poster
2. Strive for mastery- examples: learning a skill trade, practicing sports, developing an artistic skill (Think, Pair, Share)---add to poster
3. Acts of compassion – examples: offering support, listening fully, not judging(Think, Pair, Share)---add to poster
4. Acts of Creativity examples: dance, sing, draw, paint (Think, Pair, Share)---add to poster
5. Acts of Humor – examples: making funny faces, making jokes (Think, Pair, Share)---add to poster



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Debriefing:

- ❖ Have you ever thought in-depth about how you deal with your daily life?
- ❖ Have you ever reflect about your emotions and goals? Is it helpful to map them in order to understand how they impact in your life?
- ❖ How do you feel sharing these thoughts with others?
- ❖ By listening other people's way of engaging with those themes, have you earned something new? Would apply some of others' people way of engaging with some specific themes?



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Positive Vision of Me Mask

Concepts: self image and acceptance

Time: 90 - 120 minutes

Materials: writing material, collage materials, glue, mask-making materials (plaster, gauze, scissors, petroleum jelly, warm water, acrylic paint, brushes, markers)

Goal: To be able to define emotions, goals, and attitudes, and begin to understand how they impact their lives

Level: Medium

Description: Have participants write 2 different descriptions about themselves. The first one is written as the most positive version of yourself, as if they are writing it on Facebook or other social media where they put their best face forward. What are they most proud of? What do they love? Why are they great?

In the second piece, have them write about themselves as if nobody will ever read it (this is private and confidential and does not need to be shared) or as if they were writing on their journal. Encourage participants to write down their secrets and fears, the things they are embarrassed or ashamed of. Encourage them to be open , honest and vulnerable with themselves (ensure privacy).

Have participants read both to him/herself. Before they read the first one, encourage them to take in all their good qualities, to feel good about this qualities because they are an important part of who they are.

Ask them to read the second and encourage participants to accept themselves and find compassion for the things they are not proud of.

Making the mask

Participants:

- choose a partner
- cut strips of plaster impregnated gauze (the one used to make casts). Make enough strips for 3 layers and long enough to go across the face
- cover eyelashes, eyebrows and around the hairline with petroleum jelly
- dip strips of gauze into warm water. Overlap strips as they cover their partner's face with strips of gauze



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- smooth plaster, completely covering the holes in the gauze
- allow the plaster to dry
- apply another layer of plaster
- gently pull off the mask
- Then, do the same for the partner
- Once the masks are made, participants artistically transform them to be realistic positive vision of him or herself

Debriefing:

- ❖ Was it easy to think about your positives attitudes? How do you feel when thinking about your downsides?
- ❖ How did you feel while trying to artistically interpret your positive sides?



THE POWER OF YOUTHSELF

2018-3-RO01-KA205-061136

My name has attitude

Concepts: emotions, goals and attitudes

Time: 10 – 25 minutes

Materials: markers, papers, pens, scissors

Goal: To be able to identify his/her own emotions/goals/attitudes and to express them in front of the others

Level: High

Description: Each person will have to cut out the letters that spell his/her name and to create a crossword. For each letter, they will have to write a keyword to represent an emotion, a goal or an attitude related to themselves. They will put all the crosswords on the floor and the person identified has to explain why he has chosen that particular word.

Alternative Using digital tools: For each letter, they can search on the internet and find a symbol to represent an emotion/goal/attitude related to themselves. The name of the symbol has to start with the corresponding letter from the name. The others will try to guess what does the symbol represents and how is related to the person.

Debriefing:

- ❖ How did people feel about this activity?
- ❖ What were the most difficult emotions/goals/attitudes to identify?
- ❖ Were there similarities or big differences related to the concepts among the participants?
- ❖ Did they present their emotions/goals/attitudes in a positive or negative way?



THE POWER OF YOUTHSELF

2018-3-RO01-KA205-061136

The color of feelings

Concepts: emotions/goals/attitudes, feelings

Time: 20 minutes

Materials: worksheets, colors

Goal: To identify and express their feelings related to themselves, friends, family, school/job

Level: Low

Description: The participants will receive a hand out with a mandala divided into 4 sections. For each section, they will have to use colors to express their emotions, attitudes and goals. They will have to color their emotions related to themselves and friends, their goals regarding the school/job and their attitude towards family. In the end, they will have a complete image of their emotions and their personality.

Debriefing:

- ❖ Were there big differences between the sections?
- ❖ Which was the dominant color?
- ❖ Do you think people are focused more on their jobs or on their families?
- ❖ How important is it to define your own goals?
- ❖ Was easier or harder than participants had expected to describe these concepts?
- ❖ Do they think emotions have any influence on their own lives?

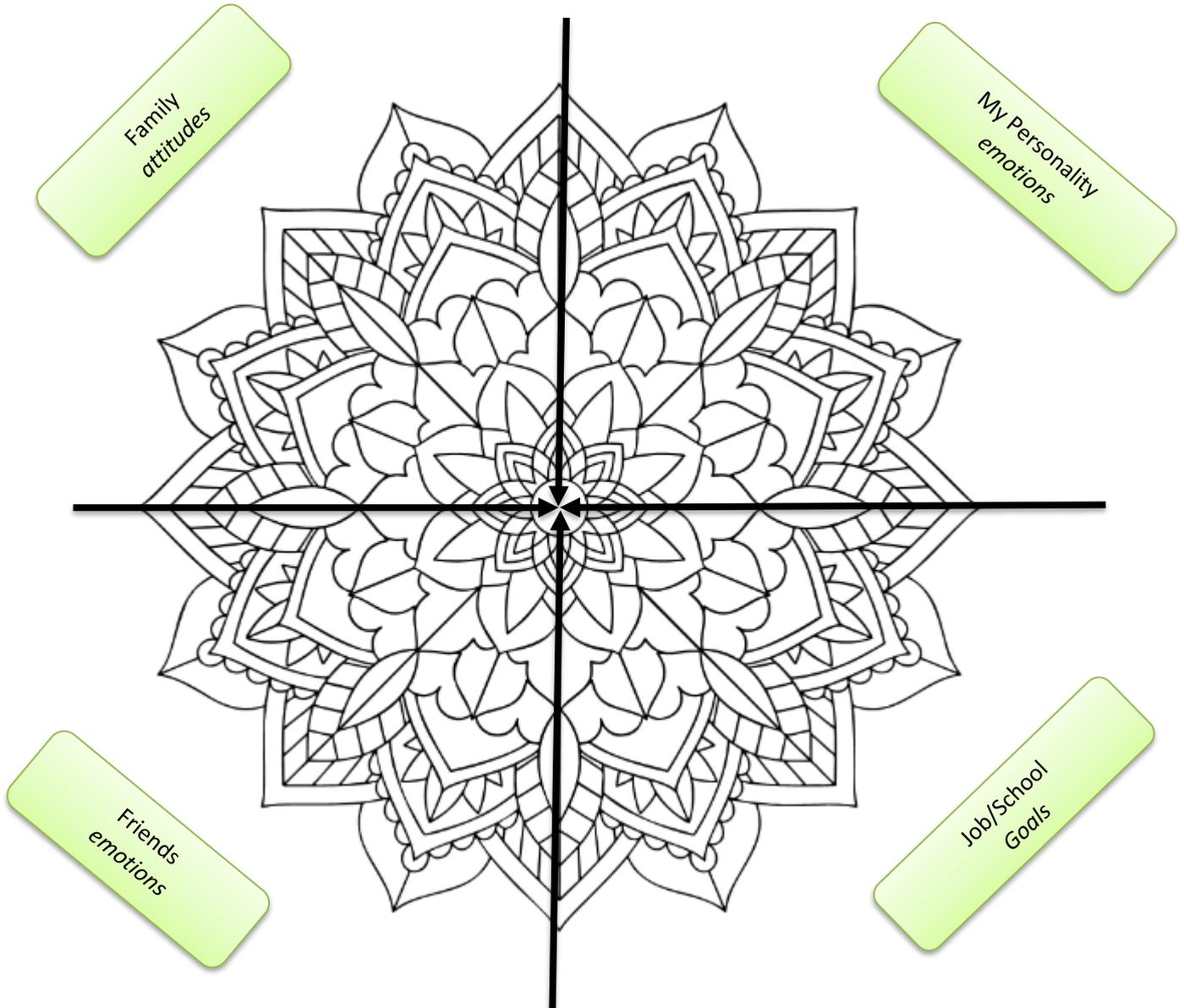


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THE POWER OF YOUTHSELF

2018-3-RO01-KA205-061136





THE POWER OF YOUTHSELF

2018-3-RO01-KA205-061136

I did that once

Concepts: emotions, consciousness, awareness

Time: 40 minutes

Materials: handouts, pens

Goal: To identify and express their feelings related to certain situations and find the reason behind the given situation

Level: Medium

Description: give the participants the hand out. Ask them to read and give an answer to each question on paper. Give them 10 minutes to offer an answer. Once they are ready, ask them, of their choice, to choose a partner and an answer they consider relevant and present the situation behind the answers through role-play. Each partner from the team has to present one situation. In addition, they can present in the same scenario both situations, if the circumstance allows it.

Debriefing:

- ❖ What are the most common emotions?
- ❖ How did it feel to bring back some pleasant/unpleasant memories?
- ❖ Did everyone feel comfortable to share some personal moments?
- ❖ Was it difficult to recall a particular situation?
- ❖ How do they feel after sharing the moment with the others?



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HANDOUT

1. You cried

What made you sad?

2. You said you're sorry

Give me the reason

3. You were surprised

What happened?

4. You laughed your head off

What made you happy?

5. You aimed to learn something new

What was? How did it feel?

6. You screamed

Out of joy or out of frustration?

7. You fought over something

What was the topic?

8. You were angry with someone

What did you do?

9. You helped someone

How did you help them?

10. You had a fight with your parents

Why? What happened?



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What are my habits?

Concepts: Habits, Self-consciousness, Self-awareness

Time: 20 – 30 minutes

Materials: markers, papers, pens

Goal: To identify his/her own habits and their impact on each of them

Level: Medium

Description: Each person will have to make up a story including good and bad habits. The story can be real or it can be invented, but some of the habits have to be real. The participants will write down their names on papers and the facilitator will collect them. The facilitator will have to withdraw 10 or more names (depending on the group size) and the persons on the paper will have to share their story with the others. In their story, they can include more habits (some of them can be fake) and the others will have to guess which one is real and which one is not, based on what they think/they know about the person telling the story.

If the group guessed right, the person will have to acknowledge.

Debriefing:

- ❖ Was it difficult to acknowledge their habits?
- ❖ Were there similarities between bad/good habits of the participants?
- ❖ What do participants understand by the terms bad habits?
- ❖ How difficult is it to be open minded about your habits, good or bad?



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2018-3-RO01-KA205-061136

Life Shapers

Concepts: emotions/ Sense of compatibility

Time: 20 minutes

Materials: no materials needed

Goal: Share personal experiences with each other in a group discussion

Level: Low

Description: Start a discussion that creates a safe environment to all the participants to share at least one personal experience or a fact that they consider as vital in shaping their lives. Mention a fact that has directly affected their personality and the perspective they handle difficulties in their everyday life. You can divide the group into pairs of two or three, based on the number of the participants in the exercise in order to make them feel more comfortable to open up.

Debriefing:

- ❖ What experiences helped them grow?
- ❖ What kind of difficult situations did they face?
- ❖ How did these experiences shape their life?
- ❖ Did they find themselves in the same position with someone else?
- ❖ How can these factors influence their emotions in their daily lives?



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Rope Jumping

Concepts: emotions/ Increasing vulnerability and honesty

Time: 15 minutes

Materials: 1x 5 metres long rope

Goal: Share personal experiences with each other

Level: Low

Description: Play a game that the trainer asks a question and if the participants have experienced it, they should move to the one side of the room and if not they will be staying on their side. In case that they have to move from the one side to the other side they should do so by jumping over the rope that the two trainers will be holding and keep moving in order to make it difficult for them to pass.

Debriefing:

- ❖ What kind of experiences do they have in common
- ❖ Did they feel neglected when staying only on the one side?
- ❖ Did they recognize themselves in each other's faces?
- ❖ Did they have fun?



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Real Life Worksheet

Concepts: personal reflections/ Self-knowledge / identity

Time: 20 minutes

Materials: worksheets with questions for each one of the participants, pens, box

Goal: Enhance bonding in the group and establish relationships based on understanding

Level: High

Description: The trainers will give to the participants worksheets with questions about their personal life on it. (family, friends, love life, work life, etc) After they complete the worksheet with the questions anonymously they will put them in a box and they have to pick up randomly one worksheet and identify common situations.

Debriefing:

- ❖ What are the most common situations they had to face?
- ❖ Did everyone feel comfortable to see someone else's personal moments?
- ❖ Was it interesting to see that someone else has the same experiences?
- ❖ Did they feel closer to everyone since they did not know who was the person who wrote what?



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Debating Skills

Concepts: group discussion / debate/ negotiating skills

Time: 15 minutes

Materials: no materials needed

Goal: finding common habits/ experiences/create the feeling of unity

Level: Medium

Description: Debate whether the things the participants have in common are stronger than the things that separate them. The trainer will ask the participants about facts of everyday life, historical questions, habits and other issues of timeliness. The debate will reveal the way the participants view certain things and examine whether this makes them feel closer to each other.

Debriefing:

- ❖ What kind of views do they have in common?
- ❖ Did they feel closer to one another?
- ❖ Did they recognize themselves in each other's faces?
- ❖ Did they have fun during the debate?



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Positive influence

Concepts: impact, Influencer, positive influence

Time: 30 minutes

Materials: Handouts, pens

Goal: to define the concepts of influence and positive influence

Level: Low / Medium

Description: Divide the participants into teams and give them the hand out. They will provide answers to the questions inside their team. After 10 minutes, they will present the results of their team to the others and will debate on the topic.

Alternative Using digital tools: The participants can work individually on this task. After going through the questions from the handout they can search on the internet or use pictures from their personal archive (if the persons are not public figures) and they can create a board with images representing persons with a positive influence, but also images representing situations from social media, schools, families, etc. that have a particular influence over them (positive/negative influence).

Debriefing:

- ❖ Was it hard to define influence and positive influence?
- ❖ How easy or difficult was to obtain answers from the others?
- ❖ What were the most interesting answers regarding the persons that have an influence on the participants?
- ❖ How suggestible are people?



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HANDOUT

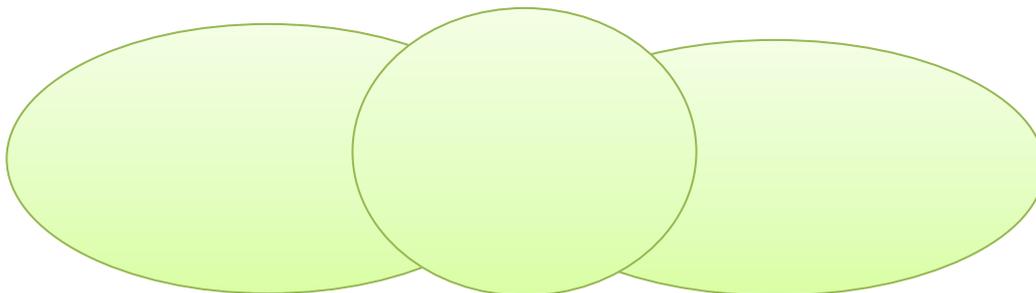
1. How would you define influence?
2. How would you define positive influence?
3. Who has a positive influence on you?
4. Which of these can influence you? In a positive or a negative way?

Social media Teachers Friends
Parents Influencers Siblings
Ads Co-workers Classmates

Positive

Both

Negative





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Who changed the world? - Flower model

Concepts: Impact, Influencer, Positive influence

Time: 30 minutes

Materials: flipcharts, pens, notecards

Goal: To give examples of positive influence

Level: Low

Description: Before the activity cut big shapes of flower petals. You should cut as many petals as persons attending the training course. For a nice effect, make them bigger and colorful. The participants will be divided into 2 groups. Each person will write down on a petal the name of a well-known person that changed the world in their opinion and that should be considered a positive influence and a role model for the others. The facilitator collects the petals with the names on them and put the petals so they will appear like a big flower. The other team will have to guess which person on the other team has chosen the well-known person. If the answer is correct, the person will join the other team. Meanwhile, the identified person will also say why he/she considers the well-known person to be a role model and the facilitator will write down on a paper all the answers, to be discussed in the end.

Debriefing:

- ❖ How different were the persons chosen by the participants?
- ❖ Were there participants that have chosen the same person?
- ❖ Do you think all the names written down may have a positive influence?
- ❖ Why do you think it is important to have a positive role model in your life?
- ❖ Sometimes we can also be role models. Are you a role model for anyone? Why?
- ❖ If you had to choose one person from the team that might have a positive influence on you, what person would that be?



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Cultur(M)e

Concepts: Group discussion / Self -awareness /knowledge enhancement

Time: 20 minutes

Materials: traditional food/drink from each participant

Goal: finding common habits/ experiences/create the feeling of unity

Level: Low/ Medium / High

Description: Identifying cultural characteristics that participants know about other cultures through the sense of taste. What food-drink is considered as traditional by other countries. Identify what is diversity and when exactly something can be considered as “different”. Explain why diversity should be accepted and respected. Instant feedback by the other participants through learning about other traditions.

