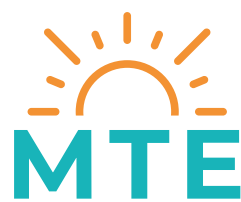




MOTIVATE TO ENGAGE

GUIDEBOOK





The **Motivate to Engage** project is a strategic partnership
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carried out by two organizations from Croatia and Hungary.



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CONTENTS

INTRODUCTION	6	The window of tolerance	32
About the project and the guidebook	6	From theory to practice: How do I know which state I am in?	32
Introducing the partners	7	Meaningful relationships as a means of regulation	34
WHY INTRINSIC MOTIVATION	8	Relational regulation	34
The power of intrinsic motivation	10	Self-regulation	36
Defining motivation	11	Tips for youth workers	36
Types of motivation	11	Prevention	37
The three types of motivation	11	Intervention aka activities	38
Components of motivation: activation, persistence, intensity	12	Some concluding thoughts	39
Concepts and scope of IM: SDT and Locus of control	12	METHODOLOGY OF WORKING WITH VULNERABLE YOUTH	40
Tips for youth worker	15	Methods used in soft skills development: experiential education and gamification	42
Goal setting and IM	16	Experiential education and Kolb's cycle of experiential learning	43
Tips for youth workers	19	From theory to practice: How does a debrief process work in experiential learning?	44
Growth Mindset	20	Gamification	45
Tips for youth workers	22	Types of Gamification	45
STRESS MANAGEMENT	24	Why use it	45
Stress	26	Tips for youth workers	46
What is stress after all?	26	Principles when working with vulnerable youth	47
But why is this important?	27	Providing safety and stability	47
So how does this work?	27	Moderate stressors - risk management	47
Stress and its relation with intrinsic motivation	29		
What are our options? – Vulnerability vs. resilience	29		
So which way do we go?	31		
From theory to practice: What can we do to change the direction?	31		

Tips for youth workers	48	Competencies and skills development through problem-solving activities - performing stage	60
Predictability	49	Closing - and debriefing activities - adjourning stage	61
Controllability	49		
From theory to practice: How can I understand, explain and use the Challenge by Choice framework in my work?	49	ACTIVITIES	62
Group contract	50	How to use this chapter	63
Main ideas to know about when working with vulnerable youth	51	Process Activities	64
Competencies needed for YW and challenges working with vulnerable youth	51	Introductory and ice-breaking activities - forming stage	64
Universal values and methods	51	Self-regulation activities - forming and storming stage	80
Youth workers as facilitators	52	Trust building activities - storming and norming stage	86
Skills and competencies	52	Competencies and skills development through problem-solving activities - performing stage	93
Group dynamics	53	Closing and debriefing activities - adjourning stage	127
Bruce Tuckman's group development stages explained	54	Workshop (Session) type activities	132
Tips for youth workers	55	CONCLUSION	153
Importance of challenges and conscious planning	56	APPENDICES	154
Conscious planning	56	Differences between the two organizations	155
Evaluating	56	Self Determination Theory and Intrinsic Motivation	155
The process	57	Competencies and skills development through problem-solving activities	155
Introductory and ice-breaking activities - forming stage	58	Communication skills	156
Self-regulation activities - forming and storming stage	59	Cooperation and teamwork skills	156
Trust building - storming and norming stage	59	Learning to learn competence	156
		Multilingual competence	157
		BIBLIOGRAPHY	158

INTRODUCTION

ABOUT THE PROJECT AND THE GUIDEBOOK

Our aim was to create educational material for youth workers that would contribute to the development of competencies and skills they have.

If there was any phenomenon that has continuously sparked the interest of the partners it has been that of intrinsic motivation (IM). We came to the realization that this is the basis and the foundation of any work we do. We believe that primarily, being intrinsically motivated, but also having a powerful set of key competencies for lifelong learning, and having skills to deal with stress will help youth make better career and general life choices.

According to the basic theories on motivation and stress, research and our experience, we believe that vulnerable young people have the same dreams, goals and aspirations for the future as children from more fortunate or privileged homes and backgrounds. At the same time, we know that the stressful childhood environment they grew up in, has left an imprint on their nervous system. It is challenging for them to regulate their emotions and behavior, often making them appear unmotivated and unpredictable. We believe that by exploring the connections between the theories mentioned in this guidebook we can add to the development of knowledge and practice of professionals and youth workers.

Based on the methods we work with and our own experiences; psychologists, teachers and youth workers prepared and tested the content now shared with you in this guidebook.

In the theoretical part of the guidebook (chapters 2 and 3), you can find basic information about motivation and intrinsic motivation, advice on how to set up goals, inspiring thoughts on growth

mindset, stress management and how learning and teaching approaches set in a group context and based on experience can have a unique effect on the development of young people.

In the practical part of the guidebook (chapter 4, 5), consisting of the recommended activities – we presented the composition of different tools and methods that can be used to foster motivation and deal with stress. Activities are divided into 2 categories: process activities (activities that follow the group dynamics process) and structured (isolated) activities put together for a whole/one-off session/workshop with youth.

Here, you have a guidebook you can go to whenever you want to work with a group of youngsters - something you can use as ready-made material, a repository of step-by-step advice, a textbook for your youth work (YW) practice and a reminder of what and how to do it.

We hope this guidebook will help you in some aspects of your work and that you will find inspiration inside. Good luck with your work!

INTRODUCING THE PARTNERS



EDUNAUT

EDUnaut, coordinating partner in MTE (Croatia), was founded by educators and led by a team of experts passionate about teaching and learning. Our aim is to foster the development of key competences necessary for lifelong learning. We do this in our work with children, youth and adults - through local and international projects and through our regular work. Lifelong learning is the process of gaining knowledge and skills throughout one's life. It covers the full range of learning opportunities starting from early childhood and from formal education to non-formal and informal learning of young people and adults. In the MTE guidebook we build on the experience coming from our 3 year long cooperation with the local children's home and working with the vulnerable young people there.



BIOM

BIOM Foundation (Hungary) is a community of psychologists. Our approach combines psychological knowledge and experiential education tools. Our work is determined by proximity to nature, and we find that connection to nature is an important and defining element of development. For us, society is a biome, in other words, a community of life to which everyone can contribute by developing their own strengths. We support vulnerable youth to recognize their strengths and achieve their own goals. In our programs, the principles of partnership, experiential education, and the benefits of nature go hand in hand. The more successful these youngsters become, the more they can give back to society. This is how individual and societal interests meet.

In BIOM's work we use a combination of experiential education, trauma-informed care, nature based therapy and systemic approach.

If you are interested in our approaches, methods we use and our experiences - you can read more about them in the Appendices part.



WHY INTRINSIC MOTIVATION

Intrinsic motivation encourages engagement and positive development - it is important to learn how to mobilize this powerful system in the period of adolescence, when youth can do it intentionally.

Intrinsic motivation has enormous – but often unused – potential to energize young people’s sustained engagement in learning and development.¹ Youth can develop their abilities to experience and adjust their IM with the help of the youth work activities. Adolescence is a period when youth become more able to cultivate IM deliberately – to learn to be the producers of their own development.²

¹ Larson, R. W., & Rusk, N. (2011). Intrinsic motivation and positive development. *Positive Youth Development*, 89–130. <https://doi.org/10.1016/b978-0-12-386492-5.00005-1>, p. 91.

² Larson, R. W., & Rusk, N. (2011). Intrinsic motivation and positive development. *Positive Youth Development*, 89–130. <https://doi.org/10.1016/b978-0-12-386492-5.00005-1>

THE POWER OF INTRINSIC MOTIVATION

We will begin this chapter with the brief story of Michael Johnson,³ an American retired sprinter who won 4 Olympic gold medals, held the world and Olympic records in the 200 m and 400 m races, the world record in the indoor 400 m, and once the world best time in the 300 m. He is considered one of the greatest sprinters of all time.⁴ He also beat the world record, he set up before - by himself.

We were curious about the ways he motivated himself to accomplish these extraordinary achievements - the world records and the gold medals.

If you talk to the sprinters, they will say that 200 m and 400 m races are quite different from each other. In the 400 m race, racers can be strategic and take some time to plan their tactics. On the other hand, the 200 m race demands from the racers – full strength and aggression.⁵ Before the 400 m race, Michael allegedly listened to jazz, before the 200 m race he listened to gangsta rap. By listening to it he tried to feel aggressive and tried to enter the “danger zone”.

So, how did he manage to set the 200 m world record, for example in 1996 in Atlanta?

In addition to listening to this music, he also put on a t-shirt with the “Danger zone!” written on it. He said: “No, I must think on 200, I have to enter the danger zone.” His coach also helped him by filling his head with aggressive and fast thoughts. So, in this way, he approached the 200 m race with the fight instinct. As he approached the goal of the 200 m race, aggression could be seen on his face, the expression that looked as if he could attack his rivals. However, the only thing he attacked was the world record. After a few moments, when he realized what had happened – the aggression left his face and he stepped out of the danger zone. This was the way he motivated himself to run faster than any other living human being.



Why the Michael Johnson story?

We mention Michael Johnson because we believe that sometimes – the youth we work with need to do what is unimaginable even for many of their peers coming from stable and fully functional families. Considering all the difficulties and sometimes even tragedies in their lives in order to become full-grown, independent, successful, and satisfied adults – often they need to fight many battles and win their races. And sometimes we believe - they need to have the extraordinary motivation of an Olympic medal winner to do it.

However, most of their races are psychological ones, their 200 m races and 400 m races are being led from within. Just as Michael Johnson first won the race in his head, also, the motivation that will keep them going in life has to come from the source within themselves. Not from outside sources. In this way, the motivation will be long-lasting.

So, they need to have the strength, courage, and motivation that are needed to run the 200 miles race of their own lives and make it to the finish line.

This story vividly shows the power of motivation based on intrinsic and extrinsic motivators. It clearly demonstrates the power of goal setting, internal locus of control, growth mindset, and resilience - some of the concepts we will discuss in our guidebook.

³ Larsen, R., & Buss, D. (2008). *Personality psychology: Domains of knowledge about human nature*. McGraw-Hill Education.

⁴ *Michael Johnson biography, olympic medals, records and age*. (n.d.). <https://olympics.com/en/athletes/michael-johnson>

⁵ Larsen, R., & Buss, D. (2008). *Personality psychology: Domains of knowledge about human nature*. McGraw-Hill Education.

DEFINING MOTIVATION

Motivation is the process of taking action. If we find ways to nurture motivation in youth, it can have many benefits in their daily lives such as taking action, encouraging them to engage in health-oriented behavior, feeling more in control of their lives and improving their overall well-being.

TYPES OF MOTIVATION

Many adults think of motivation in a black-and-white way.⁶ Either a young person is self-motivated or not—and, if not, may never be. However, it is not so simple.

Most broadly speaking there are 3 types of motivation:

- **amotivation** (lack of motivation) – characterized by apathy, no intention, going through the motions.⁷ This is something all too common to see in our work and in schools. Amotivation has been a strong negative predictor of engagement, learning, and wellness.

- **extrinsic motivation** (EM)

- **intrinsic motivation** (IM)

What the body of research demonstrates is that IM is not “all or nothing”; this motivation can change and grow and is influenced by a number of determinants, many of which can be developed.⁸

All humans have intrinsic motivation (IM) and you have likely experienced examples of IM throughout your entire life without giving it much thought.

Some examples would be:

- participating in a sport because it’s fun and you enjoy it rather than doing it to win an award
- playing cards because you enjoy the challenge instead of playing to win money
- painting a picture because you feel calm and happy when you paint rather than selling it to make money⁹

If you have recently decided to learn a new language we would like to ask you a question. Has your choice been based on your wish to experience new things and cultures (=IM)? Or, you have decided to do it because your new job requires it (=EM)?

We can say that , when the motivation is present, human motivation can belong to these 2 broad categories - it can be intrinsic or extrinsic. There are differences in characteristics between them as we have seen. If you have chosen the first answer you were intrinsically motivated by this choice. When you are **intrinsically** motivated, you are doing something because it is enjoyable, fun, rewarding, or interesting, and because of the good experiences and satisfaction it causes. This is in contrast to extrinsic motivation, where activities are done due to external tensions (rewards, grades, deadlines, salary, etc) and extrinsic motivation is an important part of our lives, too (getting paid for your job).