Debriefing:

- ❖ What food-drink did they already know about?
- ❖ What did they think when trying other types of food?
- ❖ Did this activity bring a new topic for conversation on the table?
- ❖ Did they recognize the exchange of cultural identity in this exercise?



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Mapping around

Concepts: game / knowledge enhancement / grouping

Time: 30 minutes

Materials: Large piece of paper, colors, scissors, pins, flags

Goal: finding common habits/ experiences/create the feeling of unity

Level: High

Description: The participants are asked to create a geographical map which shows the different countries in the world. After drawing the map, they should glue on it pictures from a traditional building – attraction- monument. They are expected to learn by creating. During the activity they can discuss how diversity can practically empower a group of people. Does the geographical position of each country have an impact on better decision making, profitability or enhancing innovation?

Debriefing:

- ❖ What kind of competences did they need to create the map?
- ❖ Was it easy/ interesting to create the map?
- ❖ What did they think when they realized how close is one European country to another?
- ❖ Did they understand the relationships that these countries established in terms of economy or politics?



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The doctor game

Concepts: goal setting/attitude/ cooperation

Time: 10 minutes

Materials: no material needed

Goal: experience “co-existence” and “cooperation” values that can be easily understood through playing.

Level: Low

Description: The trainer is responsible to choose one person who is going to be the doctor and asks him to isolate himself from the group. Then says to the rest of the participants to hold hands and get tangled up in a way that they form a chain with no visible start or ending point. It is a team-building chain game that can ensure that the players will have to cooperate in order to make it difficult for the doctor to find the solution to it.

Debriefing:

- ❖ What are the most common emotions?
- ❖ How did it feel to cooperate together for a common purpose?
- ❖ Did everyone feel comfortable to make someone else’s task harder?
- ❖ Was it difficult to get so close to strangers?

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Aikido Exercise

Concepts: impact/ influencer/ positive influence

Time: 40 minutes

Materials: flipchart, markers, chairs

Goal: Become familiar with the framework for Dealing with Differences, Shaping in couples' different shapes in the room people will understand the meaning of diversity and how they have to manage it on the basis of the Aikido model.

Level: Medium / High

Description: The trainer splits the group in pairs of two people. Shaping in couples' different shapes in the room will ensure that people understand the meaning of diversity and how they have to manage it on the basis of the Aikido model. On a flipchart refer to the Aikido model and highlight the three skill baskets that correspond to the model : Know where you are, meet the other and see what you can do.

Debriefing:

- ❖ Was it hard to engage in dialogue with others?
- ❖ How easy or difficult is to learn about self-awareness through this exercise?
- ❖ How is this exercise relevant in building self-awareness about diversity?
- ❖ Was it easy to engage in dialogue with the others?



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Show Me Your Card Game

Concepts: Emotional awareness, feelings and emotions

Time: 30-45 minutes

Materials: index cards in 2 different colors, pencils , pens, markers

Goal: to recognize one's feelings and emotions through specific situations

Level: Low

Description: Participants create personal index cards(choose one color) writing a feeling on each card. On the other group of cards (choose a different color), they will write situations associated to those feelings. After, the cards have been created, in pairs or small groups, participants will try to match (feeling to situation) each others cards. Then, participants can discuss how should they respond to those emotions.

Debriefing – group discussion:

- ❖ Was it easy to match feelings with situations? Did all group of participants agree upon the matching? If not, which were the main differences?
- ❖ How can you respond to those emotions? Let's discuss it by choosing three emotions: such as anger, envy and fear.



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The Eye of The Beholder Role Play

Concept: Emotional Awareness, feelings, emotions

Time: 30 minutes

Materials: index cards, pencils or pens for writing

Goal: to understand our own emotions

Level: Medium

Description: Distribute index cards to the participants. Then, explain to them that they will pretend to be in a public space like a museum or an art gallery. First, ask them to spread around the room, walk and not to look at anyone in the eye. After doing that for about 1 or 2 minutes, ask them to stop walking and to write on their index cards how this activity make them feel. Second, have the participants repeat the role play exercise only this time, they will seek for eye contact and the second the find someone's eyes, they will break it off. After that, ask them to stop and write about their feelings on their cards. Third, the exercise is repeated. This time, though, when they find someone's eye contact, they pair up with that person only and look into each others' eye for about 2 minutes. Then, stop the activity and ask them to write their feelings. After that, bring everyone into a large circle and discuss about their emotions during the 3 different parts of this activity.

Debriefing:

- ❖ How did you feel about not being allowed to establish eye contact?
- ❖ How were your feelings different when you were allowed to establish eye contact?
- ❖ How did you feel when you had to maintain eye contact with a partner for 2 minutes?



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Emotional Baggage

Concept: self-assessment

Time: 45-60 minutes

Materials: none

Goal: to be able to identify one's strengths and limitations

Level: Low, medium and high – the debriefing as well as the complexity of the experiences presented will change according to the target group's level.

Description: In pairs, each participant shares an experience where they felt like victims. Once one explains, ask them to share how they felt and how they reacted in that situation. What aspects help them face that situation (strengths) and what aspects made it difficult (limitations).

Debriefing:

- ❖ How do you feel to talk with someone else about a situation where you felt as a victim?
- ❖ Was it easier for you to think about that situation after you heard some other people similar stories?
- ❖ Did this exercise help you to reflect about your feelings and reaction? Would you act different now?



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Crisis Management at work- Worksheet

Concepts: problem solving / self-knowledge /anger management

Time: 20 minutes

Materials: worksheets for each participant, pens

Goal: The participants will answer a worksheet with questions that will help them realize that there are various ways to handle a crisis situation at work

Level: Higher

Description: Each participant will be given a worksheet that he/she has to complete with individual exercises. These questions aim in persuading the participant that each situation can be solved.

Questions to be included in the worksheet:

- ❖ What is your typical Response to a crisis event?
- ❖ What is the usual Outcome of such a situation?
- ❖ What is the outcome you would ideally want?
- ❖ What verbal or non-verbal communication skills do you need to deal with a crisis situation at workplace?
- ❖ How easy or difficult is it for you to maintain that limit or boundary?
- ❖ Write down 1-2 affirmations you could say to yourself to help you Deflect.
- ❖ What is your typical reaction to the person's difficult behavior?

Debriefing:

- ❖ What can you do or say to Blend and/or Contrast with the person in order to Defuse?
- ❖ What will you try to do or say differently the next time you are faced with this type of difficult situation?
- ❖ Which of these verbal or non-verbal communication skills is hardest (or feels least natural) for you to do?



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Self- Awareness Inventory

Concept: strengths and limitations to deal with emotions

Time: 30-45 minutes

Materials: poster paper, markers of different colors

Goal: to recognize one's own strengths and limitations

Level: Medium / High

Description: Participants are encouraged to draw a large picture of themselves on poster paper. Then, they should brainstorm and list positive attributes that characterize them as well as aspects of their personality they consider need to be improved. Out of their lists of strengths and limitations, they should select 3 strengths and 3 limitations they would like to improve. At the end, have participants describe how they will attempt to improve those traits.

Debriefing:

- ❖ Think about 3 strengths and 3 limitations and describe how you will try to improve your self. Discuss with other peers and try to find suggestions and common paths.



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Strengths

- _____
- _____
- _____

Would like to Improve

- _____
- _____
- _____

Personality Traits:

- Creative
- Fair
- Confident
- Loyal
- Focused
- Forgiving
- Caring
- Passionate
- Goal-Oriented
- Positive
- Happy
- Kind
- Honest
- Funny
- Sensitive
- Leader
- Doesn't give up
- Patient
- Eager to Learn
- Curious
- Open-minded
- Spiritual
- Imaginative
- Humble
- Hopeful
- Supportive
- Calm
- Dependable
- Striving
- Hard-working

Adapted activity from an activity done at Florida State University



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Blow my Mind

Concept: Self-control and self-regulation

Time: 30-45 minutes

Materials: one balloon for each participant

Goal: to understand anger and how to manage it

Level: Low / Medium / High – the debriefing as well as the complexity of the situations presented will change according to the target group's level. It could be very useful for kids, especially those aggressive, to help them to think about themselves, their behavior and the causes of their reactions. At the same time, it could be very useful exercise for self – analyses for medium and higher level of target group.

Description: The facilitator reads situations that could make people experience anger. Each time participants feel the situation would make them feel angry, they will blow the balloon one breath at a time.

Situations:

1. People who break their promises with lame excuses.
2. People who show up late or not show up at all for a committed appointment.
3. People who are very miser
4. Being disrespected
5. People who do not flush the toilet after doing something big in it
6. Rumors or gossip
7. Cheating
8. Hunger
9. Waiting
10. Loud noises
11. Being ignore
12. Being interrupted
13. Things that don't go as planned
14. Unfair treatment
15. Being criticized
16. Too much to do
17. Being bumped into



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18. Being left out
19. Being bullied
20. Being told what to do

After the situations have been read, how many had their balloons popped?

Debriefing:

- ❖ Have you ever thought about what makes you angry the most?
- ❖ Think about a specific situation, in your opinion what is the trigger to this feeling?
- ❖ Have you ever tried to control these angry reactions? Do they happen to you very often?
- ❖ Why are some situations too difficult to deal with? What strategies can be used to face them and control anger?



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"The Wolves Within" role play

Concept: Self-Control and Self Regulation

Time: 60-90 minutes

Materials: the story of the Wolves (video available at this link <https://www.youtube.com/watch?v=TzZQm4yhPns>), paper, pencil, pens, dice and acting props(if available)

Goal: to think about how one would like to process anger in the future

Level: Medium / High

Description: Participants listen or read the native American legend of the two Wolves. After that, they break into four groups. Each group will write 2 ethic scenarios. After all scenarios are written down, use a dice to decide which scenario each group will perform. It is okay if the scenarios are repeated since the groups will role play the solution to the ethic issue in different ways.

Debriefings: think about the following questions and discuss them together in plenary

- ❖ Would you apply in the real life the scenario you performed? If not, was it hard to perform something you will not do? Which scenario would you have apply in stead?
- ❖ Have you faced situation of anger that could be process with one of the scenario implemented?



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Act like Fog

(Fogging technique: adapted from conflict management techniques)

Concept: Adaptability, Innovative approaches to deal with emotions

Time: 30 minutes

Materials: none

Goal: to get acquainted with alternative ways to deal with emotions

Level: Low / Medium

Description: Ask half of the participants to imagine they are thick clouds of tiny water drops suspended in the air. And will absorb everything that is thrown at them. The other half (one person in front of another) will begin saying loudly many accusations (following a list provided by the organizers) such as "you are lazy", "you are always late", "you are not responsible", "you don't explain things well", etc. To every accusation said, participants acting as fog will respond "yes, I am lazy", "yes, I am always late", "yes, I am not responsible", "yes, I don't explain things well."

Decide how much you want to continue this. Sometimes, the group saying the accusations will run out of things to say as the technique helps disarm the accuser.

Have the groups change roles. Then, have a group discuss to highlight the dynamics of the activity.

Debriefing:

- ❖ Think about the following dimensions: How do you feel to be accused? How do you feel as an accuser?
- ❖ By playing this game did you recall some situation in your real life? Would you change your way to act (accuser) or react (accused)?



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Deep breathing - Group discussions

Concepts: stress

Time: 20 – 30 minutes

Materials: markers and board

Goal: Practice deep breathing technique as part of stress reduction and introduce youth to the concept of stress

Level: Low / Medium / High

Description:

1. Stand straight up with feet shoulder-width apart
2. Arms and hands are relaxed downward
3. Body is relaxed
4. Eyes closed
5. Focus on lower abdomen (belly) and imagine a small balloon in that space
6. Breath in slowly and deeply through nostrils, imagining the balloon inflating (getting bigger/larger/growing) slowly, hold a few seconds
7. Slowly exhale through the mouth, imagining the balloon gently deflating (getting smaller, shrinking); blow out of the mouth as if blowing out a candle
8. Tip: Place a hand over the lower abdomen to feel it go up and down, and make sure you're not breathing with the chest
9. Repeat at least 10 times

Debriefing

- ❖ Are they more relaxed, calm? How their body feel after the exercise?
- ❖ After the exercise write on the board the following questions:
- ❖ What is stress?
- ❖ What types of things stress me out?
- ❖ What are some ways you deal with stress?



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- ❖ When we experience stress, how does that affect others around us?
- ❖ Discuss these questions with youngsters, give time for everybody to offer their opinions.
- ❖ According to the answers, conclude with youngsters on a definition of stress.



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Fast facts on stress

Concepts: stress

Time: 30 minutes

Materials: established sentences about stress:

- ❖ *Stress helps the body prepare to face danger.*
- ❖ *The symptoms of stress are physical.*
- ❖ *The symptoms can be both physical and psychological.*
- ❖ *The body changes in different ways during stress.*
- ❖ *Some positive experiences can lead to stress.*
- ❖ *We all react the same to stressful situations*
- ❖ *Past experiences can impact how a person will react.*
- ❖ *Doctors will prescribe medications for coping with stress.*
- ❖ *A poor diet will lead to ill health and additional stress.*
- ❖ *When I am stressed, I smoke.*

Goal: To introduce youth to stress related concepts

Level: High

Description: read the sentences from the worksheet and ask the youth to position themselves on the right if they agree with the sentence and on the left if they disagree. Read each sentence and discuss it in-group before passing to another question. Ask them to give arguments about the reasons standing behind their choice.

Debriefing:

- ❖ How easy it is to recognize stress signs?
- ❖ How does stress affects the body?
- ❖ How easy/difficult is for them to identify their own reactions to stress?
- ❖ What people tend to do in order to relieve stress?
- ❖ According to the results of the activity, conclude with youngsters on the most important issues.



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Causes of stress

Concepts: stress, emotional reactions, symptoms and behaviours

Time: 30 minutes

Materials: worksheet

Goal: To help youth develop awareness of stress causes as well as to identify stress effects.

Level: High

Description: split the group in teams of 5-6 people, give each team the worksheet and ask each team to discuss the questions and offer answers. Give them 10 minutes. Gather everyone together and ask each team to present their answers.

Debriefing:

- ❖ Go over each question and note down on the flip chart some of the answers you seemed important. Conclude the main causes of stress. Explain that we all react differently to stressful situations, therefore, what is stressful to one person may not be stressful to another.

WORKSHEET



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Identify in team 1 or 2 examples of everyday demands that can cause stress for the followings:

- ❖ work
- ❖ relationship
- ❖ finances

Identify in team what makes each of your member stressed and why?

Based on the previous question identify common stress situation that everyone in the team can relate to?

In the following table agree in the team on emotional reactions, symptoms and behaviours of given stress situations.

Stress situations	Emotional reactions	Symptoms	Behaviours
Illness			
Divorce			
Failing an exam			
Car accident			
Lack of money			
Lack of job			
Becoming a parent			
Moving home			
Travelling by plane			



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Role playing

Concepts: stress, impact, negative and positive ways to deal with stress

Time: 60 minutes

Materials: scenarios

Goal: To help youth develop awareness on how stress impact our personal and professional life as well as to identify solutions

Level: High

Description: split the group in teams, give each team 1 scenario and ask each team to discuss and present a role-play on the given scenario offering 2 perspectives: 1st representing negative ways to deal with stress and 2nd representing positive ways to deal with stress. Give them 20 minutes to prepare their scenarios. Gather everyone together and ask each team to present their role play on the 2 perspectives.

Write a table on the board with 2 columns and conclude on the negative and positive ways to deal with stress

Debriefing:

- ❖ How did you feel about this activity?
- ❖ What were the most difficult aspects or the most difficult things to role-play?
- ❖ Did you learn anything new about stress?
- ❖ Have you ever faced one of the given scenario? If yes, how did you react to it?
- ❖ Why did you behave the way you did?
- ❖ How could you have behaved differently? Has the rest of the group any suggestions?



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Scenarios examples:

1. Tommy is 19 years old. He just finished high school and with no possibility to continue his studies. He seeks to find a job but already half a year has passed and Tommy lacks a job. His parents put pressure on him and threaten him to expel if he does not contribute to the expenses of the house. Tommy feels extremely worried about his future as well as about his relationship with his parents.

2. Tania is 22 years old. She just had a very bad car accident and she stayed in hospital for 1 month. Now she is at home, still recovering but every night she has nightmares about her accident. Tania has sleep problems and has started to have sudden panic attacks.

3. Michael is 25 years old. He applied for a job in another country and he succeeded. Now he is worried about leaving his home, his family and friends as well as about the tasks he has to complete before leaving in another country.

4. Chris is 20 years old. Her 24 years old boyfriend was diagnosed with a serious illness with minimal healing rates. She is the only one who can support him as he has no family, she must take care of him, the house and also ensure the finances for their daily living. Chris feels angry and sad about the situation so she started to cry frequently and to eat very much.



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Brainstorm: how do I cope with stress?

Concepts: stress management

Time: 20 – 30 minutes

Materials: markers and board

Goal: To discuss stress management approaches

Level: Medium

Description: ask the youngsters to come with their ideas of approaching stressful situations and write them on the board. Explain the youngsters that there are many approaches and make reference to some of the most important and try to classify together the given answers based on the above:

- ❖ Improve skills
- ❖ Relaxation techniques
- ❖ Surroundings

Best: Fresh-air, rely on rituals, engage in activities and put the focus on your hands or body, spiritual practice, visualize calm by transporting yourself in a happy place, take a bath, express your gratitude, exercise

Worst: drinking, smoking, drugs, hibernate, ignore the problem, eating

Debriefing:

- ❖ Why does it happen?
- ❖ Which solutions do they have to deal with stress and stressful situations?
- ❖ Why is it important to manage stress?
- ❖ Can medicine help coping with stress?