⁶ Ryan, R. M., & Deci, E. L. (2019). Brick by brick: The origins, development, and future of self-determination theory. *Advances in Motivation Science*, 111–156. <https://doi.org/10.1016/bs.adms.2019.01.001>

⁷ Ryan, R. M., & Deci, E. L. (2019). Brick by brick: The origins, development, and future of self-determination theory. *Advances in Motivation Science*, 111–156. <https://doi.org/10.1016/bs.adms.2019.01.001>

⁸ Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>

⁹ Santos-Longhurst, A. (2019). *Intrinsic motivation: How to pick up healthy motivation techniques*. Healthline. <https://www.healthline.com/health/intrinsic-motivation>

COMPONENTS OF MOTIVATION: ACTIVATION, PERSISTENCE, INTENSITY

Motivation is complex and is responsive to a myriad of factors. In the real world, IM fluctuates as a function of a person's ongoing experiences in an activity, goals, expectations, and other factors that we will examine. Motivation also differs by person and activity – if you have IM in one activity it does not necessarily transfer to another.¹⁰

Also, if you ever were internally motivated to do something and you had a goal, you know that simply having the desire to accomplish something is not enough. Achieving anything requires the ability to persist through obstacles and the endurance to keep going in spite of difficulties. It requires the mindset of Michael Johnson who managed to finish the race.

There are three major components of motivation: activation, persistence, and intensity.

- **Activation** - the decision to start doing something (e.g. such as enrolling in a foreign language class)
- **Persistence** - the continued effort toward a goal even though obstacles may exist.
- **Intensity** can be seen in the concentration and vigor that goes into pursuing a goal. (For example, one student in a classroom might coast by without much effort, while another student will study regularly, participate in discussions, and take advantage of research opportunities outside of school. The first student lacks intensity, while the second pursues their educational goals with greater intensity.)

The degree of each of these components of motivation can impact whether or not we will achieve our goals. Strong activation, for example, means that we are more likely to start pursuing a goal. Persistence and intensity will determine if we will keep working toward that goal and how much effort we devote to reaching it.

We should try to work on all of these components in our youth work.

CONCEPTS AND SCOPE OF IM: SDT AND LOCUS OF CONTROL

We need to know what it takes to develop and foster IM. One of the essential requirements for the integrative, self-regulated functioning and for the development of IM is the support for **autonomy, competence and relatedness**.

These three expressions come from **Self-Determination Theory (SDT)** which provides a holistic model of motivation, and among others, states that people are motivated to grow and change by 3 innate and universal **basic psychological needs**:

1. **Autonomy:** Our need to feel that we are in control of our own behaviors and goals and that we have the option to choose what to do.
2. **Competence:** Our thirst for self-improvement. It is our need to achieve, build our knowledge, and skills, developing mastery in some fields
3. **Relatedness/Connection:** Our need for a sense of connection with others. The need to experience the feeling of belonging and attachment to other people.¹¹

¹⁰ Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>

¹¹ Deci, E. L., & Ryan, R. M. (2012). Self-determination theory. *Handbook of Theories of Social Psychology: Volume 1*, 416–437. <https://doi.org/10.4135/9781446249215.n21>

¹² Mirincs Zs., (2006). *Személyiségünk építőkövei*. Budapest: Bölcsész Konzorcium

Measures of those three ingredients have even been shown to be useful predictors of psychological health and well-being. The satisfaction and fulfillment of these needs foster psychological growth and wellness and predicts higher life satisfaction. On the other hand, unfulfilled needs lead to ill-being and damage psychological growth.

These are important bases of IM, therefore whatever we do in our YW, we always need to have them in mind.

When we talk about promoting IM, we cannot explain it properly without mentioning the **locus of control**. It means that during learning, we form beliefs about whether certain events are the consequences of our own behavior or are beyond our control and independent of our will.¹² A person with an internal locus of control believes that her actions are controllable, everything that happens to her, her failure and achievements are due to her influence! This person with an internal locus of control will have a richer set of internal resources, is better in self-regulation, knows her body better, and is better in convincing and in asserting her own will.¹³ While a person with an external locus of control believes that what happens to her is out of her control and due to the outside effects such as fortune, fate, chance.

Both attitudes are shaped by the early experiences of an individual. If the parent is consistent, observes and takes into account the child's needs, then the child develops a sense of competence through learning from their direct experiences and their consequences.

According to Crider¹⁴ individuals who have an internal locus of control try to solve problems, think as effectively as possible, have the perception that effort must be made if they want to succeed. Thus, an internal locus of control is able to generate internal motivation in a person.

For more details about Self Determination Theory and locus of control see the Appendices.

¹³ Mirincs Zs., (2006). *Személyiségünk építőkövei*. Budapest: Bölcsész Konzorcium

¹⁴ Crider, A. B. and Goethals, G. R. (1983). *Psychology*. Dallas: Scott Foresman and Company

There are some basic differences between the thinking process of people with internal and external locus of control.

EXTERNAL LOCUS

That person attributes his or her success to luck or fate, will be less likely to make effort

IT'S HARD TO SUCCEED THESE DAYS. THE COMPETITION ON FIELD IS KILLING ME.



Those who are **externally controlled** think about the world as she/he has no influence on what happened to her/him: "It is because of the stupid teacher"; things outside of her influence her life, such as luck, fate, and powerful people: "I never have luck in my life"; think herself less to solve the situation in her life: "I am too small to solve such a problem." Has lower self regulation, are more anxious, more sceptic: "It must be because he's picking on me."; try to avoid responsibility: "It is not my fault."

INTERNAL LOCUS

That person attributes success to his or her own efforts and abilities

I KNOW IT'S UP TO ME. I HAVE TO LEARN TO BECOME MORE SUCCESSFUL.



A person with an **internal locus of control** thinks about the world as she/he is able to influence events: "It is okay, I can solve it."; performs better, is more independent, more persuasive, has higher self-esteem, has better self-regulation: "I can do it." "We will solve it, do not worry about it."¹⁵

It is important that you keep this aspect of personality in mind during your work - that you reflect on how you personally react to certain events (what beliefs you have) and that you educate the youth you work with about the locus of control.

¹⁵ Zilahi T. (2020). *Te irányítod az életed, vagy a körülmények irányítanak téged?* Pszichoforyou Szível. Lélekkel. Neked. <https://pszichoforyou.hu/kulso-kontroll-belo-kontroll/>

TIPS FOR YOUTH WORKERS

HOW TO INCREASE INTRINSIC MOTIVATION



FOCUS ON THE PROCESS RATHER THAN RESULTS!

In contrast to the predictable negative effects of outcome-focused pressures and rewards, SDT suggests a focus on the process rather than outcomes.¹⁶



BE AUTONOMOUSLY ENGAGED YOURSELF (NEED FOR AUTONOMY)

E.g. when teachers or youth workers have autonomy-supportive principals and administrators (and staff) the greater their intrinsic motivation and self-determination to work.¹⁷ In turn, when youth workers and teachers are more autonomously engaged, teenagers are more likely to be autonomously motivated to learn.



INCLUDE THE ELEMENT OF CHOICE (FACTOR OF CONTROL)

Giving them the choice to choose to participate or not, to attend the workshops or not, to choose the content, timetable, partner for a group activity, method of work, source of knowledge, etc. (do not turn the activity into a requirement – if they have a say in something they will be more intrinsically motivated) - *see Challenge by choice option in experiential education section in Methodology chapter



USE DIFFERENT RESOURCES EVERY TIME

It makes activities diverse and not so predictable



ENCOURAGE ACTIVE PARTICIPATION OF YOUTH

- not being mere passive listeners, or recipients
- doing experiments, role-playing, simulation, creative application
- encouraging curiosity
- optimal level of surprise, unexpectedness, etc.
- making it appealing to them
- connecting the workshop to their interests
- helping them to set their own goals
- not to set goals for them



ENCOURAGE THEM TO FOCUS ON THE INTERNAL BENEFITS OF

ACTIVITIES, such as how good it makes them feel instead of what they can get for doing it (factor of Recognition).



ENCOURAGE INDEPENDENT THINKING by giving them space to work on a task alone and reporting back to you when they're satisfied with the result (need for Autonomy).



ENCOURAGE CURIOSITY with the optimal level of surprise, and unexpectedness, using different materials

BEWARE: Motivational strategies such as: controlling praise, threats of punishment, surveillance, controlling language, grades, and evaluations; even tone of voice can convey control versus autonomy support and they can undermine IM! ¹⁸

¹⁶ Renninger, K. A. (2010). Working with and cultivating the development of interest, self-efficacy, and self-regulation. In D. D. Preiss & R. J. Sternberg (Eds.), *Innovations in educational psychology: Perspectives on learning, teaching, and human development* (pp. 107–138). Springer Publishing Company.

¹⁷ Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>

¹⁸ Larson, R. W., & Rusk, N. (2011). Intrinsic motivation and positive development. *Positive Youth Development*, 89–130. <https://doi.org/10.1016/b978-0-12-386492-5.00005-1>

GOAL SETTING AND IM

Goal setting is a method and a practical approach for empowering IM of Youth in Youthwork.

Broadly defined, goal setting is the process of establishing clear and usable targets, or objectives, for learning.¹⁹ By setting goals, we have started the – activation – segment of the motivation and it is important to understand it clearly (remember: activation, persistence, intensity). For example, you have a goal of running a mile in seven minutes by a specific date, or learning the basics of a foreign language (e.g. A1.1. level).

When you commit to a goal you have set for yourself you have to rely on intrinsic motivation to achieve it. (You can also rely on EM, but the fuel provided by IM is more personal, lasting and deeply ingrained in a person).

Goal setting is much more than simply saying you want something to happen. Unless you clearly define exactly what you want and understand why you want it in the first place, your odds of success are considerably reduced. Also, “studies on decision making by at-risk adolescents suggest that at-risk adolescents show deficits more widely in one or more aspects of decision making. At-risk youth are less likely to coordinate multiple goals than their more successful peers.”²²

Here are the suggested steps we want to follow in personal goal setting and going through the goal setting with teens. First we need to know the procedure, and then we can teach our youth to do the same.

*“Decades of scientific research shows that intrinsic motivation (IM) is a powerful “engine” of learning and positive development. Individuals who are intrinsically motivated are likely to think more strategically, generate more creative solutions, persist through difficulties, and learn more from their experiences”.*²⁰

Because their attention and motivation are more fully engaged, their mental work is thought to be more efficient and effective.²¹

¹⁹ Moeller, A. J., Theiler, J. M., & Wu, C. (2011). Goal Setting and Student Achievement: A Longitudinal Study. *The Modern Language Journal*, 96(2), 153–169. <https://doi.org/10.1111/j.1540-4781.2011.01231.x>

²⁰ Larson, R. W., & Rusk, N. (2011). Intrinsic motivation and positive development. *Positive Youth Development*, 89–130. <https://doi.org/10.1016/b978-0-12-386492-5.00005-1>, p. 91.

²¹ Larson, R. W., & Rusk, N. (2011). Intrinsic motivation and positive development. *Positive Youth Development*, 89–130. <https://doi.org/10.1016/b978-0-12-386492-5.00005-1>

²² Pittman, A. (2016, June 16). *Goal setting in at-risk youth*. Antonio Pittman: ePortfolio. <https://apittmanblog.wordpress.com/2016/06/16/goal-setting-in-at-risk-youth/>

SETTING SMART GOALS ²³

The simple fact is that for goals to be powerful, they should be designed to be SMART. There are many variations of what SMART stands for, but the essence is this – goals should be:

SPECIFIC.

S= Set Specific Goals; Your goal must be clear and well defined. Vague or generalized goals are unhelpful because they don't provide sufficient direction. You need goals to show you the way. Make it as easy as you can to get where you want to go by defining precisely where you want to end up.

MEASURABLE.

M= Set Measurable Goals; Include precise amounts, dates, and so on in your goals so you can measure your degree of success.

ATTAINABLE.

A= Set Attainable Goals; Make sure that it's possible to achieve the goals you set. If you set a goal that you have no hope of achieving, you will only demoralize yourself and erode your confidence. Also, resist the urge to set goals that are too easy. By setting realistic yet challenging goals, you hit the balance you need.

RELEVANT.

R= Set Relevant Goals; Goals should be relevant and consistent to the direction you want your life to take. By keeping goals aligned with this, you'll develop the focus you need to get ahead and do what you want.

TIME BOUND.

T= Set Time-Bound Goals; Your goals must have a deadline. This means that you know when you can celebrate success. When you are working on a deadline, your sense of urgency increases and achievement will come that much quicker.

WRITE DOWN YOUR GOALS

The physical act of writing down a goal makes it real and tangible. You have no excuse for forgetting about it.

Tip 1: As you write, use the word "will" instead of "would like to" or "might."

Tip 2: Frame your goal statement positively. e.g. "I will hold on to good learning strategies and maintain the good results and grades I now have rather than "I will reduce the negative grades I get."