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Case studies: Role Play

Concepts: problem solving/ experience/ self confidence

Time: 25 minutes

Materials: 2 Chairs for the “actors”

Goal: The participants are expected to do a role play which is going to prepare them for Difficult Conversations and Situations

Level: Medium / High

Description: The trainer will divide the group in pairs of two. Each pair will act a scenario that they are at work and they are facing a serious problem such as a mistake with economic impact or a conflict with a colleague and the rest of the group will be observers. By acting scenarios like these out, they can explore how other people are likely to respond to different approaches, get a feel for approaches that are likely to work, and for those that might be counter-productive. They might also get a sense of what other people are likely to be thinking and feeling in the situation.

Debriefing:

- ❖ As a debriefing exercise when they will finish the role-play, the participants are expected to vote which pair they liked the most and explain why it catches their attention



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Find effective ways to handle stressful situations at work

Concepts: problem solving /personal reflections /conflict resolution/anger management

Time: 30 minutes

Materials: marker, board, buzzer, chairs, candies

Goal: The participants will be motivated to find answers to questions about anger at workplace

Level: Medium / High

Description: The trainer is expected to begin a discussion about anger management methods and practices. He is going to ask some questions concerning the causes of anger and effects of it. The participants will be sitting on the one side of the room and a buzzer will be located in the middle of it. When the trainer asks a question and the participants have an idea about it will have to stand up and run towards the buzzer. The first person who presses the buzzer takes the marker and writes his/her idea on the board and gets a candy from the trainer

List of questions to be addressed from the trainer (feel free to add more if needed):

1. What causes anger at workplace?

Potential answers: Stress, Frustration, Fear, Annoyance, Disappointment, Resentment

2. What problems does poorly handled anger at work can cause?

Potential answers: Depression, Physical health problems, Problems with relationships, Low self-esteem

3. What are the different things that trigger a person's anger at work?

Potential answers: when colleagues

- insult me
- criticize me or my work
- don't listen to me disagree with me
- don't work as hard as I do
- lie to me
- tell me what to do
- are rude or inconsiderate
- are late



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- don't act or feel the way I think they should

4. What should you do when dealing with someone else's aggression?

Potential answers: Don't take it personally, Listen to the person, Meditate, Think of solutions together, Deep-breathing exercises

5. Are there any sources that can help people deal with someone's anger?

Potential answers: Mental health professionals and mental health centers, Counselors, Family therapists or social workers Hotlines, Religious leaders,

6. What elements can you incorporate in a development plan?

Potential answers: Set positive goals and a time frame, Get support, Track your Progress, and Reward yourself!

7. How can you take back the control of the situation?

Potential answers: Remember to calm down, identify solutions, and try to relax, leave, if necessary, and Get help if you need it

8. What kind of negative reactions can you personally experience in this case?

Potential answers: hold a grudge, after a disagreement, not being willing to forgive, not letting go, Blame everyone, and Respond to anger with anger

9. Find ways to help get a handle on anger.

Potential answers: Have a sense of humor, Write about your feelings, Learn to use positive self-talk instead, Visualize positive things (such as a relaxing holiday, etc), Get some rest

Debriefing:

- ❖ Did they learn something from it?
- ❖ Do they know how to handle such a situation now?
- ❖ What element do they consider as the most effective in dealing with anger at work?



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Case studies: Difficult Office Situations and How to Deal With Them

Concepts: problem solving/ personal reflection/ negotiating skills/group discussion

Time: 30 minutes

Materials: a board, marker or a computer with projector

Goal: The participants are expected to express their point of view on how to deal with critical situations at work and what can be done to effectively extinguish them.

Level: High

Description: The trainer will write on the board 10 case studies and ask the participants about their opinion about them. The purpose is to start a discussion in which, these annoying work situations are tested. Finding solutions to these questions and expressing personal views is essential.

Here are examples of the case studies that are going to be examined:

1. A co-worker has the annoying habit of [blank] and you can't stand it anymore.
2. You suspect someone in the office is working against you.
3. A co-worker or superior makes an inappropriate physical advance.
4. It's the company Christmas party or other business event and you don't want to go
5. A supervisor entrusts you with a secret, and you gab to just one "trusted" friend.
6. Your boss overloads you with tasks that aren't in your work description.
7. A customer is behaving ironically or inappropriate.
8. You're asked to work on a collaborative project with co-workers with whom you don't see eye-to-eye.
9. You've had an argument with a co-worker, and you know you're right.
10. A colleague or supervisor is doing something wrong, and you want to complain to the company chief.

Debriefing:

- ❖ Did they experience any of these case studies themselves?
- ❖ Did they agree with each other in the solutions provided?
- ❖ Did everyone feel comfortable to talk about these issues?



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How did you build it...

Concepts: creativity, collaboration, communication

Time: 30 minutes

Materials: spaghetti, marshmallows, lego, cups, books, forks, highlighters, etc. (it's up to the trainer)

Goal: The participants are expected to build different castles and then realize that they all think in a different way

Level: Low / Medium / High

Description: In this team-building game the trainer should divide the participants into different teams and give to them equal amounts of materials. These materials could be anything from legos, cups, spaghetti, blocks, forks or even marshmallows. Then, they are asked to create a castle. As expected, each team will use different materials in terms of quality and quantity although they all had the same resources in the beginning.

Debriefing:

- ❖ Which team can build the tallest, structurally-sound castle?
- ❖ Did they use materials in a different way from with each other?
- ❖ Which team can build a castle the fastest?
- ❖ Did they realize through this exercise that each person has different point of view?



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Create it, on your own!

Concepts: Creativity, innovation, imagination

Time: 30 minutes

Materials: Paper, pens and flip charts.

Goal: The participants are expected to brainstorm and come up with their own, brand new, problem-solving activity.

Level: Low

Description: The trainer divides the group in two teams ideally consisted by five people. Then he announces that they must think (critical thinking) an original activity problem-solving activity that will work well in their workplace. The activity must not be one that they have already participated in, heard of, or an activity that is too simple. Then the trainer asks from each team to present to the rest their new activity and demonstrate its key benefits.

Debriefing:

- ❖ Did they realize that they had to use their critical thinking in order create an activity?
- ❖ Did this exercise help them understand the concept of decision-making what processes did they follow to reach a conclusion?
- ❖ Was this a decision taken by all of them? Did they all participate in the process of choosing the most ideal activity?
- ❖ Did they find it harder to define the problem, generate solutions, or find a way to implement them?



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The Worst-Case Scenario

Concepts: problem solving/ experience/ self confidence

Time: 20 minutes

Materials: no equipment needed

Goal: The participants are expected to do a role play which is going to embrace their decision-making process.

Level: Medium

Description: The trainer is invited to work with a scenario in which participants should work together in two teams and solve problems in order to find a successful solution. An example of this case could be: "how would you react if you were alone on an isolated, deserted island", "How would you find your way to the shore if you was lost at sea?", " What would you do if you assume that one of your colleagues is trying to sabotage you?" The trainer should guide them to work together to concoct a solution that ensures everyone has a say but altogether they form and reach to a common solution. Apart from the solution they should come up with a list of 10 must-have items that would help them in the first two cases the most, and the 10 safest approaches to solve such a problem for the third case.

Debriefing:

- ❖ As a debriefing exercise when they will finish the role-play, the participants are expected to vote which final solution they liked the most and why this procedure catches their attention



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No Pain, No Gain

Concept: SMART Goals

Time: 30-45 minutes

Materials: poster paper, markers of different colors

Goal: to understand what SMART goals are

Level: Medium / High

Description: Start with a brief discussion of what goals are and why they are important. Provide an example or two from your own life or a general example. It could be about practicing a sport, learning a language or getting a university degree.

From this discussion, start a brainstorming. First brainstorm as a group, and get a list of goals or types of goals that exist. The next step is to introduce the acronym SMART. We want to plot out goals that are SMART (Specific, Measurable, Achievable, Realistic, Timely):

Once youth know the meaning of smart goals, ask them to draw the letters of the word „SMART” (big dimension), to cut and place them on the floor (like in a grid) in order to compose the acronym SMART. Give them five minutes to write down in a piece of paper two or three goals. Participants will have to move from one box to another while describing his/her goal and how it is specific, measurable, Achievable, Realistic, Timely. Give to the participants the opportunity to interact by showing other perspectives on the same goals. Discussing SMART goals in detail can help participants to decide on the goal the really want to work on if they are unsure, and it can also provide some very real guidelines as to what is realistic.

At this point, divide the participants in group, each group will pick one goal. Participants will discuss how this goal is SMART and present it, all together, by moving around the grid in the floor.

Debriefing:

- ❖ Was it hard for the participants to describe the goal?
- ❖ How did they feel?
- ❖ What was the level of understanding the activity?



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Stepping-Stone Goals vision board

Concept: Short-term and long-term goals

Time: 30-45 minutes

Materials: activity sheet 1 and 2 (hopefully printed on large paper)

Goal: to identify goals as short term and long term

Level: Low / Medium / High. Answers and discussions will vary based on people's age, experiences.

Description: After distributing „My Goals” activity sheet (#1), ask participants to brainstorm their goals on the activity sheet. Remind them that a goal is something a person wants to accomplish. Use prompts to stimulate their thinking.

When they finish writing their goals, ask every participant to share at least one of his or her goals. Write the goals on a large poster.

Discuss how to achieve these goals, they must go through some stepping stones or short time goals.

Then, distribute the “On Your Way” activity sheet (#2). Ask participants to choose one of the long-term goals that they identified on the “My Goals” activity sheet (#1), and write it in the top box on the “On Your Way” activity sheet.

Allow them to choose a SMART goal and ensure that they choose an appropriate long-term goals. Ask participants, “Backtrack, and decide what goal you need to accomplish just before you achieve your long-term goal. Put that in the second box from the top.

Continue backtracking until you identify all of the stepping-stone goals necessary to reach the long-term goal.”

This will be better if the worksheets are printed in large poster paper so that these can become vision boards.



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Activity Sheet #1: My Goals

MY GOALS



Career?



Education?



Leisure Time?



Family?



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Home?



Possessions?

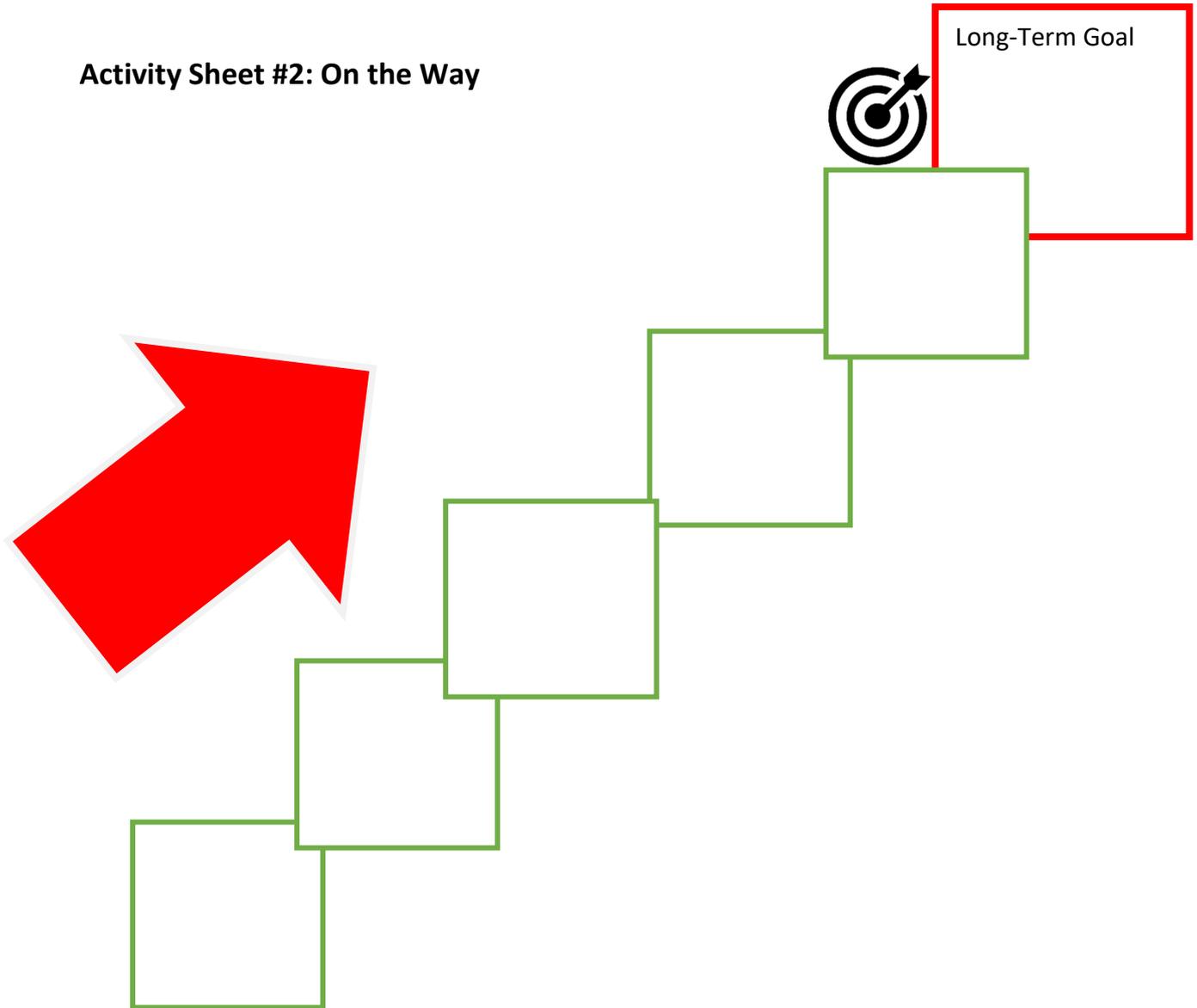




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Activity Sheet #2: On the Way



1. FIRST STEP:

Write one of your long-term goals in the top box.

2. SECOND STEP:

Think about the stepping-stones you need to accomplish in order to achieve your goal, and write them down.

3. THIRD STEP:

Fill in the boxes with medium-range goals that should help you reach your long-term goal.



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Priority Action Steps

Concept: Priorities in setting goals

Time: 1 hour

Materials: worksheet # 3: Priority Action steps

Goal: To recognize the importance of setting priorities in order to achieve goals

Level: Medium / High

Description:

Explain to participants how to complete the Summary worksheet: Priority Goal Action Steps

Please complete the following fields for each goal:

- ❖ Long-term Goals: In order of priority, please define a specific goal that you would like to achieve within the next three years
- ❖ Short-term goals: Define specific steps that you will take to achieve your goal within the next year.
- ❖ Barriers: List any possible barriers and ways in which you can overcome those barriers
- ❖ Resources: List the resources (e.g. people, services, offices, etc.) that can help you achieve your goal
- ❖ Deadline: Enter the targeted date of completion Priority Goal Action Steps

Once you have filled the table split into two groups A and B. Each group will have 20 minutes to discuss 3 goals (1 long term and 2 short term) and then they will present their goals and strategies to the other group. After the presentation of each goal, the other group have to list and communicate five obstacles (not listed before) in order to achieve that goals and the group that present will have 5 minute to discuss and find an innovative solution/s, which will be presented.



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Debriefing:

- ❖ Was it the first time you thought about a strategy to reach your goals?
- ❖ Did you find it easier now, that you have a strategy in your mind, to try to reach your goals?
- ❖ How did you feel when other people pointed out some obstacles that you haven't taught about?



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Activity Sheet #3: Summary

Priority	Long-Term Goal	Short-Term Goals	Barriers	Resources	Timeline
1.		1. 2. 3.	Barrier: Steps to Overcome Barrier:	1. 2. 3.	
2.					
3.					
4.					
5.					



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Interconnecting Circles

Concepts: work experience, leisure activities, volunteering

Time: 45 minutes

Materials: A3 paper and pens, highlighter pens, tape

Goal: To encourage people to think about skills, qualities and experiences that can be used when pursuing their future job.

Level: Medium

Description: When you find a job that you are interested in, your previous experience can be useful if you know how to use it on your behalf.

The facilitator will form two teams and will use tape to draw three overlapping circles on the floor.

"Work experience"; "Leisure activities"; "Volunteering"

Inside each circle, they should add notes with details regarding the things they have done and the skills, attitudes, knowledge they acquired/developed during those activities.

In the overlapping sections, they will add the skills, attitudes, knowledge that are repeated.

Participants should decide upon their skills they think an employer might look for. It would be beneficial to point out that even if someone has no experience on the labor market, these identified skills may be transferable when applying for a job.

Debriefing:

- ❖ Was it difficult to decide upon what skills they should add in each circle?
- ❖ Did they identified different experiences but with same skills acquired?
- ❖ Do they consider the skills from the overlapping section could help them in any kind of job?
- ❖ How representative those skills will be for them, judging from the point of view of an employer?