Tip 3: Post your goals in visible places to remind yourself every day of what it is you intend to do (your walls, desk, computer monitor, bathroom mirror or refrigerator as a constant reminder).

²³ Mind Tools Content Team (n.d.). SMART goals. <https://www.mindtools.com/a4wo118/smart-goals>

EXAMPLE OF GOALS



NOT RECOMMENDED

**I WILL TRY HARDER IN ALL
SCHOOL SUBJECTS**



TYPE OF GOAL

Not measurable

Very general

**Does not say much to the young person
about the next things he needs to do**

No time mentioned – very vague

Very generic so confusing

Relevant but too wide



RECOMMENDED (SMART GOAL)

**TODAY
I WILL DO MATH
EXERCISES – FROM THE
LAST LESSON - UNTIL I
DO 10 ACTIVITIES
CORRECTLY**



TYPE OF GOAL

Well set

Short term

Measurable

**Specific – they know what they need to
do next**

Attainable


Time bound

**Relevant – important in order to get a
good grade**

TIPS FOR YOUTH WORKERS


HOW TO ENCOURAGE GOAL SETTING


 Keep in mind that **KNOWING WHAT YOU WANT IS ONE BIG STEP** in the life of a teenager! - Always keep this in mind.

 Be aware of the importance of **PRAISE** - praise the teenager for setting them and accomplishing them (once they do it).


When the teenager accomplishes a well set goal and receives praise for it, he has a feeling of success, and he experiences praise as sincere because he has measurable evidence of his or her own success. Also, he clearly sees the correlation between his efforts and success - which in itself is motivating (*see the Growth mindset chapter).

 Encourage more **PEER SUPPORT GROUPS** (peers have a great impact on decision making in at-risk youth).

 Anticipate **OBSTACLES** and plan “walk-arounds.” Identifying potential obstacles and planning “walk-arounds” or ways to walk around obstructions is necessary to achieving goals.

 Talk about the experiences of meeting or not meeting the goal, i.e. **FAILURES** – share your failures with them and share what you learnt from your failures

 Make a **STEP-BY-STEP PLAN**, i.e. guide them in making their own plan

 Tell them to **REPORT BACK** to you on their progress - this is really important! They can just quickly let you know what they did - but in this way, when you have a specific agreement with them to report back to you it ensures the decision they made will be implemented in their life.

GROWTH MINDSET

Having a growth mindset enables at-risk youth to believe that if they put effort into their actions, their skills will develop and they will be able to reach their goals step by step. This belief that things are not determined will undeniably have an effect on their IM.

IMPORTANCE OF HAVING THE RIGHT MINDSET

“Educating students about growth mindset and how they can improve their learning experience is a step toward increased intrinsic motivation (...).”²⁴ In one of the previous chapters we explained what intrinsic motivation is and said that one of the things that defines a person’s ability to thrive is – a

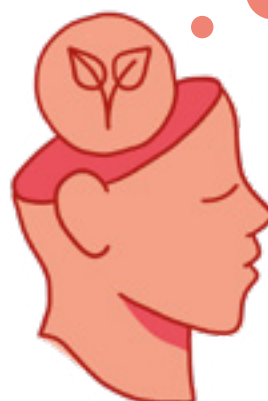
mindset. If you asked a teenager you work with: “What do you say to yourself when you receive your English test results and they are not what you expected? What does your inner monologue look like?” Is it:

YOU MISSED OVER TEN QUESTIONS, YOU ARE NEVER GOING TO GET INTO THE SCHOOL YOU WANT, AND YOU ARE NO GOOD AT ENGLISH.²⁵



FIXED MINDSET

THAT WAS A HARD TEST, I SEE I MISSED AN AREA OF DEVELOPMENT. I WILL HAVE TO GO BACK AND REVIEW SO I UNDERSTAND IT BETTER. I DID A GOOD JOB ON THIS TEST.²⁶



GROWTH MINDSET

²⁴ Ng, B. (2018). *The Neuroscience of Growth Mindset and Intrinsic Motivation*. *Brain Sciences*, 8(2), 20. <https://doi.org/10.3390/brainsci8020020>

²⁵ Lyle, L. (2015). *Mindset: Growth or Fixed?* The Positive Psychology People. <https://www.thepositivepsychologypeople.com/mindset-growth-or-fixed/>

²⁶ Lyle, L. (2015). *Mindset: Growth or Fixed?* The Positive Psychology People. <https://www.thepositivepsychologypeople.com/mindset-growth-or-fixed/>

Based on our work with vulnerable youth, we have seen that they often demonstrate all the signs of a fixed mindset. Many of them would choose option a) which would mean that they have the belief system of what is called the fixed mindset. On the other hand, those who would choose b) have a growth mindset.

American Psychologist Carol Dweck wrote a book in 2007 on growth vs. fixed mindset theory titled *Mindset: The New Psychology of Success*. In this book, Dweck describes the importance of having the right mindset to maximize our potential and capitalize on our strengths. This theory explains how the way we think about our intelligence, abilities, and talents can have a huge impact on our success in every area of life. "A growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts."²⁷ Those individuals with a growth mindset believe that they can get smarter, more intelligent, and more talented through putting in time and effort. On the flipside, a fixed mindset is one that assumes abilities and understanding are relatively fixed. Those with a fixed mindset may not believe that intelligence can be enhanced, and that you either "have it or you don't" when it comes to abilities and talents."²⁸

This is, of course, an oversimplification. We should see fixed and growth mindsets as a continuum - which means that our fixed beliefs (we can have them in some views) can always be improved and shifted to the growth mindset attitudes.

To start with, recognizing our mindsets is immensely important for us - personally and for the teens we work with.

What is the effect and power of these beliefs we have?

What we see quite often is that teens we work with don't have the belief in themselves and their abilities to grow, to develop, and to thrive beyond what they currently perceive as their limits. Mostly, they have beliefs about themselves connected to a fixed mindset, which limits them even more in their future life choices. It is like they are putting another barrier for themselves. This barrier is coming from within. They are basically telling themselves - there is little they can do to change their circumstances in life. Moreover, "children with a fixed mindset believe that mistakes and failures result from limited capabilities."²⁹ Of course, having a growth mindset isn't an "easy button" solution to any problem, and it will not automatically cause good things to happen to them. However, a growth mindset is a comparably strong predictor of achievement.³⁰ Mindsets have a strong influence on youth motivation and academic performance. Many empirical studies have revealed that a growth mindset positively affects both.³¹ PISA tests show consistent findings that "students with a strong growth mindset outperformed students with a fixed mindset by 11 % in EU countries."³² GM is also highly important for lifelong learning and for any person to achieve her or his full potential. "Students with a growth theory mindset master goals more often, persist when facing challenges, rebound better from occasional failures."³³ It is crucial in our work to build a strong system of IM and to empower the vulnerable youth to realize they have the strength to overcome the obstacles and win the race of their life.

²⁷ Carol Dweck: *A Summary of Growth and Fixed Mindsets*. (2021). Farnam Street. <https://fs.blog/carol-dweck-mindset/>

²⁸ Carol Dweck: *A Summary of Growth and Fixed Mindsets*. (2021). Farnam Street. <https://fs.blog/carol-dweck-mindset/>

²⁹ *Building towards success*. (2020). UNICEF Romania. <https://www.unicef.org/romania/stories/building-towards-success>

³⁰ Claro, S., Paunesku, D., & Dweck, C. S. (2016). Growth mindset tempers the effects of poverty on academic achievement. *Proceedings of the National Academy of Sciences*, 113(31), 8664–8668. <https://doi.org/10.1073/pnas.1608207113>

³¹ Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention. *Child Development*, 78(1), 246–263. <https://doi.org/10.1111/j.1467-8624.2007.00995.x>

³² Denoël, E., Dorn, E., Goodman, A., Hiltunen, J., Krawitz, M., & Mourshed, M. (2017). *Drivers of student performance: Insights from Europe*. McKinsey & Company.

³³ Karlen, Y., Hertel, S., & Hirt, C. N. (2020). Teachers' Professional Competences in Self-Regulated Learning: An Approach to Integrate Teachers' Competences as Self-Regulated Learners and as Agents of Self-Regulated Learning in a Holistic Manner. *Frontiers in Education*, 5. <https://doi.org/10.3389/educ.2020.00159>

TIPS FOR YOUTH WORKERS

HOW TO ENCOURAGE A GROWTH MINDSET



Always have this in mind: “The growth mindset is a way to **SUPPORT MOTIVATION** through knocking down barriers by seeing potential to solve problems, change outcomes and develop needed abilities.”³⁴



WORK ON YOUR MINDSET FIRST! You need to build a growth mindset in yourself in order to build it in others.



TALK WITH YOUNGSTERS ABOUT PEOPLE WHO IMPROVED THEIR ABILITIES - ask students to think about people who changed over the years (fostering the belief that humans are malleable) mention individuals who made significant contributions in some field not exposing them as geniuses but **EMPHASIZING THEIR HARD WORK AND EFFORT.**³⁵



Do not stay at the level of inspirational quotes from self-help literature. **EMPHASIZE FAILURES AND MISTAKES AS OPPORTUNITIES TO LEARN.** (*see tips in the the Goal-setting chapter)³⁶

HOW TO DO THIS?

- Sharing your own failures, accepting them and showing them as your chance to get better and learn something from them
 - if failure happens, acknowledge it and reframe: What could you learn from this failure? You know what is actually good about it? Next time you try it, you will know a lot more about it.
- Take advantage of mistakes children make; be ready to praise them for their efforts but also point out any issues in their approach and brainstorm better ways to handle the situation with them.
- Encourage trial and error as an important part of the learning process - let them fail; a vital part of building a growth mindset is to let them fail instead of showing them how to do everything. They often ask for help but you need to encourage their own independent work.
- **Embrace the word “yet” and “not yet”**³⁷– use it to give them a sense that failure is not inevitable and that their current level of knowledge or skill is not unchangeable.
How?
- In an activity where they didn’t achieve the end result say: **You haven’t succeeded yet (it is ok if you fail, try hard and keep up the good work) rather than You failed.**

BE MINDFUL OF THE WAY YOU PROVIDE ANY FEEDBACK! HOW?



Praise properly! Focus on their efforts³⁸ rather than their inherent abilities.

Avoid language that implies a fixed mindset about their own abilities.³⁹

E.g. *“I knew you are smart! You are talented!”*

Emphasize effort and process (their improvement) over final outcomes (success or failure) – it promotes the idea that students have the ability to continue learning and creates resilient adults. Praise: their effort, act, their strategies, their focus, their perseverance, engagement, their improvement.

E.g. *“I can see how hard you worked on this paper. I really appreciate it when you try not to swear.”* *“I’m so proud of you for learning how to pronounce such difficult words!”* is more empowering than *“I’m so proud of you for coming top in the Charades game.”*

Be specific (give descriptive praise) – to give them a clear message of how to succeed again. *“I could see that you were really concentrating on this task. You stayed focused even though there were many distractions.”*

- **Notice details and enjoy small changes:** I paid attention that you tried so hard to keep the swearing rule. I am so proud that you could stay silent while the others were talking, I know it is so hard for you.
- **Be realistic and genuine:** Don't say **“Fantastic work!”** when it wasn't, they will know it and you will lose their trust.
- Encourage kids to **focus on mastering their own skills**⁴⁰, not on comparing themselves to others. Avoid praise that compares one teen to others.
- **Use phrases that highlight this capacity to change** such as *It's never too late to learn; Experience is the best teacher.*
- **Encourage in-depth understanding** and learning (emphasize that teens who take longer to do the activity can ultimately understand things at a deeper level)⁴¹

³⁴ Lyle, L. (2015). *Mindset: Growth or fixed?* The Positive Psychology People. <https://www.thepositivepsychologypeople.com/mindset-growth-or-fixed/>

³⁵ Dweck (2010) cited in Blazer (2011)

³⁶ Briggs, S. (2015). *25 ways to develop a growth mindset.* InformED. <https://www.opencolleges.edu.au/informed/features/develop-a-growth-mindset/>

³⁷ Dweck, C. (n.d.). *The power of believing that you can improve.*

<https://www.lingq.com/en/learn-english-online/courses/183942/carol-dweck-the-power-of-believing-tha-490476/>

³⁸ Blazer, C. (2011). How Students' Beliefs about Their Intelligence Influence Their Academic Performance. Information Capsule. Volume 1012. *Research Services, Miami-Dade County Public Schools.* <http://files.eric.ed.gov/fulltext/ED536502.pdf>

³⁹ Dweck, C. S. (2006). Mindset: the new psychology of success. *Choice Reviews Online*, 44(04), 44-2397. <https://doi.org/10.5860/choice.44-2397>

⁴⁰ Dweck (2010) cited in Blazer (2011)

⁴¹ Blazer, C. (2011). How Students' Beliefs about Their Intelligence Influence Their Academic Performance. Information Capsule. Volume 1012. *Research Services, Miami-Dade County Public Schools.* <http://files.eric.ed.gov/fulltext/ED536502.pdf>



STRESS MANAGEMENT

Stress is a natural part of our lives, impacting us in both positive and harmful ways.

Intrinsic motivation is negatively related to stress = the less we feel negatively impacted by stress, the higher our intrinsic motivation will be.

STRESS

WHAT IS STRESS AFTER ALL?

Stress has a lot of different types of definitions, and there are ongoing discussions on how it affects us as humans. Stress and IM are inextricably connected, and to fully understand IM we need to know what stress and the stress response system is. It is important that we understand stress not only as a professional term but can also relate to it in our everyday life and work with

youngsters. Therefore, throughout this guidebook, our meaning of stress is as follows:

“Stress is any challenge or condition which forces our regulating physiological and neurophysiologic systems to move outside of their normal dynamic activity. Stress occurs when homeostasis is disrupted. Traumatic stress is an extreme form of stress.”⁴²

Thinking about stress is important to define that the events themselves differ by how they affect our stress response system. The responses of the stress response system can vary from individual to individual - this is why one event can be manageable by one, and unmanageable for the other. There can be a lot of things that affect our balance. It may be something that calls for our attention immediately and we can restore the balance quickly, or it can go as far as causing damage in the long run. This process is run by a system called the Stress Response System. As we as individuals are different, what stress means for one person can be different, too. This also means that what is stressful for some people does not necessarily cause frustration to others. This is true for the amount of stress we experience: some may feel the same event being small or moderate stress, while others go through hell experiencing it. We always need to bear in mind what the person experiences and how their stress response system works. You can find more details on this in the coming pages.

⁴²Perry, B. D. (2007). Stress, trauma and post-traumatic stress disorders in children. *The Child Trauma Academy*, 17, 42-57.

BUT WHY IS THIS IMPORTANT?

Our brains are set to keep us alive and in balance: this is what our stress response system does and is responsible for. For example, it plays a role in our everyday lives:

- benefits:
 - motivates us (for example, we have to present in front of others so we work on our presentation)
 - helps understand and prepare for danger
- difficulties:
 - scares us and makes us anxious, may impair our everyday life functioning
 - may be too much and can hurt or cause damage in the long run (traumatisation)
- like an alarm system in a house: when danger is detected, it goes off
 - false alarm when our system is overwhelmed because of past traumatic events
 - detects real danger and helps prepare to face it and cope with it
 - our stress response system can be our friend who we can embrace if we understand it and learn the signals

This also demonstrates that stress is like the salt and pepper of life⁴³. Stress drives us forward, crucial life events also bring stress within - just imagine a wedding: you prepare, make thousands of decisions, feel all the excitement and the greatness of this event in your life. This is also stress, all of it. But the measure and quality of stress matters, let us get back to this below. All in all, there is so-called bad and good stress, too. "Good stress" is highly needed throughout our lives. These are also linked to intrinsic motivation and they can even be healing.

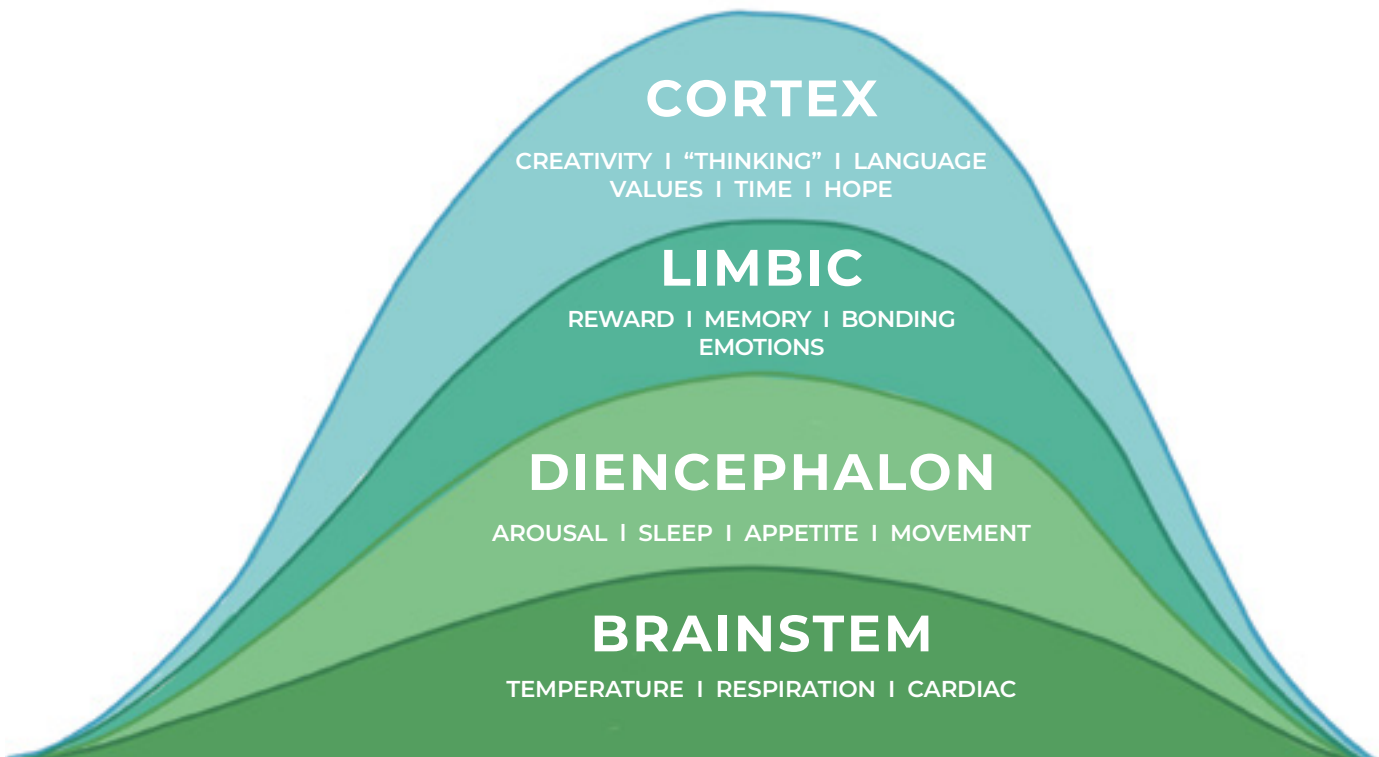
SO HOW DOES THIS WORK?

Our brain is organized sequentially, which means that certain parts of our brain are responsible for different functions, and they depend on each other.⁴⁴ Its development starts immediately at conception and the first years of life have a big impact on life later on as well. Imagine your brain as an upside-down triangle with four layers - you can also see the picture below. When we grow up, our brain develops - step by step, layer by layer, starting from the bottom and going up.

1. The lowest part is called the brainstem, which provides the basic functions essential for life, such as breathing, blood circulation, body temperature, etc.
2. The second one is the midbrain or the so-called diencephalon. It takes care of our self-regulation functions (meaning someone can help him or herself stay calm or become calm again), movement, sleep, and so on.
3. The third is the limbic system. It is in charge of running our emotional life: how our relationships (friends, family, intimate) work, how we experience our emotional life, the rewards we want/get, and how our memory functions.
4. The fourth and top part is the cortex and frontal cortex, our "smart brain". They control cognitive functions, i.e. critical thinking, creativity, language, and sense of time.

⁴³ Selye, H. (1978). *The Stress of Life*. McGraw-Hill Education.

⁴⁴ Perry, B.D. (2001). The neuroarcheology of childhood maltreatment: The neurodevelopmental costs of adverse childhood events, in K. Franey, R. Geffner, and R. Falconer (eds), *The Cost of Maltreatment: Who Pays? We All Do*, Family Violence and Sexual Assault Institute, San Diego, pp. 15-37.



Source: Winfrey, O., & Perry, B. D. (2021). *What happened to you?: Conversations on trauma, resilience, and healing* (1st ed.). Flatiron Books: An Oprah Book.

If the lower parts have the experience they need to develop, they will perform optimally and the next, higher parts can develop as well. However, if one layer is affected negatively, the rest above it will also have trouble working.

For example, if someone has issues sleeping and self-regulating (we will explain what this is in the following chapter), they will most likely have difficulties in their emotional stability and cognitive functions.

This means that when an issue is detected, you should always look for the core of the problem and find the lowest level which is affected and where intervention should take place. You should find activities and forms of stimulus which are relevant for that level and go from there, bottom-up. This way, the difficulties are solved faster and more efficiently. Also, if we try the other way around, we probably find ourselves facing failure after failure.

For example, Linda is 15 years old and has had a breakup recently. She has issues concentrating in class, she is withdrawn with her friends and acts impulsively. Her teachers are surprised because she used to be the 'good girl with A's all the time.

Her family thinks she just needs some time to be able to focus again, and try to talk some sense into her - all the more she gets more frustrated and starts going out and skipping school. She feels that nobody understands her, and her only consolation is doing what feels expectable: breaking rules and creating chaos - instead of being controlled by it. It turns out, through the breakup, Linda lost the person who meant stability and safety to her. In addition to this, her family led a hectic and chaotic lifestyle, and could not provide the safe base Linda very much needed. On top of all that, she shared the same circles of friends with her ex-boyfriend, therefore in this case, friends did not mean a warm and safe environment but instead a threat and a reminder of what she lost. Without it, her basic sense of belonging and stability fell into pieces. Her counselor advised joining a community and starting a new hobby. She started playing basketball, which helped her cope with the anger issues she was dealing with, and the team gave her a way to cooperate, and be part of a community as well. She was quite resistant to reasoning for a while but started connecting to some of her old friends again. Once her self regulation improved and important relationships were restored, her study issues disappeared after a while too.

STRESS AND ITS RELATION WITH INTRINSIC MOTIVATION

There is growing literature trying to figure out the relationship between stress and intrinsic motivation. Let us circle back to the beginning where we talked about intrinsic motivation, and then match that knowledge with what we described about the stress response system.

Here is what we know so far:

1. The stress response system is responsible for managing a wide range of our functions, starting from controlling our body temperature up to our emotional life, critical thinking and value system.
2. Intrinsic motivation according to the self-determination theory is based on 3 main components: autonomy, connection and competence.
3. If we match the first two, we see that the above psychological needs majorly overlap with the brain functions building upon each other, being responsible for self-regulation, relational and emotion functions and cognitive functions, accordingly.

We now know that if a certain brain area is affected by stress, its functions will be impaired, too. It makes sense to presume there is a relationship between the stress response system and intrinsic motivation, one affects the other. But what exact connections have been found so far?

Intrinsic motivation is negatively related to stress.⁴⁵ This means that the less we feel negatively impacted by stress, the higher our intrinsic motivation. The connection was investigated among Chinese college students, and the results also showed that those students with a higher intrinsic motivation have less interpersonal conflicts, too. Which component affects which? These studies do not reveal the direction but we know for a fact that there is a connection, and it could work both ways. Other studies show that intrinsic motivation can play an indirect role in buffering the stress we endure.⁴⁶

What are our options? – Vulnerability vs. resilience



Source: Winfrey, O., & Perry, B. D. (2021). *What Happened to You?: Conversations on Trauma, Resilience, and Healing* (1st ed.). Flatiron Books: An Oprah Book.

⁴⁵ Huang, Y., Lv, W., & Wu, J. (2016). Relationship between intrinsic motivation and undergraduate students' depression and stress. *Psychological Reports*, 719(2), 527-538. <https://doi.org/10.1177/0033294116661512>

⁴⁶ Meyer, S., Grob, A., & Gerber, M. (2021). No fun, no gain: The stress-buffering effect of physical activity on life satisfaction depends on adolescents' intrinsic motivation. *Psychology of Sport and Exercise*, 56, 102004. <https://doi.org/10.1016/j.psychsport.2021.102004>

Stress is our life companion. How we journey together depends both on what happened to us and how we experience those events. For example, imagine a surfer and the sea. The surfer can only succeed if they learn about the way the sea works: the rhythm of waves, the tides, and where to look for the perfect surf site. Also, they have to learn the basics of surfing and keep practising. Once the surfer can figure these out, they can predict mostly what is going to happen if they get on the chosen waves, and most probably will have a great ride and a feeling of success. In other words, learning to surf this way becomes predictable, controllable and moderate stress, leading to **resilience and higher tolerance**. However, if the conditions change suddenly, an unexpected storm comes in, changing the tides and the waves, then the very same thing becomes a very risky business. The surfer loses control over the board, and may not be able to get out of the water for a while, and the waves may push them to another shore. They are more likely to end up breaking the surfboard or causing an accident or lasting injury. This person experiences unpredictable, extreme stress that may well be prolonged. This most probably results in **vulnerability and becoming sensitised** to surfing. In the third scenario, the surfer had a bad surf accident in the past. In the present moment, they might become frustrated even without going into the water but by hearing the word surf. In this case, no real threat is necessary to be alerted because past experiences shape our reactions. This also illustrates **sensitisation**.