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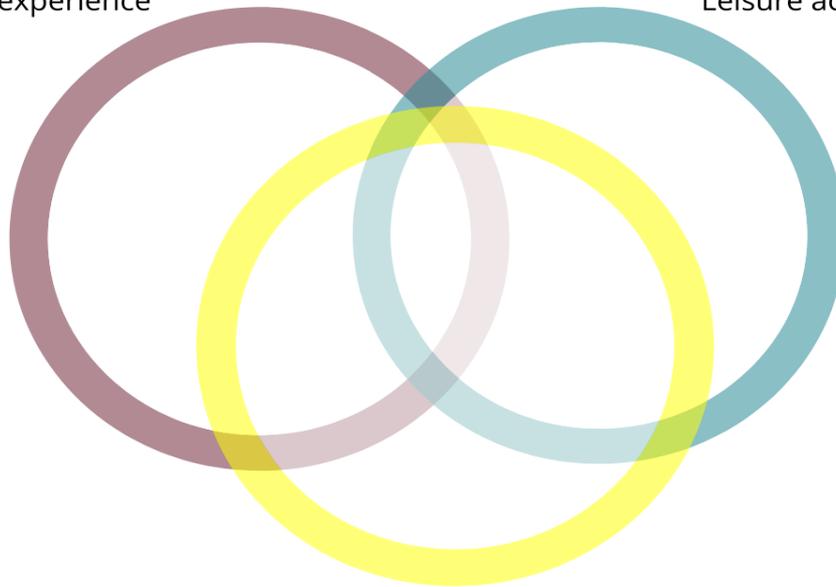


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Work experience

Leisure activities



Volunteering



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In your footsteps

Concepts: career, goal

Time: 45 minutes

Materials: Colorful paper footprints, markers, color pencils, scissors

Goal: To determine participants to think about their expectations and fears if they are realist or not and to understand different factors like needed skills, time management.

Level: Medium

Description: Participants will have to think about future plans concerning their career on short term (0 months-6 months) and on long-term (more than 1 year). Participants will cut the footprints and will put them on the floor. Each of them will have to write down his goal and the way he is going to achieve it. A picture / an image/ writing down your plan can help them envision their actions and will keep them focused on their goals. Once the goal is settled, the process becomes a priority.

They will share on voluntary basis their career plans and how they will get there.

Debriefing:

- ❖ Did they feel able to identify goals that can lead to the development of their career?
- ❖ Did they find this plan helpful? Is something they thought about before?
- ❖ How does setting goals lead to success?
- ❖ How easy is to identify the strengths and the weaknesses towards the future?
- ❖ How can you be serious about your goals, once settled?



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Milestones on your journey

Concepts: career, goal, planning

Time: 45 – 60 minutes

Materials: paper, markers, pencils, coloured papers, newspapers, glue, cutter, scissors

Goal: Raising awareness on personal learning process, experiences, present situation and future plans

Level: High

Description: Part 1 (30 min)

Each participant will receive a paper. They will have to think and analyse their past with a focus on key moments, persons that were helping/supporting/inspiring them, achievements and future plans. Each participant will present these milestones drawing their life as a river, using materials in a creative and expressive way.

Part 2 (15 min) Participants will share, on a voluntary base; the milestones in their life that helped them grow.

Alternative Using digital tools: They can present the same milestones using different digital tools to represent them as a monopoly board where they can use various colours, symbols and models to represent key moments on their path.

Debriefing:

- ❖ How was to look back in the past and see your journey?
- ❖ Are there things you would do in a different way from this point of view?
- ❖ Which were the key moments that helped you the most?
- ❖ Is it beneficial to go back in the past from time to time or the difficult moments should not be remembered?



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Act on your career

Concepts: career, job requirements

Time: 30 - 40 minutes

Materials: pencils/writing material, whiteboard/board, paper

Goal: To increase the capacity of the participants to visualize the requirements for a specific job with improvisational theatre and to improve the sense of initiative

Level: High

Description: For this training method, there is no prior scenario.

One participant will be a professional advisor in a job center, while the others will be the persons looking for a job. Being an improvisational theatre, they will try in a creative and funny way to illustrate the job they are looking for. The professional advisor will have to figure out the job, through the role-play and by asking questions and receiving answers. Later, the participants will sit in a circle and discuss/reflect about the activity.

Debriefing:

- ❖ What do you think about the professional advisors and their job?
- ❖ Have you ever been / intend to go to a job center?
- ❖ Which are you expectations from a career advisor?
- ❖ What are the advantages of career counselling?
- ❖ What should be included in a job posting?



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SWOT ANALYSIS ACTION PLAN

Concepts: career, strengths, weaknesses, opportunities, obstacles

Time: 20 - 25 minutes

Materials: pencils/writing material, handout

Goal: To increase the capacity of the participants to visualize a strategic plan to meet goals, improve actions; identify opportunities, studying internal and external environment.

Level: Medium / High

Description: The participants together with the facilitator will discuss about what means a SWOT analysis, how to do it, the benefits of doing such an analysis. After that, they will complete the hand out, creating a draft of a career plan, looking deep into their achievements, assets, weaknesses, needed training and education, opportunities, obstacles and threats.

Debriefing:

- ❖ Why is a SWOT analysis useful?
- ❖ What is the purpose of SWOT analysis?
- ❖ Was it difficult to do your own analysis?
- ❖ Do you have a clear vision of your career plan?



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Strengths:
Most notable achievements:
How do you measure your success?
Your greatest asset:
Weaknesses:
What should you avoid?
Professional weaknesses: How do they affect your career / job performance? How to overcome those weaknesses
Identified opportunities:
Which are the prospects in the field of your interest:
Training and education you can add:



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The opportunities you plan to take advantage of:
Obstacles you face
Changing requirements for your desired job field:
Technology development threaten your prospective position:
Could your area of interest be fading in comparison with other fields:
Could internal politics affect your field of interest:

Although these threats are not controllable, the following action might be taken to lessen their impact on your career plan:



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Brainstorming – Community

Concepts: community

Time: 20 minutes

Materials: markers, flipcharts

Goal: To understand what is a community

Level: Low

Description: Discuss with the group what a community is. Ask them to come and write key words on the flipchart and discuss them in plenary. Conclude with the group on the definitions of Community according to their findings.

Get the Brainstorming on the next level and discuss with the youngsters characteristics of the community. As in the first step, conclude with them the main characteristics.

Debriefing:

- ❖ What defines a community?
- ❖ What are the characteristics of a community?
- ❖ What are typical problems in a community?
- ❖ What is the best way to encourage communities to collaborate?
- ❖ What motivates people to get involved into community problems?
- ❖ What are the benefits of sharing and collaborating?



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Sense of belonging

Concepts: community, sense of belonging

Time: 20 minutes

Materials: markers, flipcharts

Goal: To develop participants' awareness and curiosity about their wider surroundings

Level: Medium

Description: Begin by explaining to the group that the feeling of belonging is a basic human need that makes us identify the values in life and face the daily challenges. A sense of belonging makes us feel that there is a community behind us.

Divide the youngsters in teams and ask them to draw all the places they feel they belong on a flipchart. Give them 10 minutes. Each group will present the drawings in plenary and discuss as a group the main findings.

Debriefing:

- ❖ How do you feel a sense of belonging?
- ❖ How does belonging make you feel?
- ❖ What people or experiences are/were important in influencing their sense of belonging?
- ❖ What they would do differently to establish a sense of belonging?
- ❖ How strongly do you feel part of a community?



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Me and my community

Concepts: sense of community, sense of belonging

Time: 40 minutes

Materials: markers, flipcharts

Goal: To develop participants' awareness and curiosity about their wider surroundings

Level: High

Description: Reinforce the idea of Human beings who need sense of belonging, this connects us and builds on the many relationships we develop in our lives as well as it affects own development during our lives. Ask the youngsters which functions they think a community has. Help them with hints if they are blocked. Afterwards, write on the flip chart the following functions:

- ❖ Production-distribution-consumption
- ❖ Socialization
- ❖ Social control
- ❖ Social participation
- ❖ Mutual support

Split the group in 5 teams and give each team 1 function. Ask them to think of examples related to the function received. Give them 10 minutes and ask each team to present their ideas in plenary. Conclude by defining each function.

Debriefing:

- ❖ Why is a community important?
- ❖ How difficult it was to find examples related to the community functions?
- ❖ Are these function well covered in their communities?



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Brainstorming – Community needs

Concepts: community needs

Time: 20 – 30 minutes

Materials: markers, flipcharts

Goal: To understand the connection between self and community and realize that the community needs to be taken care of just as we need to take care of ourselves, our families, and our homes

Level: Medium

Description: Begin the brainstorming by telling the group that *Analysing the community you live in, you can identify problems and you can take action not only in matters concerning your person, but also those with whom you live with.*

Ask them to give examples of community needs related to different groups, such as children, youth, elderly, women, etc.

In the next step write on a flipchart the word Need and ask them to take turns and write down the first word that comes in their minds. Discuss them in plenary.

Debriefing:

- ❖ Have they paid attention to the community need so far?
- ❖ Where they involved in any community action to support different groups inside their communities?
- ❖ Which are the most vulnerable groups in their communities?
- ❖ How other people respond to the community actions?



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Community needs – Outdoor activity

Concepts: community needs

Time: 60 – 90 minutes

Materials: no materials

Goal: To understand the connection between self and community and realize that the community needs to be taken care of just as we need to take care of ourselves, our families, and our homes

Level: High

Description: Split the group in teams and give them 1 subject each: education, environmental, health, services, economy, etc. Ask each group to go in the community and identify main needs related to the subject received. Tell them that they can make interviews with locals to find out the problems or make pictures.

After the analysis the teams will return in the training room and will present in plenary their main findings.

Debriefing:

- ❖ As they observed the community, was it easy/difficult to identify their needs?
- ❖ How was the interactions with the locals?
- ❖ What were the main problems/needs identified?
- ❖ Which was the general view of the locals towards the problems of their communities?



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From community needs to community action

Concepts: community action, youth roles

Time: 40 minutes

Materials: flipcharts, markers

Goal: To understand the connection between self and community and realize that the community needs to be taken care of just as we need to take care of ourselves, our families, and our homes

Level: High

Description: Encourage youngsters to think of a definition for community action, write them on a flipchart and discuss each idea. Discuss which will be their roles in a community.

In the next step, based on the previous exercise ask the same teams to write down their proposals of action to address the identified needs. Each team will present their ideas in plenary.

Debriefing:

- ❖ What are the important ingredients of community actions?
- ❖ What is the importance of community action?
- ❖ Why do we need to engage in our own community?
- ❖ How addressed their proposal actions the identified needs?



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2018-3-RO01-KA205-061136

Volunteering

Concepts: volunteering, community projects

Time: 40 - 60 minutes

Materials: flipcharts, markers

Goal: To understand the connection between self and community and realize that the community needs to be taken care of just as we need to take care of ourselves, our families, and our homes

Level: High

Description: Encourage youngsters to think of a definition for volunteering, write them on a flipchart and discuss each idea. Ask them about their experience, if they volunteered before, if no, why not, what were the main achievements, what are the benefits for their personal and professional lives.

In the next step, introduce them the concept of community project and go back to the previous exercises where they identified the needs related to a given subject and the proposals they draw. Present them the step-by-step process (*See course support - Writing a Project for the benefit of your community – Step by step process*).

Keep the previously created teams and give them the task to elaborate a community project for the needs they identified by choosing one of the proposals they made in the exercise *From community needs to community action*. According to the group dynamics, give them a time between 30 and 40 min

Each team will present their projects in plenary and will discuss with the others the ideas.

Debriefing:

- ❖ How do they feel about volunteering?
- ❖ Why is contributing to the community important?
- ❖ How relevant is the volunteering experience in writing a project for the community?
- ❖ How do they intend to motivate the others to take part in a community project?



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Wants, Needs or Rights

Concept: rights and responsibilities

Time: 30 minutes

Materials: flashcards, old magazines, glue, scissors, pens or pencils

Goal: identify that not all things are rights

Level: Medium

Description: Ask participants, working in pairs or small groups, to create 10-20 cards that illustrate the things they think they need and want to be healthy and happy. They may cut out and paste on pictures from magazines.

2. Each pair or group exchanges cards with another. The group then sorts out the new cards into categories:

- ❖ Which things are NEEDS (e.g., essentials for survival, such as food, health care, shelter)?
- ❖ Which things are WANTS but not NEEDS (e.g., desirable but not necessary for survival, such as objects, education, or voting rights)?
- ❖ Which things are a 'right' (something that is so important to have in the community that people have a right to expect it)?

Explain to participants that things can fall into more than one category. Some things may be a 'want', a 'need' and a 'right', but it is important for participants to identify that not all things will be rights and that some things are just things we want, and therefore require some responsibility.

Debriefing:

- ❖ How did they feel?
- ❖ How was the process of creating the illustration?



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The EU Youth Rights and Responsibilities Tree

Concept: Rights of Youth in EU, Responsibilities

Time: 30 minutes

Materials: Art supplies, chart paper

Goal: Recognize the importance of youth fulfilling responsibilities in order to protect their rights.

Level: High

Description:

1. Ask participants, working in small groups, to draw a tree on large chart paper.

- ❖ Write on the tree (in the form of leaves, fruits, flowers, or branches) those rights that they think all youth in Europe need to live in dignity and justice.
- ❖ A human rights tree needs roots to grow and flourish. Give the tree roots and label them with the things that make human rights flourish. Ask participants to think about the responsibilities they have in society to protect and maintain those rights.

2. When drawings are completed, ask each group to present their tree and explain its reasons for the rights they have included.

Debriefing:

- ❖ How the participants felt when they were thinking about responsibilities they have in society?
- ❖ The human right were familiar to them?



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A town without rules

Concept: rules, community

Time: 30 minutes

Materials: none

Goal: Recognize the need for rules in a community

Level: Medium / High

Description: Discuss the importance of having rules/laws when living in society (fireworks code, owning animals, police, road signs etc.). What happens if laws are broken? Is this fair? What would society be like if there were no rules?

Divide participants in pairs and give each pair a map (available in attachment) and need to consider the following;

It is a map of a town called COOLTOWN. The town is on the planet FREE. There are no rules and laws. Two people die every minute in this town because there are no traffic laws, people also drive on the sidewalks and at very fast speeds. The cemeteries and the hospitals are getting full. There is lots of crime. Laws are needed urgently.

On the map they need to include:

- ❖ A PRISON (in an appropriate location)
- ❖ POLICE STATION (in an appropriate location)
- ❖ SPEED RESTRICTIONS
- ❖ TRAFFIC LIGHTS
- ❖ ROUNDABOUTS
- ❖ ZEBRA CROSSINGS
- ❖ BRIDGES OVER THE MOTORWAY

On a separate piece of paper they need to include:

- ❖ COMMUNITY LAWS AND JUSTIFICATION FOR THE PENALTY (for example if they are going to send someone to jail for stealing they need to say what length the sentence might be and perhaps why the sentence is longer/shorter than others).



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- ❖ SHORT PIECE OF WRITING TO JUSTIFY THEIR MAP - Participants' responses to this task can provide excellent assessment opportunities.

Debriefing:

- ❖ Why do you think there is a need for rules and regulation in a society?
- ❖ How was the decision making process with other participants? Was it easy? Was it hard? Which was the hardest thing you have found? And the easiest one?
- ❖ In case of disagreement with other participants, how did you find solutions?



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What is the situation like?

Concepts: prioritization/ hierarchy of needs / situational analysis

Time: 20 minutes

Materials: 20 post-it with sentences written on them for each participant

Goal: The participants should think and prioritize what aspects they think that should gain more attention in their community.

Level: Medium / High

Description: The trainer provides to each participant 20 post-it with sentences about involvement in the community, communal needs, etc. The participants should prioritize these post-its based on what they think should gain the most of the society's attention and put them in order. Then compare their lists.

Debriefing:

- ❖ Did they like the process of prioritization?
- ❖ Did they realize that there are needs they couldn't think of before?
- ❖ Did they spot a lot of differences in the hierarchy of needs when comparing their list with others?

The most disadvantaged people receive poor quality services and are less able to articulate needs.

Communities miss out on opportunities and are more excluded.

People are unable to agree issues and priorities and to have these recognised by decision makers.



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Public bodies find it difficult to engage with people and communities.

There is less volunteering and fewer skilled community groups.

Cultural differences are less likely to be respected.

People who gain employment may move out thus reducing the pool of skills and spending in the area.

There is not a planned approach to tackle issues by communities and public bodies.

Communities do not take responsibility for developing their own services, enterprises and social economies.

The area may have a poor reputation and fail to attract economic investment and opportunities.

Communities and their leaders do not understand wider issues and how to influence change.

Youngsters with qualifications do not stay in the area and decide to move somewhere with more opportunities

There is lack of involvement and positive citizenship.

People do not feel confident and able to shape the quality of their lives within their community

My community does not allow me to be myself, I feel that I am not a part of it



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Be counselor for a day

Concepts: strategy planning / brainstorming

Time: 35 minutes

Materials: computer (one per team of 2 people)

Goal: The participants are going to prepare an action plan pretending that they are public counselors

Level: Low

Description: The trainer divides the group in 3 teams of two people or three. Then provides a computer to each team and asks them to create their own action plan on how to persuade youngsters to join the activities of a community. They should think of at least 5 ways and write them down on the computer. When all teams are finally finished with the creation of their action plan, they are asked to present it to the rest two teams and create a compiled action plan that includes 12 ideas on the topic: how to strengthen youth relations in the community.

Debriefing:

- ❖ As a debriefing exercise when they will finish with their presentations the participants should cooperate and decide, out of their 15 ideas, which 12 could be the most effective ones using their critical thinking and decision-making skills that were thought to them in the previous module and create a final action plan.