If we translate these scenarios to how our stress response system works, we need to understand the main factors that affect what happens to us and how we experience what happened to us. Predictability means that we know what is going to happen to us. A moderate amount of stress means that we know we can most probably handle what is going to happen to us. Controllable stress means that to a certain extent we can control what and how happens in a given situation. Most of the situations we experience are not black or white, they are neither good nor bad, happy nor hurtful. They are somewhere on a scale for predictable vs. unpredictable, moderate vs. extreme stress, and controllable vs. prolonged. There may be a pattern in our lives in what types of stress we face every day but it can also be a very diverse scale. Either way, these experiences

and our reactions to them contribute to the creation of patterns: **resilience or vulnerability**. After a while, we end up living our lives based on past experiences, just as the third surfer scenario shows. If we learned to be scared of something in the past, we might as well be scared of the same situation, place, person, etc., even if that brings no threat at all. This is why we cannot highlight enough the importance of considering past events when dealing with a present situation or difficult to explain symptoms.

Resilience is the ability that enables us to adapt well in times of stress and recover from adversity. We can all develop thoughts, behaviors, and actions that will allow us to recover or bounce back from traumatic or stressful events in life. It is not a quality of extraordinary individuals only, as anyone can develop it. What we need to know is that the experiences from our life and our reactions to them will contribute to the creation of different patterns: the pattern of resilience or the pattern of vulnerability.

In other words, when we talk about moderate, controllable, predictable stress, we have or create space for learning and self-development. When the level of stress is so low, we feel safe and are in our **comfort zone**. We can function according to our routines - not so much development or learning though. Once the level of stress is a bit higher but still moderate, controllable and predictable, we enter the **learning zone**. In the learning zone, the amount of stress may also trigger motivation, it allows us to work, develop, think and create. We are alert but do not necessarily feel in danger. Once the amount of stress we feel increases - or it is unpredictable or not under our control - we may enter the **danger or panic zone**. This is where we feel trapped or overwhelmed, cannot think clearly, may freeze and most probably end up in failure. You can help youth become more aware of these zones by doing the Comfort Zone Activity.

SO WHICH WAY DO WE GO?

The more we can focus on predictable, moderate, and controllable experiences, the more resilience we can build and resist stressful events. If you observe a pattern of vulnerability, we still have some tips and hopeful ideas for you here and you can find more details on this in the meaningful relationships section.

How do we know if we are closer to vulnerability or resilience?

1. Observe the situations that are stressful to you. You can imagine it as a cake or a circle, and the slices of cake mean the different amounts and types of stress: is it from work? Does it happen in your social relations, in your intimate relationship or family? Is it related to your studies or hobbies? Create these slices of stress, you can visualise them or draw them as well.



2. Once you have these slices, you might want to observe them individually and mark them on a line (imagine it as a line of e.g. 0-10) in terms of to what extent they are moderate, controllable and predictable. Each source of stress may have a different position on these lines or they might as well be very similar.

extreme -----moderate

prolonged-----controllable

unpredictable or long lasting-----predictable

FROM THEORY TO PRACTICE:

WHAT CAN WE DO TO CHANGE THE DIRECTION?

Observe how the different types of stress affect your everyday life.

1. See which ones shift you towards vulnerability, and observe more closely: what exactly pushes your buttons?
2. Think about how you can bring a change in that activity/event: e.g. is it possible to leave the situation, delegate it or ask for help from someone?
3. If you cannot change it, how can you adapt?
 - a. People around you whom you have a meaningful relationship with can be a great support.
 - b. There are a lot of different ways that help you keep calm. See more about this at self-regulation.

Once you are familiar with the above terms and you can notice how stress affects you, it will be easier to recognise this in the youngsters you work with.

Also, you can help them by pinpointing the meaningful relationships they can count on or figure out which self-regulation techniques work well for them. See more about this in the Self-regulation part.

HOW TRAUMA CAN AFFECT YOUR WINDOW OF TOLERANCE



HYPOAROUSAL

Spacy, Zoned out, Numb, Frozen
Your body wants to shut down.

It's not something you choose
- these reactions just take over.



WINDOW OF TOLERANCE

When you are in your Window of tolerance, you feel like you can deal with whatever's happening in your life. You might feel stress or pressure, but it doesn't bother you too much. This is the ideal place to be.



HYPERAROUSAL

Anxious, Angry, Out of control, Overwhelmed

Your body wants to fight or run away.

It's not something you choose
- these reactions just take over.

When stress and trauma shrinks your window of tolerance, it does not take much to throw you off balance:



Working with a practitioner can help expand your window of tolerance so that you are more able to cope with challenges:



FROM THEORY TO PRACTICE:

HOW DO I KNOW WHICH STATE I AM IN?

When a stressful event happens and you feel a difference, answering these questions can help:

Do you experience...

- that your feelings disappeared?
- that you shut down?
- that you are not in the situation anymore?
- that you have become numb?

Do you feel...

- empathy for the other person affected?
- that you can switch and see the situation from the other person's perspective?
- safe?
- that you can handle what is going on?

Do you feel...

- tension or impulsivity?
- unsafe?
- that you have intrusive thoughts or images?
- emotionally reactive?

As mentioned before, stress is our companion in life. We all have a stress - arousal - level that is optimal for us, where we are okay: this is called the window of tolerance. Okay here means we are relaxed or feeling some stress but at a level that we can handle fine. It is most probably within our comfort zone. We know it, we have felt that way before, we may be motivated by it, we are confident and know the solution to that issue we are dealing with. But some things just do not fit in there. Some situations stress us in a way that is not tolerable easily, or at all. We need to find a way of managing the situation but we have different reactions.

- Some may realise they cannot calm down and feel like they will burst out like a volcano - this is called hyperarousal.
- On the other hand, others become numb, freeze and do not connect to anyone - this is called hypoarousal.

As mentioned earlier, stress is not the event but how we react to it. Therefore, the more intense we experience that stressor, the higher the chances we end up in either hyper- or hypoarousal. Whichever way you step out of your window of tolerance, self-regulation will help move back to it - you can read about this in the coming sections.

Our windows of tolerance differ

There is a great variety among people as to what we feel is tolerable. Also, this tolerance can change from time to time: we can train it and become more flexible, and handle more stress well. This is true the other way around, too. When a shockingly intense event happens, one may experience trauma, a fracture, when things cannot go back to normal and our stress response system loses that flexibility. This means that the window of tolerance becomes smaller and smaller, there are fewer things that we feel we can tolerate. Just think back to the figure about sensitisation vs. tolerance. When we are exposed to prolonged, unpredictable and extreme stress, we become more sensitive to whatever happens next. For example, after a car accident, we may be more reluctant to drive again or just the sound of a car may already be enough to elicit tension or fear inside.

Take an example of a teenager who has a troubled family background: lots of quarrels at home, instability around his or her daily life, they cannot know what would happen the coming night - Will they fight again? Will my mom be beaten? Do we run to our friends' place again for the night? This teenager's experienced so much unpredictability, such an extreme amount of stress and has no control over what will happen. Their window of tolerance will shrink as well, and will most probably react more sensitively to much smaller triggers. For example in a classroom, when a friend shouts unexpectedly to trick them or just to greet them, they may either freeze or shout back aggressively out of fear and tension. Even in a safe situation, they feel unsafe, and act from that position.

MEANINGFUL RELATIONSHIPS AS A MEANS OF REGULATION

Developing positive and respectful relationships is an important part of a teenagers' emotional and social development but also an essential component of stress prevention and regulation.

There are two main factors that influence how we deal with difficult situations:

- what happened to us
- what meaningful relationships we have to reach out for support.

Social context that provides meaningful relationships:

- parents,
- direct family members,
- relatives,
- friends,
- intimate relationship partners,
- mentors,
- teachers,
- any community, including:
- class/school context,
- any hobby related
- faith-related
- extracurricular activity related

These all add up to a relational web (consisting of different types of relationships) and everybody has one. The more healthy, meaningful relationships we have, the higher our relational health. This is important because it very much protects us against stressful and threatening situations. Even in cases of extreme traumatic experiences, researchers⁴⁷ found that those victims who had more meaningful relationships had minor effects of trauma than those who had not so great relationships or none and were left alone to face what had happened.

We all need a trick or two on how to keep our cool - **stay in our window of tolerance** - when in a tough situation.

We can do this for ourselves (**self-regulation**) - or with the help of another person (**relational regulation**). Optimally, we learn all these and use a combination of them in stressful situations.

RELATIONAL REGULATION

Optimally, we learnt this as a very young child. This skill is typically developed during the first 2-3 years of life through reciprocal, there and back interaction between the caregiver (optimally the mother) and the infant⁴⁸. When feeling distressed, an infant has no tool to soothe themselves. Therefore, their stress management depends completely on how their caregiver can soothe themselves first, and then soothe the baby.

Just picture a baby who has just heard a loud noise that gets them off the edge. They will need their mother who is okay, knows this sound comes from a car engine, goes to the baby, holds and rocks her for a little while, and maybe talks or sings to them in a soothing tone. If this baby gets enough calming experiences like this, they will eventually learn to soothe themselves or not get distressed by the same sound again. Through these there and back interactions, the baby can learn the different ways to self regulate but needs a lot of repetition and practice to develop a pattern for this - and for everything, really.

⁴⁷ Ludy-Dobson, C.R. and Perry, B.D. (2010). The role of healthy relational Interactions in buffering the impact of childhood trauma. In: Gill, E., Ed., *Working with Children to Heal Interpersonal Trauma: The Power of Play*, Guilford Press, New York, 26-43.

⁴⁸ Winfrey, O., & Perry, B. D. (2021). *What happened to you?: Conversations on trauma, resilience, and healing* (1st ed.). Flatiron Books: An Oprah Book.

So how does this work in real life when working with groups of teenagers? When we work with groups, stressful situations and conflicts are a natural part of the process. We do not need to avoid these situations as we can learn and grow a lot from them. However, there are ways to facilitate this learning and growth. Let's see a few ideas on how we can achieve this.

SELF-REGULATION

It all starts with taking a look at the 3Rs, a concept by Bruce Perry⁴⁹. This concept is related to the triangle of the brain explained above (brainstem-midbrain - limbic system- cortex).



1. REGULATE:

First, we need to learn how to stay calm or calm down in a stressful situation. There are various ways to learn this should we want to develop our own self-regulation skills. It can not be emphasised enough how important it is that we ourselves can stay calm or know our ways to keep our cool. Youngsters may need help in learning ways to regulate their responses to stress, and it is only possible if the YW is there to support them.

The YW then helps the youngster calm down. There are certain rules of thumb in self-regulation, however, each person is different and may have their own ways of self-regulation. It is useful to identify these and use these techniques.

2. RELATE:

Once the youngster is calm, there is an opportunity to connect and tune in, find the relationship that we build our work on.

3. REASON:

Finally, once we are calm and in sync, we can reason and reflect on what happened and can be learnt from it. This way, the youngster will benefit and learn the most from the situation. Without regulation and relation, reasoning simply does not work as the teenager's stress response system is not ready to receive the input.

Source: Perry (2020), image based on ECLIPS (2022). *Trauma informed care protocol. Enhancing the capacity to combat child abuse through an integral training and protocol for childcare professionals.* <https://childhub.org/sites/default/files/library/attachments/eclips-trauma-informed-care-protocol.pdf>

⁴⁹ Perry, B.D. (2020). 4. *Regulate, relate, reason (sequence of engagement): Neurosequential network stress & trauma series.* YouTube. <https://www.youtube.com/watch?v=LNUxy7FxEVk>

SELF-REGULATION

When talking about self-regulation, we mean that someone can help him or herself to stay calm or get back to their window of tolerance. Ideally, we had the opportunity to experience enough relational regulation as babies - in other words, someone was there for us when we were stressed and helped us calm down. If we had this experience, we could learn to calm ourselves down, which is helpful for both us and our environment. There are several ways we can do that. Let's see this through an example.