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Who is in? Who is out?

Concepts: grouping/categorization /social inclusion/prejudices

Time: 20 minutes

Materials: no materials needed

Goal: The participants should understand that what makes us different is just a matter of perspective and realize the effects of exclusive grouping on individuals.

Level: Low / Medium

Description: The trainer announces to the group that they should create smaller groups proportionally (Depending on the number of people who are participating create 3 or 4 groups) and then says that one volunteer should get out of the room so the rest can create teams. During that time no groups will be created. As soon as the participant who is out of the room comes back, he/she will have to guess how the teams were hypothetically formulated based on some agreed criteria for example, hairstyle, eye colour, type of clothing, height or accent. When he/she will come back he will have to guess who is in which group without knowing that in fact he is the one who is creating the teams at that moment categorizing people.

Debriefing:

- ❖ Did they like the fact that they knew the truth and the person that was out did not?
- ❖ How did they behave when they understood that they did not belong to any group?
- ❖ Was it easy to reject outsiders? Did they realize the concept of social inclusion?
- ❖ Did they empathise with the outsider or did they enjoy the power?



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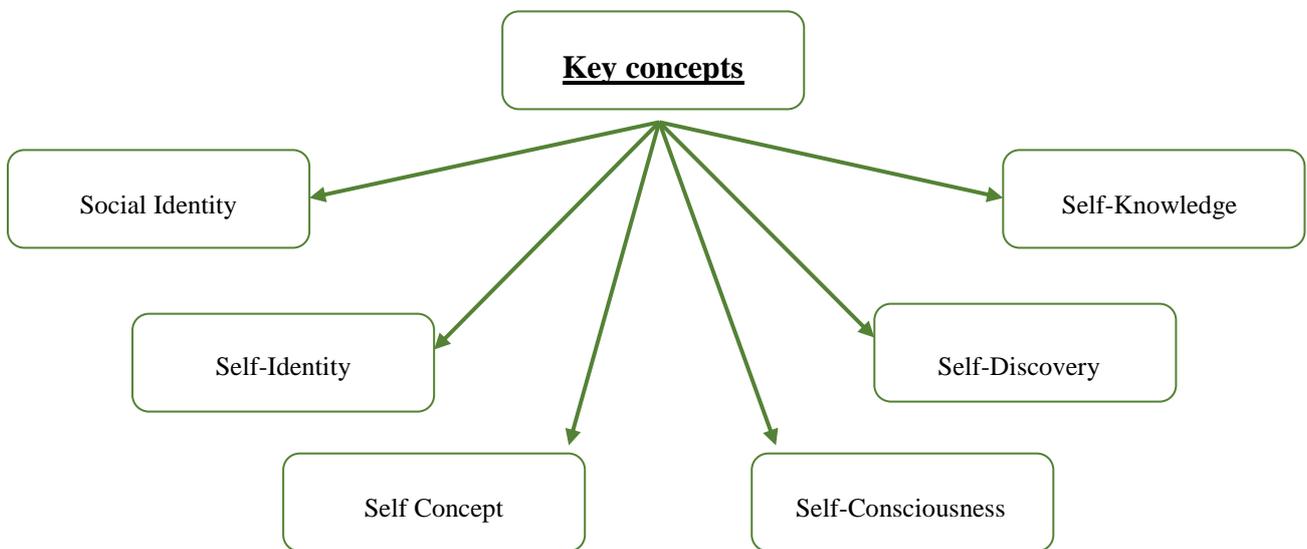


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ORIENTATION

Identity and Self-Image



Social Identity

Social identity refers to the set of characteristics by which a person is definitively recognizable or known by the society in which they live.

The characteristics given to a person help defining an individual in society. Furthermore, those given characteristics place an individual in the same category with other people who share such characteristics.

Examples of social identities include being a:



Father



Mother



Lawyer



Student



Physician



Homeless Person



Catholic

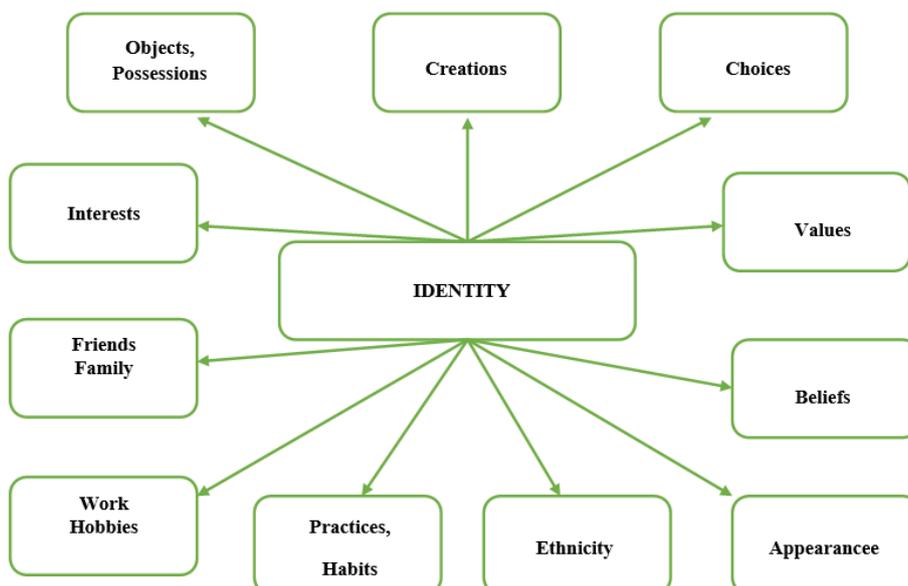


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Self-Identity

It's what makes us distinct individuals. Self-identity shapes our unique sense of ourselves to the rest of the world (Godin)



Self Concept

The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself.

- Baumeister (1999) provides the following self-concept definition : *"The individual's belief about himself or herself, including the person's attributes and who and what the self is"*



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Self-Consciousness

Self-consciousness is a personality trait that allows a person to consciously reflect on the self (Baumeister, p. 685). This reflexive consciousness of the self (Duval and Wicklund in Baumeister, 1999) typically calls for a comparison to some standard. Therefore, a lot of emotions can be involved in such comparisons.

An unnecessary level of self-consciousness can be experienced by many people holding them back or bending them out of shape.



This can be changed. How?

- By learning what's at the root of our self-consciousness;
- By learning how it affects us;
- And finally, by learning what can we do about it.

Self-Discovery

Self-discovery means to discover what one individual has in his personality and what things are there to which a person is likely to be more inclined. It is a **process of learning more about yourself and who you are**. It takes time to consider and contemplate your strengths and weaknesses.

Self-Knowledge

Self-knowledge is a term used to describe the information that an individual believe about themselves, when finding an answer to the question "*What am I like?*"

Traditionally, knowledge refers to beliefs that are correct.

However, many people have beliefs about themselves that are wrong (Baumeister, 1999).



While seeking to develop the answer to this question, self-knowledge requires ongoing self-awareness and self-consciousness.



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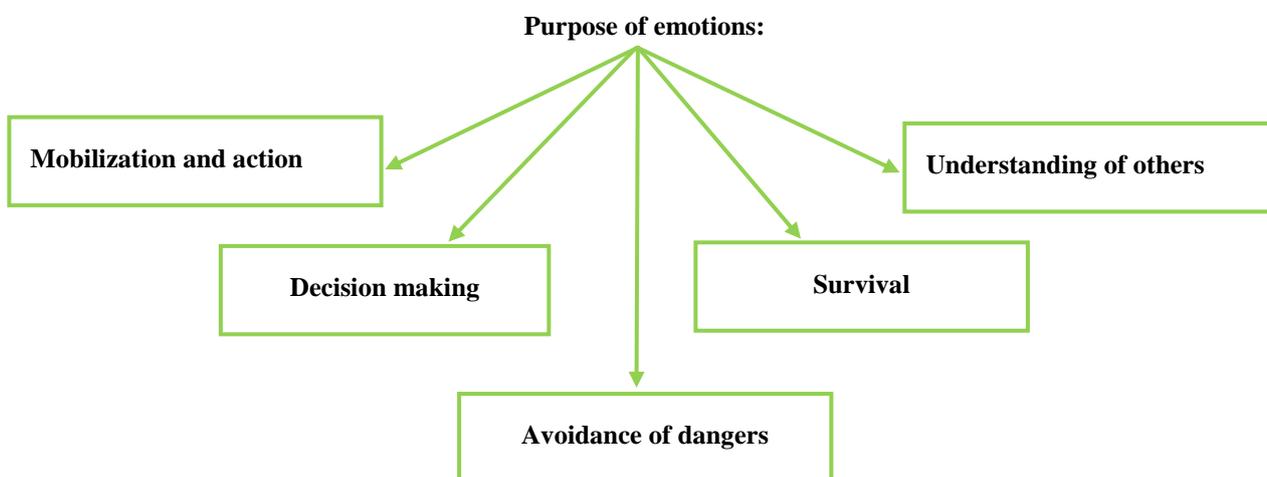
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Emotions, goals and attitudes

Key concepts: emotions, impact, attitudes, self-awareness

What are emotions?

Emotions are complex psychological states that influence your thinking and behavior. Emotions are experienced by individuals in response to internal or external events such as memories, relationships, illness, natural phenomena, etc.



Some examples:

Fear helps us to defend yourself, to run from dangers.
Shame makes you hide.
Love makes yourself to be closed from the persons you love.

Poizitive and Negative	
Poizitive emotions	Negative emotions
Love	Fear
Joy	Sadness
Optimism	Anger
Trust	Anxiety
Safety	Jealousy
Sympathy	Envy



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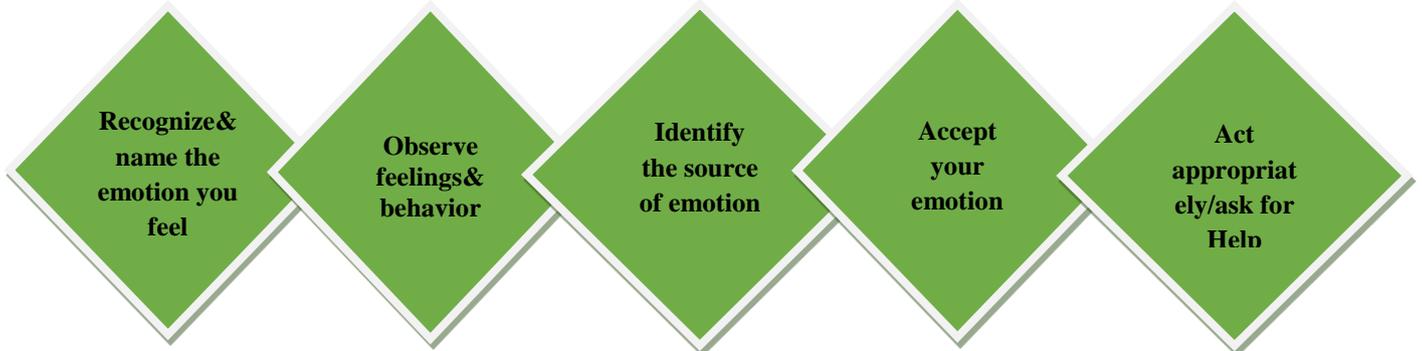
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Faith	Disgust
Exaltation	Frustration

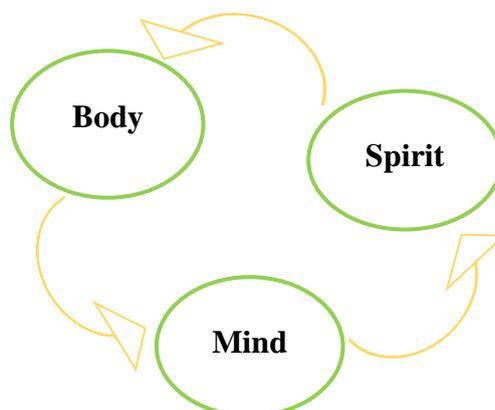
Harmful ways to deal with negative emotions:



Healthy ways to deal with negative emotions:



Emotions impact:





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Emotions and attitudes

When we talk about emotions we definitely talk about our answers to the emotions. In psychology it is called affective component of attitudes. It refers to the emotions, eg. fear, anxiety, sadness, love that the person has regarding an object, event, idea, people. For you to understand better, here 2 schemes:

Spiders → danger → run away

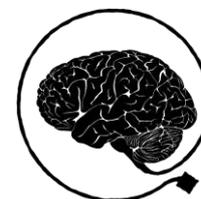
Death → anxiety/stress → denial/grief/coping

Self-awareness

Self-awareness refers to your capacity for introspection and to recognize yourself as an individual separate from the environment and other individuals. More clearly, is the way you know and understand your own character, emotions, feelings, habits and desires.

Main key word is about:

- ✓ Your goals, thoughts, values, beliefs, emotions
- ✓ Your strenghts and weaknesses
- ✓ Your failures – how they appeared and what to do about them
- ✓ Youth achievemnets – how you accomplished them and what you learned from them
- ✓ Self-perception – how you see yourself
- ✓ How you relate to others and how others see you



How to build your self-awareness:

- ✓ Practice Mindfulness and Meditation
- ✓ Keep track of your thoughts, beliefs, emotions, values – a journal will help you
- ✓ Ask feedback about yourself from others – family, colleagues, friends
- ✓ Know and understand your personality – use tests
- ✓ Allocate daily time for self-reflection – reflect on your day – your attitudes and behaviors towards facts, events, and people.
- ✓ Take emotional intelligence courses



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Positive influence and Role models



Key concepts: Influence, Role models

While the term influence has many meanings, in the context of this course support we will refer to psychological meaning.

In simple words, influence represents the power to have a significant effect on someone or something. If someone influences someone else, it means changing a person in an indirect but important way. There are 2 situations: first - a person who influences one another does not intend to have any effect, second - a person uses his influence to benefit themselves. An example of personal benefit or advantage would be the use of political influence.

Negative& Positive influence

We all want to have control over our lives. However, we live in an interconnected universe, no one has absolute control. But we all have influence, simply by being whom we are, saying what we say, and doing what we do. What we need to ask ourselves is **whether the influence we exert is good or bad.**

How to recognise and deal with bad and good influence

People, places or things have influence on individuals. Your choices, decisions, actions, thoughts and perspectives are strongly influenced by your social environment, think of colleagues, friends, family members, teachers and mentors. All these people influence you in a way through their choices, decisions, opinions and actions. Mutually, you also influence them and thus collective beliefs, opinions and perspectives on certain things are formed.

The people you spend your time with can influence your mood, how you spend your time, your attitudes, behavior and perspective on the world. They can even change your mind about yourself. Thus, it is important to be aware of the people you have next to you. Family members, friends and colleagues who want to do great things are the ones who empower you and push you to be better.

They inspire you to raise your standards and believe in yourself. When you spend time in their company, you are better than you were before.



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But there are other types of people in your life: those complaining all the time, accusing, negative persons, liars, manipulative, unsupportive, people that can push you to make choices you may feel uneasy about or draws you into unhealthy.

Cultural indoctrination is also important, your cultural and religious environment influences the way you think, what you say and the decisions you make or the decisions you choose not to make daily.

Books, music, TV shows, social media platforms, the internet are also things that constantly influence you throughout your life.



You must always consider the world you interact with every day and work on self awareness in order to identify how it influences your choices and decisions. So, ask yourself:

What influence do those around me have on my life, is it negative or positive?

What influence does my cultural indoctrination have on my choices and decisions?

How does the media influence me?

How the world does shapes my thoughts, opinions and perspectives?

Do I have a choice in all these matters?





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Have you ever been manipulated? Here are 6 principles of influence which will make you aware:

Reciprocation – give and take – it is a trait in all human cultures to feel obliged to return favors offered to them

Commitment and consistency - people have a big desire to be consistent, if we have committed to something, we will follow through it.

Social proof – when an individual is in a situation where he is unsure of the right way to behave, he will often look to others for clues about the right behavior to follow.

Liking – we are more likely to approach with people we like more than others.

Authority - we tend to automatically respect and obey authority.

Scarcity - Rare things seem more valuable to us than abundant things.

Ways to cope with negative influence

- ❖ Personal development
- ❖ Refocus and take responsibility
- ❖ Seek out for positive people
- ❖ Ask for help

Positive role models

Positive role models are the people who share your beliefs, values and aspirations. They can help you become the person you want, can inspire you to become an independent thinker. These types of people are found both in the real world act and in books or movies. Role models are in short the idealization of the person you want to become.

Some qualities of a role model:

- | | |
|------------------------------------|----------------------------|
| ✓ Passion and ability to inspire | ✓ Integrity |
| ✓ Clear set of values | ✓ Authority and leadership |
| ✓ Respect and acceptance of others | ✓ Resilient |
| ✓ Ability to overcome obstacles | |



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EMOTIONAL INTELLIGENCE

Is the ability to bring into coherence our thoughts, emotions and body sensations (Emotional Intelligence in Youth Work, 2018). Goleman (1995), the psychologist who developed the concept of emotional intelligence, defines it as the ability to recognize one's own emotions, those of others, manage one's own, and interact constructively with others.

Salovey (Salovey and Mayer, 1990) defines five main areas of emotional intelligence ability:

1. Knowledge of one's emotions (self – assessment).
2. Control of emotions (ability to tolerate positive and negative events)
3. Self-motivation (to achieve a goal).
4. Recognition other people's emotions (ability to empathize and effective management of interpersonal relationships).
5. Relationship management (ability to dominate other people's emotions, persuasion but also conflict management).

Feelings vs. emotions

Feelings are behaviours that we have learned and they are in a sort of hibernation mode until they are triggered by an event.

Examples:

Happy → Smile 😊

Sad → Cry 😞

Angry → Frown 😡

Emotions, on the other hand, are event driven reactions.

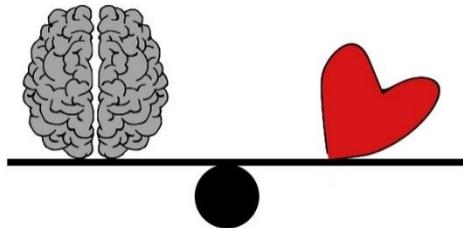


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Examples:

- The way I express happiness after having passed a test for which I had studied a lot
- How I react if I find out that my partner has cheated on me



Emotional Awareness

Emotional awareness is the ability to recognize one's own feelings and emotional experiences. According to Boden (2015), emotional awareness is considered to have two levels:



Thoughts, emotions and body sensations: the so-called three brains, respectively allocated in our brain, heart and intestine. Only when interconnected they produce well-being, while disengaging them cause stress.

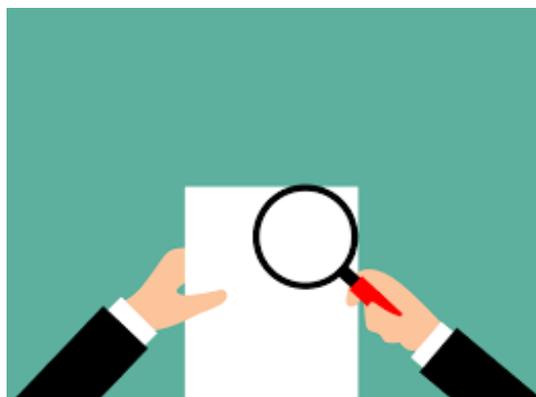
Self –assessment

It is a cognitive process that allows people of all ages to make an inventory of their strengths and weaknesses in order to develop a sense of emotional awareness about the traits they would like to change and improve.



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Only by understanding and naming our body's sensation, emotions and thoughts we will be able to control who we are and make the necessary changes to develop ourselves and fulfil our highest potential (Emotional Intelligence in Youth Work, 2018).

Examples:

→ I am studying hard for every exam but when attending it, I feel anxiety which result in bad performance. Why? Because the anxiety prevails. How can I change this situation?

Self - control

Emotional self-control is the capability to keep under control and address reactions and impulses when facing troublesome emotions or stressful and hostile situations. Since emotions are considered event driven reactions, by learning how to acknowledge them you will be able to avoid instinctive reactions and eventually channel in a healthy way.

When facing a stressful situation, instead of processing it immediately, there is a possibility to stop, think, breath and feel the stimuli coming from the three brain (Emotional Intelligence in Youth Work, 2018)



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→ The trick is: get your emotions under control and avoid them to take control over you.
Do not delete your emotions but learn how to feel them.

Examples:

- If you are attending your exam and after a self-assessment exercise, you feel stressed, try breathing. This will help you to keep under control and prevail your anxiety.
- When you want to eat chocolate but you use your willpower to avoid eating it because you know it isn't good for you if you are trying to eat healthy.

Self-regulation

Self-regulation is the ability to manage your emotions and behaviour in accordance with the demands of the situation. It includes being able to resist highly emotional reactions to upsetting stimuli, to calm yourself down when you get upset, to adjust to a change in expectations and to handle frustration without an outburst. It is a set of skills that enables children, as they mature, to direct their own behaviour towards a goal, despite the unpredictability of the world and our own feelings.

Self-regulation can be an extrinsic and intrinsic processes responsible for monitoring, evaluating, and modifying emotional reactions (Thompson, 1994):

- Extrinsic: you study to get a very grade
- Intrinsic: you are studying for your own personal growth as well; it is an intrinsic motivation “activated” through the self-regulation process.



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Example:

→ when disagreement arises in a discussion with a friend or a family try overcoming this feeling by remaining quiet rather than instinctively shout: in this case you decide to understand the usefulness of a certain behaviour and I put it into action because I feel it part of my self, therefore also discovering the uselessness of shouting when I'm angry allows me to regulate myself independently of the behaviour of others.

Adaptability

Adaptability is an innate trait that refers to the ability of an individual to accept and adjust to changes that have happened in their environment. Is that phase where new behaviors and approaches are developed or used in order to endure as best as you can to a condition change.



Adaptability is a very important skill for the job market and for the professional life of everyone. **“Professional adaptability”** is defined as the propensity to attend the job role by to adapting to unexpected requests due to changes in the job market and working conditions (Savickas, 2005).

When starting a new job or in a new team we feel fear because it is a new situation with new rules and colleagues. We all react applying our own way to these different situations. Being an adaptable and flexible person will help you be more successful in work situations. Adaptability means being flexible when things change. An adaptable person shows openness to new ideas and concepts, to work independently or in a group and to carry out various tasks and projects. Someone will be seen as an adaptable person if she/he is able to handle different tasks, set priorities and adapt to changing conditions and / or assignments.

Example:

→ Your usual commute to collage is now changed, your parents' job has been relocated and they can't drop you at school anymore. You will now have to take the train therefore wake up an hour earlier, commute with stranger and sometimes standing all the way till your destination.



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A successful adaptability reaction is when you manage to arrive in school in time although many conditions have changed.

Innovation

It is the ability to apply new ideas to circumstances/situations by a change in behaviour and strategy. The attitude towards changes must be positive and include a sense of acceptance in case things don't go as planned. To be innovative you must have a strong sense of purpose as well as understanding the mission for which innovation is required. A person is considered to be "emotional innovative" when he/she feel comfortable with new ideas and new approaches in dealing with emotions and relationships with others.

A problem is a possibility
that is offered to you to do
better (Duke Ellington).



"You cannot solve a problem
with the same type of
thought you used to create
it" (Einstein)

Why is it so important to apply an innovative approach to face situations?

Being a merely "task's executer", in a rigid way, will not help you to face difficulties in your life, preventing you to be resilient in facing frustration.



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How can you apply the “innovation” strategy to specific situations? Try to use the “Problem solving techniques”:

- Identify and define the problem accurately
- Identify the causes of the problem and possible solutions
- Generate creative and alternative solutions
- Evaluate and choose the best solution
- Apply the best solution, monitor your actions and make sure the problem is solved successfully

Example:

→ Your usual commute to collage is now changed, your parents’ job has been relocated and they can’t drop you at school anymore. You will now decide to ride the bicycle to school. You use an innovative way to face a new situation: going with train worked but now using the bicycle you will not wake up an hour before, you will save money, do some sport which is always healthy and last but not least impact less the environment.

Stress

Key concepts: stress, coping, self-awareness, stress management

What is stress?

Stress, in simple terms, is a feeling that people have when they are overloaded and struggling to cope with the demands of everyday life such as:

- ❖ Work
- ❖ Relationship
- ❖ Finances
- ❖ Other situations perceived as challenges and/or threats



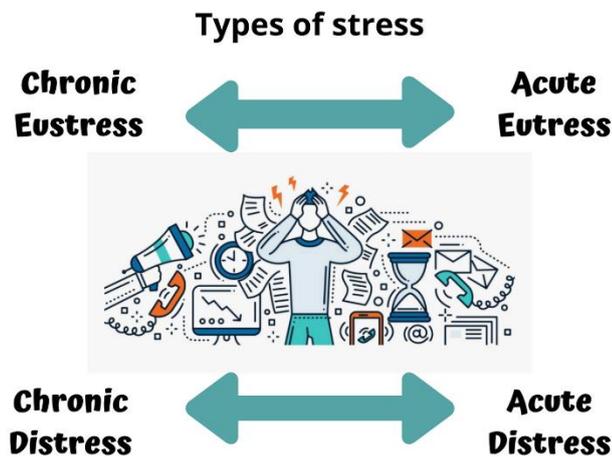
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Sometimes defined as a behavioral or a psychological response to a certain situation, stress is “the nonspecific response of the body to any demand made upon it”. As living beings, we are all the time under stress and these situations trigger a reaction that can have negative effects on long-term health. When in a stressful situation the brain floods the body with chemicals and hormones such as cortisol and adrenaline.



However, stress is not always a bad thing. There are situations that can be considered a good form of stress. On the other hand, what one person identifies as being a stressful situation may be very different of what another finds stressful.



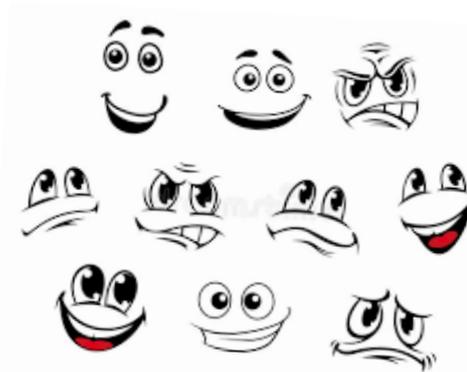


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Eustress (good stress/positive stress) - a stressful situations is transposed in an opportunity that will lead to a good outcome. This type of stress can offer you motivation, excitement through challenges

- Short-term
- Motivates
- Energies
- Focus
- Excitement
- Enjoyment
- Improvement



Distress (bad stress/negative stress) - a stressful situation with a bad outcome.

- Short-term or long-term
- Unpleasant
- Threat
- Anxiety
- Anger

Nevertheless, it is difficult to generalize, as different people will have different reactions to particular situations.

The American Psychological Association also identifies 3 types of stress: acute stress, episodic acute stress and chronic stress. The 3 types of stress each have their own characteristics, symptoms, duration, and treatment approaches.

Acute stress

Acute stress is caused by thinking about the pressures of recent events or future demands in the near future. *Eg.: if you have a future exam, you may feel stress about it. Stress will be reduced once the exam will pass.*

Short-term effects can include headaches and upset stomach. Repeated cases of acute stress over a long period of time can become chronic and harmful.

Episodic acute stress

If you have too many commitments and poor organization you can find yourself in a situation of acute episodic stress. Also, the people who are constantly concerned of different things can experience this type of stress.

Episodic acute stress can lead to high blood pressure and heart diseases.

Chronic stress

It is the most harmful type of stress. Examples of situations / demands can be: poverty, a dysfunctional family, death of a loved one, health problems. Chronic stress can become a part of the individual's personality, causing them to be constantly prone to the effects of stress, regardless of the scenarios they face.

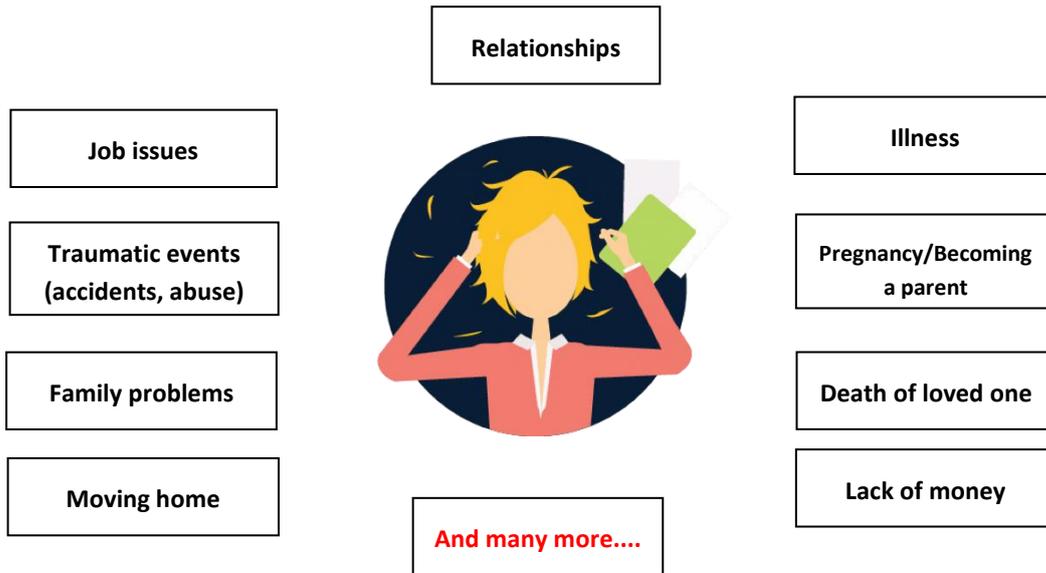
Chronic stress can lead to suicide, violent actions, heart attacks and strokes.



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Causes of stress



Effects of stress – some examples

Symptoms	Emotional reactions	Behaviors
sweating pain in the back or chest cramps muscle spasms erectile dysfunction and loss of libido headache heart disease high blood pressure nervous twitches sleeping difficulties	anger anxiety depression fatigue insecurity irritability sadness	eating too much or less angry outbursts drug and alcohol abuse high consumption of tobacco social withdrawal crying nail biting relationship problems



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Stress management

Stress management includes techniques designed to equip a person with effective coping mechanisms to address psychological stress. It helps to eliminate or change the source of stress, change the perception of events with potential for stress, decrease the impact on oneself or those around you, offer alternative ways to deal with stressful situations.



Some stress management approaches can be:

- Improve skills such as problem solving, task prioritization and time management, self awareness and sense of control
- Relaxation techniques – sports, meditation, breathing techniques, mindfulness, aromatherapy, massage
- Your surroundings: your friends and family, as well as people at work and professional providers, such as counselors or family doctors can support you in approaching stressful situations.

Stress Management Tips

- ❖ Be active, exercise regularly, eat healthy, well-balanced meals
- ❖ Learn how to manage your time more effectively
- ❖ Practice relaxation techniques: meditation, yoga, tai chi, qigong
- ❖ Make time for hobbies, interests and relaxation
- ❖ Rest and sleep and give time to your body to recover
- ❖ Rely on those you enjoy and spend enough time with them
- ❖ Don't rely on alcohol, drugs, smoking or compulsive behaviors





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Critical situations at workspace

Key concepts: work environment, stress at work, friendly relationships

Being able to cope with demanding situations at work environment can be considered as a soft skill necessary to ensure healthy relationships and establish good connections. However due to the daily friction at work it is almost impossible not to face any bad conditions in which each employees patience is tested. For this reason this module aims to enhance the participant's soft skills in order to train him how to built friendlier behaviour. The methodology used in order to fully implement this module is mainly through workshops and games Following you can spot some effective communication strategies and implementation methods since good communication with your customers or colleagues is the first step toward humanizing each interaction and winning their long-term loyalty.

❖ Personalize each interaction from the start

Always treat each interaction like a conversation. Ask for the customer's name if it is unknown. While short introductions save everyone time, it's important to foster a personal connection right away. This makes the customer comfortable and builds trust. Also, try to use appropriate terms, avoiding irritating expressions such as: "handicapped", "invalid" that can be offensive, preferring "person with a disability", "person with specific access needs", "disabled person".

There is no need to feel embarrassed by the use of common expressions such as “see you later” when speaking with a blind person;

❖ Let the customer speak

The customer needs time to explain his problem or his need. The agent must therefore listen closely to the situation without interruption before offering a solution or a service. Customers should not feel rushed when asking for help or favor and should feel welcome to ask questions at any time. Once the customer is finished explaining what he needs, should summarize the information and verify that we understood correctly. Then, we may offer a solution or our services.

❖ Use positive language

There should always be convey a positive and confident attitude. For example, phrases such as “I will” and “I can” relay the sense of willing and kindness to the customer. If a customer is unhappy, the agent should also use language that shows empathy and a willingness to help.



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In such a situation, a simple “I am sorry” or “I understand” can appease the customer. Simply put, there’s no place for negativity or doubt in customer service. At all times, negative phrases must be avoided, and it has to be shown a desire to find the best solution. Negative phrases may not only frustrate a customer but make him or her lose its trust.

❖ Explain thoroughly using simple language

Customers may seek thorough answers, but they need to understand. For this reason, agents must make sure to offer step-by-step explanations using simple language. As much as possible, technical language should be avoided. If it is necessary to use it, be sure to explain what the terms mean and ask the customer if he needs clarifications. The goal is to offer a detailed yet clear explanation.

❖ Keep the customer informed

At times, the customer may need to seek information. We should always inform the customer and give an approximate wait time. Also, there it should be refrain from using any language that suggests an inability to solve a problem or lack of knowledge.

❖ End each conversation on a positive note

At the end of each conversation, ask the customer if he has any more questions. Once the costumer expresses its satisfaction about the services offered to him, be sure to show him your pleasure that you helped him.

Furthermore, there are some general tips that can help improve communication with customers by ensuring that their needs will be covered:

- abstain from bias based on physical appearance;
- address the person and not his/her accompany, unless explicitly requested;
- identify personal requirements, showing patience and helpfulness;
- offer assistance;
- find and provide accurate information about options and features;
- be prepared to face emergencies and dedicate proper attention to people

Besides, it is guaranteed that great communication empowers customers or colleagues to be able to trust and support you when needed. Therefore, it is significantly important to establish a good climate at workplace.

Based on psychology, the main reason we get frustrated or angry at work is because of the lack of control. When trying to deal with a difficult work situation the complexity of it and the uncertainty about the result makes the person feel anxious and the person facing it believes that there is nothing, he can do about it. The following activities aim to strengthen the person



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to take back control of himself and thus, begin to deal with it. The actions that this person will take will determine the restoring of calmness and stability in each case.