Martin is really sleepy and tired in class and wants to go out, and take some fresh air but the class isn't over for another 15 minutes. He might start thinking about how the class will be over soon, if he can just go on a little longer he will be able to enjoy his friends' company soon - this is called cortical regulation. He can also start scribbling something in a certain rhythm, maybe stretching one or two arms to stay awake - this is self-soothing via somatosensory regulation. He might as well just start daydreaming and looking out the window, shutting down a little to save energy - this is dissociation.

Self-regulation for youth workers really is key in working with vulnerable youth. Most frequently, vulnerable youth did not have the opportunity in early childhood to learn how to regulate themselves when feeling distressed or overwhelmed with emotions.⁵⁰

If the youth worker can keep their cool in a stressful situation, and manage to calm the youngster down, that teenager will experience co-regulation and can become calm in a difficult situation. If this is repeated various times, after a while they can also learn to do this on their own. This might be a long process that requires a lot of energy and tries the stress response system in a lot of ways. The youth worker might find this difficult at times.

(This is why the importance of supervision or if there is no opportunity to have them, intervision, case conferences can be useful, too - and further support for youth workers cannot be emphasized enough - to have a place where they can recharge and be supported.)

TIPS FOR YOUTH WORKERS

There are two ways to aid self-regulation:

- **PREVENTION:** preventing unnecessary outbursts by creating a safe and supporting environment and setting to work with the youngsters
- **INTERVENTION:** using techniques that help the YW stay calm and support the youth calm themselves

Let's see some examples of how to aid self-regulation that may be useful to include in our everyday work.

⁵⁰ Kolk, B. van der. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Viking.

PREVENTION

1. ASSESSMENT

- a. Introduction of the mood-meter activity (see in *Activities)

We can help youth notice what mood they are in and make them aware of the changes in their mental health status. Using this simple and playful activity, they can identify how they are feeling at the moment: calm, alert, alarm, fear or terror. Accordingly, we can help them learn ways to calm themselves down, depending on which state they are in. There are some general guidelines to aid this process, however, every person is unique and is able to choose what helps them most in their case to calm down. Have a conversation on a 1-1 basis to help them figure this out. Once this is done, we can always refer back to this activity and keep this as a cornerstone to build their castle on. If the foundation is firm, the structure will be stable in the long run.

- b. Evaluation: know your youth

Take some time to learn about your group. Who jumps to what? What stresses each person and what helps them calm down? While the mood meter helps them identify this themselves, you may learn something different about them that you can identify beforehand and use this knowledge to prevent any outbursts before they escalate. This knowledge is also useful to give feedback on youngsters' behaviour or their development.

2. RELATIONSHIP: KNOW WHAT RELATIONSHIP YOU ARE BUILDING WITH YOUTH

Be aware how they react to you and how you react to them, what helps and what doesn't. You can notice what each youngster needs and how your relationship can be healing for them. Once you notice this and work with them on this awareness, their stress levels will decrease accordingly (also see relational regulation). Also, watch out for your feelings and tension when working with the group. Use your gut feelings, they always give precious information in advance. Remember, always calm yourself down first, only then can you help the youngster calm down.

3. ENVIRONMENT

Structure the environment so that it is calming instead of triggering. This can mean a calming place with not too much light in the room. It is good to have a specific room only for our work, a room without distractions, e.g. only the very necessary furniture and things in the room. Open outdoor space can be calming because of the closeness to nature. However, watch out for potential risks or distractions such as other people watching or hearing, and being too close to the group.

4. CREATE CALMING RITUALS THAT PROVIDE STABILITY AND SAFETY

Rituals per se can be healing and powerful: they provide structure, predictability and safety. These activities also help group cohesion as they will remind youngsters of the group they belong to. Imagine something we do together every time we meet - it can be a start or finish of a session, one thing that is the same all the time. Let yourself be creative, it can be a morning ceremony or saying hi, every single day. Involve the group in creating this - it is motivating for them, too. Just make sure they think of this as an opportunity and not something they "have to do".

5. GROUP AGREEMENTS FOR GROUP WORK

In the beginning of the group forming process, allow time to create and agree together on how the group will live and function. Group agreements establish a safe space, and contribute to predictability and stability. Everyone in the group knows what will happen and what consequences follow certain behaviours, and can expect that what they need in the group, in order to feel okay, is provided both by the group members and the youth worker. A great and simple tool for this is the "Five finger group agreements" (for a more detailed description of this see *Methodology section). A visualisation of the agreements can be put on the wall as a reminder, this can ensure a framework for working together. Should anything stressful happen, you can stop in the middle of activity to remind the group of the agreements, which agreement was broken, and discuss or brainstorm together what needs to be done to go on.

6. INCLUDE REASSURING, POSITIVE FEEDBACK IN DAILY WORK

Positive feedback and reinforcing resources contribute both to intrinsic motivation and stress management as well. It helps flexibility and youth will be able to cope with more situations and keep their calm. Some examples of this may include feedback stickers or post-its, simple messages among group members about each other and what they did well during the session or the day. Learning to praise well - not praising the character but their efforts and achievement is important and explained thoroughly in the chapter on the Growth Mindset, Practical tips. Implementing this in your practice can be a big change and a longer process, so give yourself and the group some time to explore and digest. Use it regularly, youngsters may need more assistance in the beginning. Learning to give constructive feedback can also serve as a ritual for the group.

INTERVENTION AKA ACTIVITIES

When an incident happens, it may be difficult to find just the right solution immediately to reorganise and cool off. Here you will find some tips and tricks to get you started in helping the group calm down from a stressful outburst. Feel free to observe your group and continue this list based on your ideas and experiences!

1. SELF-REGULATE FIRST, ALWAYS

There is no single magic trick that will help the group if you are stressed yourself. Find your calm first, it will help you find the right method or tool to reestablish calm for work. There is a big difference in the way messages are phrased: saying the same sentences in a nervous or in a calm manner will matter. Use a quiet voice, and give simple directions.

2. USING THE MOODMETER AS AN INTERVENTION

Using the moodmeter every now and then (ritual potential here!) helps the group learn about

themselves and each other. Also, when the stress level is rising, you can turn to this tool and simply ask the group to tell you which colour they are at the moment. Knowing what state we are in can already be a regulating experience. You can also use the knowledge from the moodmeter and ask them what they need in order to go back to their calm state. Don't worry if they find this activity hard at the beginning, it indeed is difficult to figure out our emotions, and can trigger stress if someone is not used to this. Use this activity first at times when the group members are calm so that they can get used to noticing their stress levels. Give them time and plenty of opportunities to practice this skill, and trust us, soon they will master this!

3. MENTALISATION AND IDENTIFYING NEEDS BEHIND THE BEHAVIOUR

When a situation gets intense, try and see through the youngster's eyes and recognise their needs. A person may react aggressively because they are tired or were stressed throughout the day, maybe they heard a sentence that triggered them. Sometimes, very simple feedback aids self-regulation. For example, "staying focused after such a long school day can be challenging" translates behaviour into needs that are not fulfilled. Switching perspective like this is already a step towards solution.

4. BREATHING ACTIVITIES

Sometimes a short breathing exercise can work wonders. Choose wisely: it might work better at an individual level or group level. Some breathing exercises include

1. Notice your breath: paying attention to our breath already slows it down. Once we recognise the breathing in and out, breathing out may be shorter. In this case, we can try to even them out, it will help cool off.
2. Square breathing: imagine a square, go from one corner to the next breathing in, then through the second side keeping your breath in. Go through the third side breathing out, and the fourth just staying like that. Repeat this a few times (3-4) and it will slow down the blood circulation, thus the heart rate and reorganise the original pulse and rhythm.

3. 4-7-8 breathing: This can work as level 2 for square breathing. Inhale while you count to four, keep your breath in while you count to 7, and exhale while you count to eight. This is more advanced and may be harder to do, it is recommended to start with them noticing their breath, then moving on to square breathing before trying this activity.

5. RHYTHMIC ACTIVITIES AND MOVEMENT

- a. Try clapping at the same time as a group: it will divert focus and contribute to self-regulation
- b. Sports and dance activities can channel tension in a creative and constructive way. Think of something that you already do or could do without any extra preparation or special need for equipment. Sometimes we just need to incorporate and use the things we already have in a more conscious way.
- c. Drumming regulates through rhythm. It is important though to use a pattern that is easy to follow and one that the group can easily keep to.

6. SENSORY ACTIVITIES

Think of the 5 senses, what activities do you normally do using them? Sensory activities may be calming per se. Let's see a few examples:

- a. Touching: drumming, sand play, clay activities
- b. Hearing: music, noticing the birds nearby or identifying 4 different sounds
- c. Smelling: cooking together, playing an activity with herbs
- d. Seeing: visualisation activities, using vision boards (see activities)
- e. Tasting: cooking together or using snack time in a more conscious way (e.g. try to figure out what herbs and spices are in the cookie)

A FEW TAKEAWAYS FROM ABOVE:

- There are a lot of different ways to regulate ourselves, and those can be learnt
- Relations play a huge role in staying or getting back to our windows of tolerance
- One of the key elements of regulation is rhythm

SOME CONCLUDING THOUGHTS

In sum, if we look at the stress response system, and terms linked to it - the window of tolerance, self-regulation, vulnerability, resilience, meaningful relationships - they are all related to intrinsic motivation as well (see above and in the *Intrinsic motivation section).

Youth workers helping young people achieve their goals can benefit a lot from knowing about these factors. With a few clever questions and

approaches to help them become aware of their stress levels and how they can calm themselves down, what relationships they can rely on for support, youngsters' skills in problem-solving, self-efficacy and mobilizing resources can certainly be improved. This would eventually lead to higher intrinsic motivation and a feeling of success in everyday life.



METHODOLOGY OF WORKING WITH VULNERABLE YOUTH

The underlying goal we want to achieve is subtly encouraging youth to change their mindset, whilst learning how to self-regulate to deal with stress and develop their life skills. This will lead to IM development. To achieve this we use different methods.

METHODS USED IN SOFT SKILLS DEVELOPMENT: EXPERIENTIAL EDUCATION AND GAMIFICATION

Soft skills are an integral part of any youth workers' practices. They are the "Skills that are typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge and that can be used in a wide variety of situations and work settings."

That is why they are called 'soft' or 'transferrable' because they are not specific to a particular sector or job role. The other term is 'transversal'.

UNESCO⁵¹ gives the following categories of transversal skills:

1. Critical and innovative thinking
2. Interpersonal skills
3. Intrapersonal skills
4. Global citizenship
5. Media and information literacy
6. Others - examples include problem solving, communication, teamwork and leadership, etc. (could also belong to interpersonal skills)

During our sessions, EDUnaut and BIOM focus on the development of these soft skills.

What does differ are the approaches we use. EDUnaut uses gamification and foreign language learning and sexual health counseling, while BIOM uses experiential education, the Trauma Informed Care and Adventure Therapeutic approaches. The soft skills gained will enable youth to navigate in their personal and professional life in the future. They will also help them to cope with challenges in life, with intrinsic motivation being there as a fuel to give them strength and energy for all that they need to face.

In the following subchapters, we will explain the concepts behind the methods we use.

EXPERIENTIAL EDUCATION AND KOLB'S CYCLE OF EXPERIENTIAL LEARNING

Experiential learning is the process of learning through experiences, learning by doing. It uses direct experience as a primary source of information in learning. It is the complete opposite to the standard pedagogy of schools, where the knowledge gained is based on the experiences of others.

The philosophy of education based on experiential learning is called experiential education. It deals with the physio-psycho and intellectual part of the participants. The group leader or youth worker uses experiential education directly and consciously. The direct experience (the activity played) and then the directed reflection help the youth develop their skills, grow their knowledge about themselves and discover their values. This also leads to better goal setting strategies and is also a great opportunity to foster a growth mindset, which in turn, develops intrinsic motivation.⁵²

This model was invented by John Dewey (1938) and reconsidered by David Kolb in 1984.⁵³

It is the methodological cornerstone of experiential learning and it can refer to learning in general as well .

Kolb's learning cycle claims that experience is a continuous, never stopping phenomenon that affects the future for everybody. The circular nature of the model vividly shows that human learning is a never-ending process based on previous experience. We can deepen our knowledge and develop our awareness once we take the time and energy to reflect on our experiences. Only after that can we start generalizing the knowledge and then use it in other parts of our lives. According to Kolb, experiential learning is a process of 4 steps that are repeated in a certain order. In practice, these 4 steps follow each other in a circle causing an increasing level of knowledge about yourself. The circle (which will become a spiral) can start at any point.⁵⁴

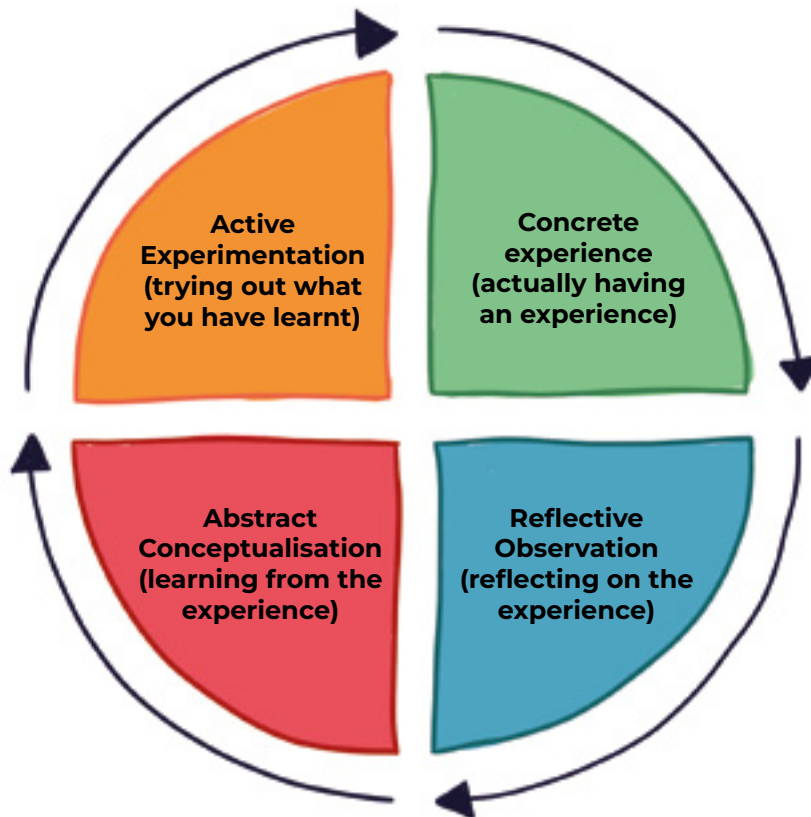
⁵¹ UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific. (2016). *School and teaching practices for twenty-first century challenges: Lessons from the Asia-Pacific region, regional synthesis report; 2014 regional study on transversal competencies in education policy and practice (phase II)* (ERI-Net regional policy study series [2]). <https://unesdoc.unesco.org/ark:/48223/pf0000244022>

⁵² Lisin, I., Kida, P. (2018). *Outdoor Education from theory to practice*. Lublin: Foundation Institute of Animation and Social Development.

⁵³ Lisin, I., Kida, P. (2018). *Outdoor Education from theory to practice*. Lublin: Foundation Institute of Animation and Social Development.

⁵⁴ Lisin, I., Kida, P. (2018). *Outdoor Education from theory to practice*. Lublin: Foundation Institute of Animation and Social Development.

KOLB'S LEARNING CYCLE



KOLB'S LEARNING CYCLE IN YOUTH WORK

So, how to use this cycle in youth work:

- 1. The concrete experience** (experiencing)- the act, the happening: can be part of everyday life but also an organized event, a new experience in a situation or a reinterpretation of a current experience.
Example: give the group a problem-solving activity eg: "Moonball" and they fail, which means that they could not get enough hits.
- 2. Reflective observation** (reviewing) of the new experience: we pay attention to what happened to us, see the results, and the experience, and reflect on it - what is really important here is the difference between the experience itself and the way it is sensed.
Example: help the group through questions, e.g. "What happened? to reflect on themselves in the activity.⁵⁵
- 3. Abstract conceptualization** (concluding), generalization: we draw a conclusion from the experience, and we clarify the relationship between the experience and its effect.
Example: draw the conclusions together with your group: the kids did not pay attention to each other, did not respect each other, and so on. So they learn that to achieve the activity they have to be more patient and pay attention to each other.
- 4. Active experimentation** (planning): we use what we learned for the future.
Example: They try out the newly learned things in a new activity.

⁵⁵ Lisin, I., Kida, P. (2018). *Outdoor Education from theory to practice*. Lublin: Foundation Institute of Animation and Social Development

When a person has a **concrete experience (1)** (I was shouting at my peers during the activity so then no one wanted to be my friend) followed by **observation, reflection (2)** on what happened (I felt sad and lonely) it leads to the formation of abstract concepts (analysis) (Maybe if I try to express myself in a different way, I will be more kind, I will have more friends) and **generalization (3)** which are then carried out and tested out in the future (4) (Next time I wanted to shout I stopped myself and said it nicer and after that the kids came to me to chitchat. It felt very good. I will try it out with my sister too.)

The conscious and sequential structure and use of EE exercises (from simple to complex problem-solving exercises) allows young people to develop new habits and soft skills step by step.

FROM THEORY TO PRACTICE:

HOW DOES A DEBRIEF PROCESS WORK IN EXPERIENTIAL LEARNING?

In practice it might help you to understand the Kolb cycle, if you keep three questions in mind:

1. **What?** - refers to the concrete experience, where you ask what happened?
2. **So what?** - refers to the observation and reflection
3. **Now what?** - refers to the generalization of what has been learned



GAMIFICATION

The need for fun belongs to one of the basic human needs. Games are collaborative or competitive activities played according to a set of rules, usually with a goal we want to achieve. They often drive our motivation. The majority of youth workers use games in some aspects of their work and with different aims in mind. However, most often we are not fully aware of the power of games and we also don't explicitly call it gamification. Broadly speaking, gamification is the application of game-playing elements to another type of non-game activity⁵⁶, in our case, to our sessions. The term coined in 2002 gained wide recognition around a decade ago.

Types of Gamification⁵⁷

If we want to apply game mechanics to our youth work, this approach can appear in 2 forms:

1. Structural gamification: application of game elements, (e.g. In the game of "Pictionary" or "Charades" – we can keep a score with a leaderboard or a progress bar on the whiteboard so that the teams clearly see their results and progress if we do this activity on a regular basis.)

2. Content gamification: application of game elements, mechanics and game thinking to alter content to make the content more gamelike (when used in EE it is called "frontloading"). Example - adding elements of story and storytelling, drama, challenge, curiosity, mystery, and characters to content. Starting a workshop with a challenge ("Your aeroplane is on a deserted island.."), the learner takes on a role and participates within the context of the story. (E.g. In the activity "Stranded on a deserted island" – we are working on their problem-solving and decision-making abilities by briefly turning them into characters in a story.

Why use it

Reframing failure: Failure seen as challenge

- Games can promote resilience, growth mindset and intrinsic motivation development

The fundamental principle found in the games when they are the medium for learning is the principle – "no one dies".⁵⁸ It means that when you play a game you try and fail, and you get second chances until you succeed, i.e. they involve repeated failure. Failure is an important component of youth work, an element that we discuss throughout this guidebook. Many games are founded on this principle that we promote – the only way to learn (how to play them) is to fail at something repeatedly. This is at the heart of the growth mindset concept (*see Growth Mindset chapter)– individuals having this mindset treat mistakes and failures as opportunities for learning and growth and understand that failure is a necessary partprocess of learning, not something shameful. By taking risks in a game, making failures and mistakes and reflecting on them – the learning starts to happen. It is one of the important life lessons we want to teach them – it is okay to make mistakes, in fact it is preferable!⁵⁹ We are reframing failure as a necessary part of learning. Once reframed, the stress that also goes along with failure becomes controllable, predictable and moderate, helping the person regulate themselves better and eventually become more resilient.

⁵⁶ Deterding, S., & Bredow, H. (2011). *Situated motivational affordances of game elements: A conceptual model*. CHI Gamification Workshop, 3–6.

⁵⁷ Jones, B. (2022). *Gamification in Learning – 10 Tips from Karl Kapp*. eLearningArt. <https://elearningart.com/blog/gamification-tips-karl-kapp/>

⁵⁸ Hill, B. (n.d.). *Gamification in education: Fostering a growth mindset*. <https://mybrainware.com/blog/gamification-in-education-fostering-a-growth-mindset/>

⁵⁹ Carlyle, J. (2016, October 11). *5 Ways Gamification Can Help Students Develop A Growth Mindset*. Emerging Education Technologies. <https://www.emergingedtech.com/2016/10/5-ways-gamification-develops-student-growth-mindset/>

TIPS FOR YOUTH WORKERS



DEFINE YOUR GOALS - ask yourself what you want the learner to be able to do as a result of the game or the gamified activity (e.g. think more critically, be able to rely on themselves more, calm themselves down while in a difficult situation, etc.) Goals should be moderately difficult and immediate.



PROMOTE GOAL SETTING – by risk taking and devising a strategy, they analyze and connect logical steps needed to lead them to their goal (talk about their strategy, decisions, actions..)



DEVISE CONCRETE CHALLENGES in a game, adapted to their skill level - increasing the difficulty as their skill develops. Games also provide multiple routes to success, allowing students to choose their own sub-goals within the larger task.⁶⁰ Clear, actionable tasks and promises of immediate rewards - instead of vague long-term benefits.



CREATE BALANCED TASKS - should not be too easy and not too hard (refers to all players) – think of the learning zone (see *Stress chapter) where the learning takes place. Foster their creative thinking in the process – it is also a skill that can be learnt.



Use the failures and defeats in the game as a chance to discuss **OBSTACLES** and how to behave while facing defeat. When they face obstacles in any game – use it as an opportunity to talk about what to do then and connect it with challenges and **STRESS** in our life and our reactions to it. Remember - stress negatively affects their IM.



ALWAYS ENABLE A SECOND CHANCE

(From our experience: When we did the “Save an Egg” activity, we gave them only 1 opportunity to do it. One team failed in completing this activity and we did not give them a chance to do it again. They were immediately discouraged from participating in our workshops.)



Pay attention to how you provide **FEEDBACK** to them (*see Growth mindset chapter)



Do not mistake a **REWARD** in a game for a bribe. - If we use gamification to encourage teens’ “progress towards mastery of something they understand and care about achieving”⁶¹ rewards can be used as a part of recognizing the achievement. But, we should not use the rewards to get youngsters to do things they otherwise would not be interested in doing.



Make the game meaningful and know the **FOCUS** of your game (it is not points, leaderboards, etc.) they are just part of a gamified solution. If points don’t provide feedback on how well a learner has mastered a concept, or badges are not tied to a difficult but achievable behavioral skill, or leaderboards are just filled with meaningless points, then the gamification effort is wasted. Teenagers won’t be motivated. You need to explain clearly what their goal at each level is (if you are using levels!), and discuss their goals, achievements, and difficulties with them. Ask open questions and support them while coming to the conclusion that their belief in development (mindset) affects their behavior. (*see examples in the Activities) And then we need to talk about strategies and mindset they need to have to get to another level! Only this will influence their IM.

⁶⁰ Lee, J. J., & Hammer, J. (2011). *Gamification in Education: What, How, Why Bother?* *Academic Exchange Quarterly*, 15(2), 146.

<https://www.uwstout.edu/soe/profdev/resources/upload/Lee-Hammer-AEQ-2011.pdf>

⁶¹ Hill, B. (n.d.). *Gamification in education: Fostering a growth mindset.* <https://mybrainware.com/blog/gamification-in-education-fostering-a-growth-mindset/>

What we always need to have in mind is that gamification is not and should not be about fun only. It should be about engagement and motivation.⁶² What we suggest is to use gamification elements in your work in the way that suits you. You decide how you will use it and to what extent. Create your own games, use the games we suggest, use game elements, or simply use the

ready-made games you find. Your imagination is the only limit. However, we suggest to always use the opportunity games provide (see Tips above) and most importantly, reflect on how we approach and face failure and defeat in a game – and in the game of our life. We need to teach them how to become winners in their own inner game.⁶³

PRINCIPLES TO WORK WITH VULNERABLE YOUTH

The key principles that guide our work are to enable young people from uncertain and unpredictable backgrounds to learn about themselves in a safe environment. Stepping out of the comfort zone brings real learning opportunities when it happens in a safe, transparent and reflective environment. This chapter offers an explanation of these principles.

PROVIDING SAFETY AND STABILITY

Taking knowledge into practice, we can translate the factors of growth mindset, self-regulation and stress-management into our daily work with youth: creating an environment of moderately stressful, predictable and controllable events.