''Certainty in a difficult work situation lies not in more information but in our own actions. That's the only certainty we have: Ourselves.'' (Bob Miglani)

Stress relief techniques

4-7-8 breathing technique

This breathing exercise is simple, requires no equipment and can be done anywhere. Sit with your back straight, place the tip of your tongue behind your upper teeth and stay like this through the entire exercise.

- ❖ Exhale completely through your mouth, making a whoosh sound.
- ❖ Close your mouth and inhale quietly through your nose to a mental count of four.
- ❖ Hold your breath for a count of seven.
- ❖ Exhale completely through your mouth, making a whoosh sound to a count of eight.
- ❖ This is one breath. Now inhale again and repeat the cycle three more times for four breaths.

B R E A T H E



While practicing this technique you inhale quietly through your nose and exhale audibly through your mouth. This exercise helps you find your inner peace and acts as a natural tranquilizer for the nervous system.

Progressive muscle relaxation

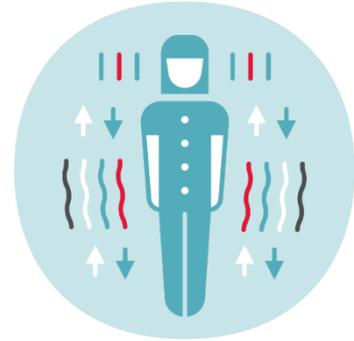
This technique helps to control stress and anxiety, but also reduce the symptoms of some types of pain like headaches, blood pressure, digestion disorder, etc.



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- ☉ While inhaling, contract one muscle group (for example your upper thighs) for 5 seconds to 10 seconds, then exhale and suddenly release the tension in that muscle group.
- ☉ Give yourself 10 seconds to 20 seconds to relax, and then move on to the next muscle group (for example your buttocks).
- ☉ While releasing the tension, try to focus on the changes you feel when the muscle group is relaxed. Imagery may be helpful in conjunction with the release of tension, such as imagining that stressful feelings are flowing out of your body as you relax each muscle group.
- ☉ Gradually work your way up the body contracting and relaxing muscle groups





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DECISIONS

Key concepts: critical-thinking, decision-making process, competences and skills for employability

Critical thinking is just deliberately and systematically processing information so that you can make better decisions and generally understand things better. The above definition includes so many words because critical thinking requires you to apply diverse intellectual tools to diverse information” (Foundation for Critical Thinking website). It can be said that critical thinking requires you to use your reasoning ability. It is all about being an active learner and not just a passive recipient of unfiltered information.

Developing critical thinking skills is probably one of the most useful soft skill a person might have. In our everyday life we are called to use our personal point of view to handle critical situations. The first and most significant step for developing critical thinking skills is becoming a critic of your own thoughts and actions. Without self-reflection, there can't be growth and without growth you can't be completely accurate with your decisions. However, a good approach would be breaking down your own thoughts by asking yourself why you believe something and why you react to it in a specific way.

Therefore, we should become more self-critic by acknowledging our strengths, weaknesses, personal preferences and biases. When a person understands if this information can influence his perception on a peculiar topic then it will be easier for him to recognize why he approaches certain situations from a specific perspective. The next step is to be able use this critical thinking when experiencing the decision-making process. Right Decision making is crucial in every aspect of our everyday life and it can save time, foster respect, increase productivity and prevent potential conflicts.

Critical thinking



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A person with enhanced critical thinking can:

- ❖ Seek to determine whether the ideas, arguments and findings represent the entire picture are open to finding that they do not.
- ❖ Analyze and solve problems systematically rather than by intuition or instinct.
- ❖ Understand the links between ideas
- ❖ Determine the importance and relevance of arguments and ideas
- ❖ Identify the different arguments there are in relation to a particular issue.
- ❖ Recognize, build and appraise arguments
- ❖ Evaluate a point of view to determine how strong or valid it is.
- ❖ Notice what implications there might be behind a statement or argument
- ❖ Identify inconsistencies and errors in reasoning
- ❖ Think about a topic or issue in an objective and critical way.
- ❖ Provide structured reasoning and support for an argument that we wish to make.
- ❖ Approach problems in a consistent and systematic way
- ❖ Reflect on the justification of their own assumptions, beliefs and values
- ❖ Recognize any weaknesses or negative points that there are in the evidence or argument.

In order to be able to do all the above-mentioned, certain skills are needed to incorporate critical thinking. The skills that should be developed as a method to help someone think are various including observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving, and decision making.

Following, 3 strategies are presented that can help a person embrace these skills.

1. Active listening

Definitely listening and thinking are linked although it seems almost impossible to do both at the same time. However, if you wish to become a critical thinker, you need to be able to listen to others' ideas, arguments and criticisms without thinking of your response or reaction while they are speaking. Absorbing the information, a person is willing to share with you is crucial because this gives the opportunity to the brain to process all this information in detail.

2. Ask Basic Questions

There are some questions that can effectively put the person in a situation to think critically when evaluating a case. Based on psychological researches, the better you are at critical thinking, the more fundamental and clear your questions become and the clearer questions you ask yourself the, the better you gain control of your thoughts. Therefore, as a way to increase problem solving, asking questions to yourself is considered as extremely useful.



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Example of how these questions might be:

- What information about this problem do you already have?
- How do you know the above information?
- What is your goal and what are you trying to discover, prove, disprove, support or criticize?
- What might you be overlooking?

3. **Develop foresight**

Predicting what might happen in a situation in terms of realizing the environment you are in, is an asset no matter what the situation you are currently facing. Being able to take the right decisions by thinking of all the options you if you can already see the upcoming consequences. Critical thinking requires the ability to foreseen the connections between things.

Following, a list of decision-making tips that can potentially guide someone to take the right decision are provided:

- | | |
|----------------------------------|-------------------------------------|
| ❖ Clarify your thoughts. | ❖ Find a backup plan |
| ❖ Gather information. | ❖ Be able to find more alternatives |
| ❖ Prioritize | ❖ Dont forget your values |
| ❖ Time management | ❖ Avoid overthinking |
| ❖ Build your skills | ❖ Avoid misinformation |
| ❖ Increase your confidence level | ❖ Recognize if there are any bias |
| ❖ Be sceptisict | ❖ Create a timetable |
| ❖ Resist to pressure | ❖ Design a pros/cons list |
| ❖ Be confident | ❖ Think of the consequences |
| ❖ Trust your intuition | ❖ Admit your mistake |
| ❖ Dont look for perfection | |

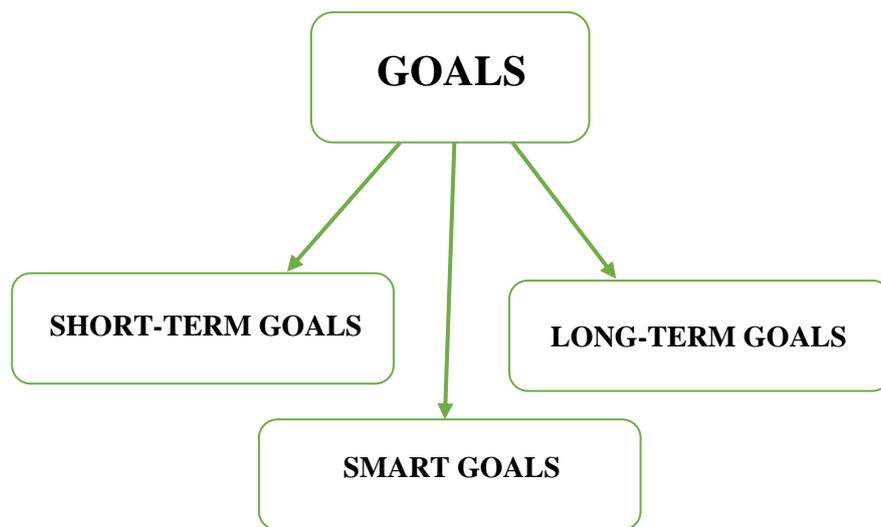
Goals

Goals are things people want to accomplish. They are indispensable for people's success in life. Goals are a guide and a target to work toward. Goals help people to do their best.



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SMART Goals

SMART is an acronym for:

Specific, **M**easurable, **A**ssignable, **R**ealistic, **T**imebound.

A SMART goal helps guide goal setting by incorporating all the aforementioned criteria that help focus one's efforts and increase the chances to achieve that goal.



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SMART GOALS

S

PECIFIC → Clear and specific. State exactly what you want to accomplish.

M

EASURABLE → Use smaller, mini-goals to track your progress and stay motivated.

A

CHIEVABLE → Make your goal reasonable and attainable to be successful.

R

EALISTIC → Set a goal that is realistic and relevant to your life.

T

IMEBOUND → Give yourself time but set a deadline to focus on and something to work toward.





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Specific: If a goal is too general, it is also too hard to pin down. Focus your goal, and answer the who, what, when, where, why.

Measurable: Measuring a goal is very important because it answers the questions of: how much/many, how often?

Achievable: Is the goal achievable for you and how long do you estimate it will take?

Realistic: Is the goal relevant and realistic to your life? Will you be able to follow-through with the goal? Will you need help to accomplish your goal?

Timebound: Is it a timely goal for you right now, and also will you be able to achieve you goal in a timely way. Is it a long-term plan or a short-term plan?

Short-term Goals

Short-term goals are objectives that you want to achieve in the near future; for example, in an hour, today, or up to a month away.

It's very important to set short-term goals. Why?

Short-term goals:

- Help you to focus better;
- Give you clarity: they help you to have a clearer idea on what you want and what you need to achieve it;
- Identify your actions: they guide you step by step;
- Give you instant feedback if you are making the right progress;
- Stop procrastination since they are specific, hence they help in overcoming it.

Examples:

- Career goals: organise the workstation; talk to a colleague about a new plan and how to implement it;
- Financial goals: reading a book on personal finance;
- Fitness goals: get a personal trainer; loose weight;
- Personal goals: create a vision board; attend a seminar or workshop this year

Short-term goals are headlights, while long-term goals are like maps or blueprints. Short-term goals keep you on track towards the achievement of the ultimate long-term goals.



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Long-term Goals

Long-term goals are objectives that you want to achieve in the future, either you want to accomplish them a few years from now or when you are older.

Examples:

- Career goals: gain experience in a leadership role; improve your work performance; get hired for your dream job; become a mentor;
- Financial goals: buy your own property; save money for your retirement; start a business;
- Fitness goals: join a Triathlon; get a toned body;
- Personal goals: become a parent; leave a lasting positive legacy; travel for 5 different places for leisure.

Long-Term Goals Give You a Vision While Short-Term Goals Give You Directions.

When analyzing a job application or during an interview, employers usually look for candidates with two skill sets: hard skills and soft skills.



Hard skills

These skills are job specific and usually can be found in job postings and jobs descriptions. They can be acquired through formal education, trainings, online courses, certifications, etc.

Hard skills are tangible and can be somehow quantified, evaluated or measured.

Examples of hard skills include:

- Language knowledge
- Machine operation
- Programming language
- Typing speed
- Numeracy skills



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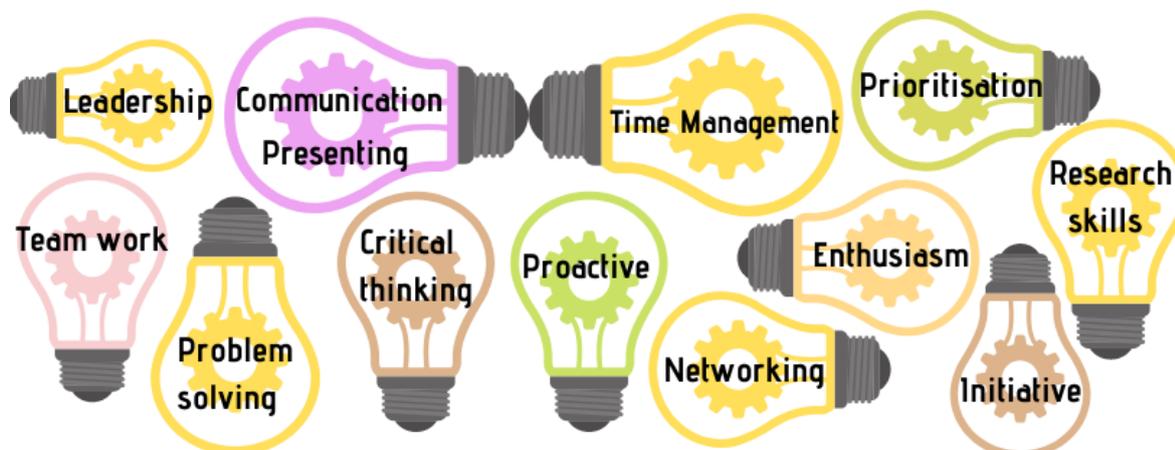
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Soft skills

Desirable qualities for certain forms of employment that do not depend on acquired knowledge: they include common sense, the ability to deal with people, and a positive flexible attitude.

When you have a job, a hobby or you are involved in various other activities you may acquire some important skills, known as transferable skills or soft skills. These skills represent an incredible way to highlight why you are right for a position and to show how much you have learnt from previous experiences.

It is important to be able to identify and give examples of these transferable skills but also you will have to take into consideration that these skills should be related to the position you are applying for. Although the list can be really long, here are some examples of transferable skills that you might relate with:



Hard skills and soft skills are equally important when applying for a job. It is also important to understand the difference between them. While hard skills require the use of left brain (logic center), soft skills are related with the right brain (emotional center).



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Employability skills

Employability is having a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful. *Dacre Pool & Sewell 2007*

Employability depends on:

- Knowledge (what you know)
- Skills (what you do with what you know)
- Attitudes (how you approach things)



Employability skills are likely to develop over time, they will make you employable and can be used in any job or sector you may show interest in.

Career planning

Career planning is an ongoing process that will help you to develop skills required to follow different career paths.



When planning your career, you will have to follow these steps:



Discovering your strengths and weakness will help you to learn more about what you have to offer. It will guide you on your career goals, interest and priorities.

Planning and decision-making can start with a research on potential careers.

Personal Branding is a combination of skills, experience and personality that will help you to differentiate from the others. It represents your trademark, and you make sure that people will see you, as you want to be seen.





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Prepare your CV and make sure you know how to do it a professional way. Most importantly, list your relevant work experience and achievements and put relevant skills that fit the job opening. Do not forget about your soft skills.

Interviews are the perfect way you can differentiate yourself from other candidates. You will have to be confident and be aware of your body language.

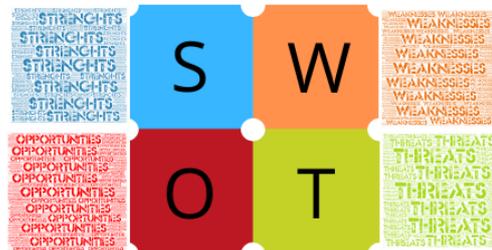
Career ladder will measure your growth and progress. It can also help you identify new goals and the skills you may need to acquire.

SWOT Analysis

SWOT Analysis is a simple but useful tool that can help you understand your Strengths and Weaknesses and to identify Opportunities and Threats.

Strengths and weaknesses are internal; you can focus on them and see which are your qualities that differentiate you from the others, but also you can evaluate your weaknesses and see which skills you need to acquire for your development.

Opportunities and threats are external; you can take advantages of opportunities and identify new possibilities or you can analyze the threats, although you have no control over them, but you may want to have as back up some plans for dealing them if they occur.





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COMMUNITY

Key concepts: community, sense of belonging, functions and characteristics, community volunteering, youth roles

What Is Community?

A community is a term used to express the people gathered together who live in a given space.

Characteristics of community:

1. Physical – each community is characterised by a physical presence and geographic area.
2. Demographics – things like age, gender, race and ethnicity, marital status, education, number of people, language
3. History - traditions, cultural aspects, important issues.
4. Community leaders - mayors, city councilors, directors of public works, other figures such as: key influencers, doctors, lawyers, NGOs representatives, etc
5. Institutions - colleges and universities, libraries, religious institutions, hospitals, museums
6. Economics – situation of employment, industry, businesses, etc
7. Government/Politics – political power and influence, political organization
8. Attitudes and values - how community members behave, how they dress, how they treat others, what are their beliefs, norms

Community functions can be resume in:

1. Production-distribution-consumption.
2. Socialization.
3. Social control.
4. Social participation.
5. Mutual support.

Why it is important for you to know and understand your community?

Human beings need sense of belonging, this connects us and builds on the many relationships we develop in our lives as well as it affects own development during our lives.

Let us take for instance the aforementioned functions:



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Production-distribution-consumption is related to services and goods, which we all need and are part of our daily lives. They are important considerations as they show you how the community is doing, is it developed, do people have the basis or more, provisions are available for everybody, which are the strengths and weaknesses

Socialization refers to the process through which knowledge, social values and behavioral patterns predominate are transmitted to its members. Families, the school, have an important role in this function.

Social control relates to influences which living in given group has, conformity and norms. Police, justice players, family, schools, the church have an important role in this function.

Social participation – relates to the way individuals get involved in matters related to their communities. Social participation can be provided by NGOs, churches, public health, welfare institutions, informal groups as well (eg. Family, friends).

Mutual support – relates to addressing community needs and weaknesses. Mutual support can be in the informal environment (eg. When you are sick, your family takes care of you) or formal (eg. When you are unemployed, the state provides you financial help).

From community needs to community action

Analysing the community you live in, you can identify problems and you can take action not only in matters concerning your person, but also those with whom you live with.

Examples of community problems can be: child abuse and neglect, crime, domestic violence, drug use, environmental problems, conflicts, health problems, poverty, racism, high unemployment rates, etc.

Community action refers to an activity that enhances the understanding, involvement and empowerment of communities in the design and delivery of local services. It includes a wide range of activities: financial donations, in-kind donations, volunteering for people in need, specific projects, etc.



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Volunteering	
Skills for job	Personal development
<ul style="list-style-type: none"> • Organization and planning skills • Time-Management • Leadership • Communication skills • Teamwork • Work ethic • Public speaking • Problem solving 	<ul style="list-style-type: none"> • Confidence • Friendships • Team work • Creativity • Critical thinking • Mental and physical health • Happiness • Motivation & Vision

Youth roles in community development

- **Organizers** – through participation in training and empowerment youth can gain social participation skills and they can act as promoters of community projects
- **Political participation** – participation in political and civic life of your community - youth leaders can be powerful motors of change
- **Youth-led projects** – planning and implementation of projects in your local community helps you connect with the needs of people and also builds important skills for your personal and professional life
- **Youth as volunteers** – engaging in volunteering activities and community service provides you with the opportunity to become active members of community and has a lasting, positive impact on it. You can get involved in youth NGOs, in school projects, fundraisings and many more.

Youth community projects

Writing a Project for the benefit of your community – Step by step process

Identify needs in your community	Go in your community and start observing, read news paper, ask your Friends, family, colleagues
Review your abilities, passions and strenghts	Weather you like kids, or drawing, or crafting, your passions can help yo figure out a Project idea



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Choose a Project topic	Once you have identified the needs of your community and your strenghts and abilities, write down your ideas, choose the most achievable
Develop your plan	Elaborate the needs, target group, objectives (remember to write down SMART objectives), what activities you can put in place to achieve your objectives, think about what you want to obtain in terms of results
Recruit other volunteers	It is most likely to gain more success with your Project if you have others to help you, ask your Friends, colleagues, families from your immediate circle, ore ven get in contact with NGOs, they are always opened for youth initiatives.
Make a Budget	This is the most difficult part. Getting in contact with NGOs can be a very good help, or speak with your teachers, ask their help. Make a marketing campaign for your cause
Make a calendar	The calendar is important as it helps you keep track of your planning. Develop a calendar stating weeks, months and tasks. Establish your deadlines and milestones
Promote	Promoting your Project increases your chances to attract other volunteers or even sponsors. In addition, it is a lobby you make for your cause. Do not be silent!
Implement	Now you have all the planning, start the implementation. Keep track on what you proposed, make adjustments if needed.
Evaluate	Evaluation is important as it helps you identify what went good and what went wrong, thus allowing you to improve your actions. Also, it



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	helps you identify other needs that you might consider for the Project continuation or other ideas.
Disseminate	Share, share and share again - Speak out about your Project results through social media, press, informal meetings, events, posters, flyers. It is important to share, in a way your actions will be seen by others and might inspire!

Each person no matter where he or she lives is part of a community. Therefore, it is more than expected to join the activities of your community, vote for its elections, and care for it and generally get actively involved in the activities that the local society is organizing. There are so many reasons to persuade someone to get actively involved in a community and some of them are presented:

Yourself

Taking part in the activities of a community will boost someone's cordial skills. A person who might be helping other people feel safer and happier will receive exactly the same benefits back. Undoubtedly, shifting your interest in social topics by broadening a sense of accomplishment in your participation of your actions is an extraordinary experience every individual should feel at least once in their lives. Helping in the reduction of social inclusion by increasing active citizenship will definitely make you a better person.

Networking

As it is expected, when you take part in the activities of a community you socialize. Therefore, when you volunteer to do so in your local community you get the chance to meet people who live on the same area just like you. Being involved in the activities of the city or the town can help you make friends and meet people that you might not have met otherwise. We all need people who can help us around us and it is even better if these people could be a resource later in life. Networking is important for many reasons since it boosts our self-confidence by building new friendships, reducing isolation and loneliness.

For the people around you

It is not a secret that there are many organizations in each country in all over Europe. However, it is even better known that these organizations are mostly understaffed with a limited number of volunteers. In every society, there are individuals that need help and cannot survive



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without the resources that non-profit organizations can provide to them. Unfortunately, in some cases these organizations do not have the amount of people needed to help serve everyone. Whilst taking part in the activities organized, your community as a way to foster the inclusion of these people by volunteering can ensure that people in need are getting the necessary assistance and aid and your participation in such an event will inevitably become the extra set of hands that makes a huge difference to these people's lives.

Chance to be heard

If you are looking for a direct way to ensure that your voice will be heard in a community and have the opportunity to express your voice massively then the best way to do so is through taking part in an event that is going on in your local society. Decision makers such as politicians or public counselors genuinely want to hear your ideas and feedback. This can be achieved through social engagement. Community engagement is a vital part of many projects and the benefits of it are many. Some of them involve more accurate outcomes for stakeholders, coverage of the actual needs and community ownership. Effective involvement in a community is more than just be informed about the news or happenings in a society. On the other hand, actively involving the public in a project is no longer about information sharing but rather an information-sharing tool. No matter what your qualifications are, everyone has an opinion about what needs to be done and where priorities should lay.

Social Inclusion in a community

It is a fact that nowadays in a growing number of neighborhoods and communities more and more people coming from different backgrounds live together. Today's societies in all over Europe are consisted by an alloy, a complex mix of races, cultures, languages, and religions. Consequently, this creates differentiation and therefore discrimination. For these reasons, citizens of a community will potentially have to face the challenges of interacting and working with people different from themselves. The ability to adapt, understand and not discriminate all types of people who are integrated in the same area, as we are a skill that is becoming increasingly important. Realizing the differences but without rejecting and accepting diverse backgrounds can ensure the development of the community by making a clear difference in this continuously changing society.

"There will be no equity without solidarity. There will be no justice without a social movement" Joia Mukherjee



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Human rights

Human rights are moral principles or norms that describe certain standards of human behavior [...] they are commonly understood as inalienable fundamental rights “to which a person is inherently entitled simply because she or he is a human being”. (Sepulveda, et al. 2004)



Why and When? ... From the ruins of the WW2

From the disaster caused by the Second World War, the death of over 50 million people and the extermination of the Jewish people made it necessary to create an instrument capable of safeguarding the fundamental rights and dignity of each individual without any distinction.

Epochal event:

After the horrors and atrocities of the Second World War, all States and human beings all have a point of reference, a transversal, unique and universal code of ethics:

The Universal Declaration of Human Rights (UDHR)

Was proclaimed and adopted by United Nations General Assembly in 1948. Today, it is signed by all 192 member states of UN and by 3 non/member's regions as well.

One of the UN goal is: Promote respect for human rights and fundamental freedoms for the benefit of all individuals;

Article n.1 and n.2

All human being is born free and equal in dignity and rights without any distinction of any kind

ALL PEOPLE are free and equal in dignity and human rights

30 articles



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Four fundamental pillars can be identified in the declaration:

1. **Dignity:** values shared by all individuals regardless of differences in religion, ethnicity or gender
2. **Freedom:** rights related to individual freedom and personal security
3. **Equality:** intended to guarantee the political and public participation of all individuals
4. **Brotherhood:** economic, social and cultural rights.

Individual rights: FREEDOM

Right to life, Liberty and security (art. 3)

Freedom from torture (art. 5)

Freedom from slavery (art. 4)

Freedom of movement (art. 13)

Freedom to have privacy (art. 12)

Right to own property (art. 17)

Legal rights:

Equality before the law (art. 7)

Legal assistance (art.8)

No unlawful detainment (art. 9)

Fair and public trial (art. 10)

Innocent until proven guilty (art. 11)

Right to seek asylum (art n.14)

Right to have a nationality (art n.15)

Right to have a free marriage and family equality (art. 16)

Civil rights and political rights: EQUALITY

Freedom of taught, conscience and religion (art. 18)

Freedom of opinion and expression (art. 19)

Freedom of peaceful assembly and association (art. 20)

Freedom to take part in the political life and to access public service (art. 21)

Economic, social and cultural rights: BROTHERHOOD

Right to social security (art. 22)

Right to work and join trade union (art. 23)

Right to a periodic rest and leisure (art. 24)

Rights for health, well-being and security (art. 25)

Right to education (art. 26)

Right to participate to the cultural life of the community (art. 27)



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How to use these rights?

According to the article n. 28 of the UDHR, everyone is entitled to a social and international order in which the rights and freedoms can be fully realized.

RIGHT TO FULFILL RIGHTS AND TO ENJOY FREEDOMS

According to the article n. 29 of the UDHR, *everyone has duties to the community in which alone the free and full development of his personality is possible. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others in a democratic society.*

Duties towards the community, respect for the freedoms of others.

Human rights ARE:

U= Universal

I= Indivisible

I= Interdependent

Which means that: if you do not have a house where to live, you will have to live on the street, you will not properly rest and you will get sick, which will prevent you to go to school and in the long term to find a job. In other words, the violation of the right to housing leads to the violation of the right to rest which in turn leads to the violation of the right to education and consequently of the right to work.

Human rights are NOT:

- Privileged;
- Cannot be granted or revoke!



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Are HUMAN RIGHTS respected?

Although we would like to have a positive answer to this question, the reality shows that sometimes people have to fight in order to defend their rights. In fact, human rights are being violated all over the world.

In this context, Human rights' defenders are reconized as people who act to protect or promote human rights. You can find them in any part of the world, fighting for local, national or international causes. They support victim of human rights violations, but sometimes they are also victims.

For example, in Colombia, on average, an activist is killed every three days.

At least 43 human rights activists have been arrested, prosecuted or imprisoned for their activities in favor of women's rights in Iran. These included women who peacefully protested the obligation to wear the hijab (Islamic headscarf).

Another important movement meant to advocate for the woman rights is represented by **#METOO**, a movement against sexual harassment and sexual abuse. In Ireland, citizens voted by a large majority in favor of the abolition of the abortion ban.

104 countries have laws in their legislative system that prevent over 2.7 million women from carrying out certain professions.

Almost 60 percent of working women in the world (equal to about 750 million women) do not benefit from the right enshrined in the law for maternity leave.

Worldwide, 225 million women do not have access to the latest generation of contraceptives.

The rights of **lesbian, gay, bisexual and transgender persons** represents also a delicate subject as currently, 71 countries consider homosexuality a crime. Same-sex marriage is legal / allowed in 25 countries, while in 28 others there is a register of civil partnerships for homosexual couples.

There are also a lot of people like **refugees, migrants and internally displaced** that have to search a "new home" after running to escape from war, violence, persecution or natural disasters.

In September, about 300 children in the US had not yet been reunited with their parents or legal guardians, from whom they had been forcibly separated.

Between July and September, Moroccan authorities removed approximately 5,000 refugees, migrants and asylum seekers from cities, transporting them to remote areas of the country and abandoning them without regular procedure.



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The violent campaign of murders, rapes and fires of the Myanmar army has forced over 720,000 Rohingya to flee the state of Rakhine towards Bangladesh. In the state of Rakhine, more than 125,000 people, mostly Rohingya, remain confined to squalid camps for displaced people to receive humanitarian assistance.

Why then, these days, we are still facing situations where human rights are not respected?

The Universal Declaration of Human rights is not a hard law, which means that States that violate Human Rights cannot be forced to change their policy or to compensate victims.

BUT ... Some Improvements have been done:

- Most of the States (Western World) do recognize the importance of the human rights at constitutional level, in Italy with the article n.2
- The European Union made, and is still making, great effort to ensure the respect of human Rights.

Human Rights and European Union



European Common Values: respect for human rights and dignity, freedom, democracy, equality, the rule of law, these values are the basis for the EU society, characterized by pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men.

The European Union pursues an internal and external line of action on human rights.

- **INTERNAL ACTION:** protection of the fundamental human rights of EU citizens.

European action in this area is based on the Treaty on the Functioning of the European Union, to which is attached the Charter of Fundamental Rights, promulgated in 2000. Since 2009, the Charter has been legally binding on the European institutions and on national governments. The Charter is drawn up in line with the European Convention on Human Rights (adopted within the Council of Europe). The text of the Charter begins with a preamble and the 54 articles are divided into 6 main areas whose titles set out the fundamental values of the Union.



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- **External Action:** The European Union is based on a strong commitment to promoting and protecting human rights all over the world. The main pillars are:
 - promoting the rights of women, children, minorities and displaced persons
 - opposing the death penalty, torture, human trafficking and discrimination
 - defending civil, political, economic, social and cultural rights
 - defending human rights through active partnership with partner countries, international and regional organizations, and groups and associations at all levels of society
 - inclusion of human rights clauses in all agreements on trade or cooperation with non-EU countries

The European Convention on Human Rights (ECHR):

- adopted in 1950, protects the human rights of people in countries that belong to the Council of Europe.



Formed in 1949, the Council of Europe is separate from the European Union with 47 members.

Goals:

- Protect human rights and the rule of law
- Promote democracy

What rights and freedoms does the Convention protect?

- the right to life (Article 2)
- freedom from torture (Article 3)
- freedom from slavery (Article 4)
- the right to liberty (Article 5)
- the right to a fair trial (Article 6)
- the right not to be punished for something that wasn't against the law at the time (Article 7)
- the right to respect for family and private life (Article 8)





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- freedom of thought, conscience and religion (Article 9)
- freedom of expression (Article 10)
- freedom of assembly (Article 11)
- the right to marry and start a family (Article 12)
- the right not to be discriminated against in respect of these rights (Article 14)
- the right to protection of property (Protocol 1, Article 1)
- the right to education (Protocol 1, Article 2)
- the right to participate in free elections (Protocol 1, Article 3)
- the abolition of the death penalty (Protocol 13)

Who has the duty to implement and protect the human rights in the world?

- States are the responsible ones, who must refrain from any action that does not respect human rights and must create the conditions for each individual to exercise their rights
- The European Court of Human Rights (1959) applies and protects the rights and guarantees set out in the European Convention on Human Rights.
- Human Rights council: a body with 47 countries based in Geneva, examines on the regular basis the human rights situation in all UN member states, individual experts can be sent in the country to monitor the situation.
- UN security Council: deals with the protection of human rights in armed conflicts, eg. It works to end the recruitment of baby soldiers
- The Office of the United Nations High Commissioner for Human Rights is a department of the Secretariat of the UN that works to promote and protect the human rights that are guaranteed in the Universal Declaration of Human Rights of 1948.
- International Criminal Court based in The Hague established in 1998 investigates and issues judgments regarding serious human rights violations: genocide, war crimes, crimes against humanity. Established to investigate about the crimes committed in Ruanda civil war it has a major role as well in the Former Yugoslavia conflict (103 convictions, of which 78 to long prison terms and 5 life sentences, but also 19 acquittals.

Their power is limited and often big and powerful countries, such as China and US, do not support them but many steps have been done since the beginning!

And what about the civil society role?

NGO are the bodies that are mainly involved with the observation and protection of human rights and put pressure on governments through public campaigns

To mention the main one:





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- Amnesty International
- Human Rights Watch

Campaigns

Amnesty International promotes many international campaigns. Is worth to mention the “**Write for Rights** “: the biggest global campaign on the human rights. Since 15 years, during December, Amnesty International ask to its supporter around the world to write letters to governments and/or to pursue solidarity initiatives in favor of those people whom rights have been violated or threatening

Responsibility

According the article n. 29 of the Universal Declaration of Human Rights:

“Everyone has duties to the community in which alone the free and full development of his personality is possible. (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society”.

It is our turn: let’s highlight injustices, give voice to those who have no voice, we change people's lives.

Why?

- Because all human beings are born free and equal in dignity and rights (article 1 of UDHR)
- Because each human being is unique, respecting freedom means defending one's own and others' freedom.
- Because human rights are unfortunately still violated in many parts of the world
- Because it could be you born in Syria instead of your peer.

Because it could happen to us too, even here in Europe, where peace and democracy are well developed but not since many years.





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Here some examples of violation of human rights in Europe according to Human Rights Watch Report 2020 (facts of 2019).

- Ten years since the United Nations Convention on the Rights of Persons with Disabilities (CRPD) entered into force, persons with disabilities still lack sufficient protection against discrimination in many parts of the European Union.
- In April 2019, the European Parliament adopted a resolution on the rule of law and fight against corruption in the EU, pointing out the lack of protection for journalists in Slovakia and in Malta.
- In Poland was adopted a law aim at restricting the right to protest (Gradassi, 2019)

Populist and Eurosceptic parties increased their vote share. These parties' agenda is characterized by racist intolerance, xenophobic, Islamophobic, and anti-Semitic sentiment. In a July 2019 report the EU's Fundamental Rights Agency (FRA) found that 44 percent of young Jewish Europeans experienced anti-Semitic harassment.

As you can read in the news, anti-Semitism appeared to be on the rise. Let's get back to the reason why EU, UN and the Declaration of Human rights were born:

from the tragic events of the WW2, the death of over 50 million people and the extermination of the Jewish people made it necessary to create an instrument capable of safeguarding the fundamental rights and dignity of each individual.

Having treaties that promote respect for human rights is not enough, it is not a guarantee. Each of us should make sure that human rights are respected.



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