MODERATE STRESSORS - RISK MANAGEMENT

During our work there are times when it feels like everything is about managing risk. For example, when we are planning a session for the next day we might think ahead about the youngsters who are going to come to our session. If we don't know much about their background it can be risky to

plan a complex problem-solving activity because we don't know how they manage such a stressful situation. Another example can be when the group is doing an activity, and the tension is getting high and we have to decide how long we are going to let them tense up or when to stop the activity to discuss what happened. However, the principle of gradation and sequencing is an important aspect when we are working with vulnerable youth. When we plan the activities for a session we need to consider how much time we spend on building trust and stability before we introduce more risky activities.

⁶² Jones, B. (2022). *Gamification in Learning – 10 Tips from Karl Kapp*. eLearningArt. <https://elearningart.com/blog/gamification-tips-karl-kapp/>

⁶³ Lee, J. J., & Hammer, J. (2011). *Gamification in Education: What, How, Why Bother?* *Academic Exchange Quarterly*, 15(2), 146. <https://www.uwstout.edu/soe/profdev/resources/upload/Lee-Hammer-AEQ-2011.pdf>

Nonetheless, moderate stress, and risk (what raises the stress level) are part of effective learning.

By risk, we mean the physical, social, and emotional risk that impacts the stress response system. These risks vary from person to person, for example, physical risk can be when in an activity, youngsters have to hold each other's hand or they have to be in physical touch (e.g. "Flip the tarp" activity). An emotional risk can be an activity where they have to be blindfolded and led by another peer (as in the "Bat and Moth" activity). Social risk can even be talking in front of peers or adults.

However, the factor of uncertainty, which is a part of the risk, also makes learning exciting, effective, and of course potentially dangerous.

There are two types of risks:

Actual risk: the objective danger that lives in any situation: a slippery ground/surface, and the lack of emotional safety, not a calm place where we gather together. We must reduce the actual risks to a minimum.

Perceived risk: the degree of risk the youth and the youth worker sense an activity has. This type of risk is outstandingly influenced by a person's prior experience, level of confidence, anxiety, level of energy, and fears. The perceived risk is also very different in every person.⁶⁴

TIPS FOR YOUTH WORKERS



Managing risk is important in the **PLANNING SECTION** when you take time before the session so you might ask these questions in connection with the activity you plan:

- What are the actual risks during an activity?
- Is the perceived risk manageable for the youngsters?
- Is the potential risk worth the potential outcome? Will they learn a lot from it?
- What do I need to do to reduce the actual risks?
- What are my concrete steps to deal with specific crises and risks if it happens?⁶⁵



During the **IMPLEMENTATION**, it is your responsibility to manage any risks. You should not think that youngsters also perceive the risk. Be aware and attentive to what is happening and stop and intervene in the process if needed.

PREDICTABILITY

Predictability is important in our lives; it helps us navigate our everyday. Just as when we work with a group of teenagers. If they experience that the flow of the group is predictable and nothing can happen to them they do not want, it is rewarding enough to motivate the teens to come to our next group meeting (youth work session). So it is worth the time to create an atmosphere which is predictable.

We need to set:

- where the group is going to take place,
- how often, and
- the youth should commit to being present
- you also have to commit to be present
- rituals also strengthen predictability

As we are also committed to the group it doesn't look very good to miss too many session meetings as we are "the parent of the group", the teens relate to us and count on us. It can give you the perspective of why it is important to have group roles or even a contract that gives frame, and safety to you and the youth.

CONTROLLABILITY

When working with vulnerable youth, we need to keep in mind that they come from a stressful environment where unpredictable things could happen to them, where they do not have a choice or nobody asks them what their needs are. During group work that is why it is important to offer the

Challenge by Choice option.

What does that mean?

It is an expression and approach that also comes from experiential learning.

We do not want youth to be persuaded to take part in a difficult task but we want them to make responsible decisions - this will consequently have a positive impact on their IM: if we help them understand that they have the right and opportunity to choose an acceptable level of challenge and how they can assess for themselves what the acceptable level is, they will learn how to make positive decisions in life.⁶⁶

FROM THEORY TO PRACTICE:

HOW CAN I UNDERSTAND, EXPLAIN AND USE THE CHALLENGE BY CHOICE FRAMEWORK IN MY WORK?

Consider the following three statements:

- 1. The youth has the right to choose how they participate in the task.**
- 2. Youth are asked to add some value to the experience at all times during the task.**
- 3. Youth are asked to respect and value the decisions of all members of the group**

⁶⁴ Lisin, I., Kida, P. (2018). *Outdoor Education from theory to practice*. Lublin: Foundation Institute of Animation and Social Development.

⁶⁵ Lisin, I., Kida, P. (2018). *Outdoor Education from theory to practice*. Lublin: Foundation Institute of Animation and Social Development.

⁶⁶ Liddle, M.D. (2008). *Tanítani a taníthatatlant*. Budapest: Pressley Ridge.

GROUP CONTRACT

We have explained in the previous section that working by set agreements and frameworks make a safe environment to be in, both for you and for the group members.

No matter if we are working with one group for a long time or if the members of the group change from time to time, it is important to make a contract with them (and remind them about it, when needed).

FROM THEORY TO PRACTICE: WHAT SHOULD A CONTRACT CONTAIN?

- The principles according to which we work together and behave in the group.
- We can collect the principles together with the group and ask them what they need to feel safe in the group.
- It can be written on a big piece of paper and then signed by the members, they can even decorate it if they want to.
- As time goes by and a conflict appears in the group, you can refer to the contract if they did not follow the rule or in case something new comes up - you can also write it on the paper.
- It can teach youth that they have control over their behavior and indirectly over the group
- We should always emphasize the desired behavior instead of blocking behavior, e.g: instead of Do not swear → Talk nicely, or respect nice language

One of the most important agreements the group should agree on is confidentiality:

- What happens in the group stays in the group. No telling of others' stories or information of any kind. We all need this place to be safe and keeping this confidence is a must.

The one type of agreement is called "Five finger contract" and it is explained in the Activity part of the Guidebook.

MAIN IDEAS TO KNOW ABOUT WHEN WORKING WITH VULNERABLE YOUTH

When we work with groups, we develop our own style (according to our personality) as a group leader. However, it is important to be aware of the skills a YW might need, the group dynamic processes and the importance of planning, which can make our work even more conscious. This chapter will talk about these theories and practical tips.

COMPETENCIES NEEDED FOR YW AND CHALLENGES WORKING WITH VULNERABLE YOUTH

UNIVERSAL VALUES AND METHODS

Youth work is a very diverse field of practice. This makes it difficult to identify its general defining features. According to CoE “Youth work is a broad term covering a large scope of activities of a social, cultural, educational or political nature both by, with and for young people.”⁶⁷ In some countries it is a relatively well-defined, distinct practice, and in other countries, this term is less known and there is no identifiable overall concept of YW. However, there are

a shared set of values and methods in youth work practices all around Europe:

- Voluntary participation of young people
- Listening to the voice of young people
- Bringing young people together
- Connecting to young people's lifeworlds
- Broadening young people's lifeworlds⁶⁸

⁶⁷ Youth work. (n.d.). Youth Partnership. <https://pjp-eu.coe.int/en/web/youth-partnership/youth-work1>

⁶⁸ Youth work. (n.d.). Youth Partnership. <https://pjp-eu.coe.int/en/web/youth-partnership/youth-work1>

YOUTH WORKERS AS FACILITATORS

As much as it is not possible to impose a single concept of youth work in the work of both our organizations, the role of a youth worker is closest to the role of a **facilitator**. The task of a YW is not to lead the group to success or to supply them with great ideas in decision-making situations. We are taking on the role of facilitators where we help the group create something new and work together more effectively, and help them to learn from their own mistakes. **We are not there to prevent them from failing, but to guide them to the lessons learned from their failures.** In fact, it is more important to let the group fail a task because they can learn from it even more than from success, and they will learn that they don't need to be afraid or ashamed of failures. Of course, every youth worker will develop his or her own style and the connection established with the youth will be unique. However, some competencies are universal as they belong to the role of a **facilitator** where we guide the group in the desired direction.

SKILLS AND COMPETENCIES

The word "competence" means a mix of knowledge, abilities and attitudes. To be competent does not mean only to know something or to have some notions about some topics, but also to put the knowledge in a given context and situation into practice.⁶⁹

What does it mean for a youth worker?

In our specific situation, it means – to start with, having the knowledge of IM and ways to foster it. Knowing how it is connected to stress and how to recognize and regulate it. It also means having the specific skills to lead the group through the natural process it needs to go through and adapt the methodology according to the stage the group is in (*see Group Process chapter).

Specific youth worker skills and competencies

will be derived from the following categories below:⁷⁰

- 1. Active listening:** paying attention to both verbal and non-verbal communication. E.g. when we ask the youth how he or she is, and they answer "Great", while sitting with crossed arms in a closed body position.
- 2. Confidentiality:** to empower kids to fully commit, they should be sure that their opinions will remain confidential and we should discuss this during the first group meeting (this should be in the contract you sign with them) E.g. "What happened here, stays here!" Especially important if the youth live together so that they can not misuse the information they get during the group meeting.
- 3. Respect:** we should create a respectful environment, and as role models give an example of how to treat members with respect.
- 4. Equality:** each member should understand that their opinions and views are of equal importance, irrespective of their gender, nationality, physical ability, ethnicity, or sexual orientation. Here we also have an important role to show how to deal with different opinions. We need to keep in mind our limits. It is okay to say stop or that it is not our competence, if a topic is very uncomfortable for us.
- 5. Agreed goals:** we should discuss with the youth what their goals are, and what should be the common goals of the group and they can set their own learning steps, e.g. we can use the SMART goal setting frame. We can benefit from it as time goes on by reflecting on it, which also has an effect on intrinsic motivation. Of course this could happen later after the trust and safety are sure in the group.
- 6. Group process:** We have to monitor which group developmental stage the group is in, what dynamics are appearing within the group, and have to be ready for the upcoming problems.

⁶⁹ What are key competences? (n.d.). <http://www.taskeuproject.com/the-tool/the-tool-en/what-are-key-competences/>

⁷⁰ Liddle, M.D. (2008), *Tanitani a tanithatatlant*. Budapest: Pressley Ridge.

7. Trust and safety: Our main task is to create trust and safety in the group. It will ensure future work so we have to take time on it. The most important parts here are the clear frameworks of how the group is going to work together.

8. Focus on individuals: it is important to keep in mind that all members have their own individual needs and we should try to connect with them on an individual level as well as with members of the group.

9. Participation: we should make sure that all participants are committed to group processes and group decision-making.

When we have ensured that the following categories are followed in our work we need to go back to the essential components. We always need to remind ourselves that WE are the key ingredient in the work that we do - our mindset and our personality. It might sound frightening, but as any adult youth worker, we are role models for the youth as well. We can have a collection of a thousand useful activities that we can implement, but if they are not fully understood and if we don't embody what we "preach" – the activities will only have a superficial impact. So, what do we need to do?

By showing them what a growth mindset sounds like, how a mature individual behaves in stressful situations and regulates themselves, what sentences a resilient person says to himself and others in a group (but also to other youth workers, to staff members, etc.). We should be aware of the power of our words and behavior and not take them lightly but constantly and consciously reflect upon our values, beliefs and behavior.

In order to do this, we need to be very self-aware, which is not always easy, and we need to constantly reflect on our own mindset and build our soft skills.

A suggested way to develop self-awareness and self-reflection is with the help of a professional in supervision, intervision or counseling.

GROUP DYNAMICS

Groups are always changing organisms, and if we have some knowledge about group dynamics, it can help us to understand what the causes and the needs behind the behavior of the group are. It is worth the time to consider this, so that we can choose the right intervention to encourage the teenagers' intrinsic motivation (*see The process chapter). Being part of a group can be truly motivating. Connecting with others is healing, especially with peers who have the same problems.

The model we would like to show you has been developed by Bruce Tuckman in 1965. He argued that we can differentiate 5 stages of group development.⁷¹

1. Forming
2. Storming
3. Norming
4. Performing
5. Adjourning

⁷¹ Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63(6), 384–399. <https://doi.org/10.1037/h0022100>

BRUCE TUCKMAN'S GROUP DEVELOPMENT STAGES EXPLAINED



FORMING

When group members first come together we call it the **FORMING** stage. At this time their need is to feel part of the group and to feel safe. During this stage it is optimal for us to discuss with the teens the norms and the goals of the group. Our most important task is to establish safety in the group mainly through structured techniques and games. As for the types of games here you can choose from ice-breaker activities and self-regulation activities.

STORMING

As trust grows bigger, the youth will start to feel safe in the group which could lead to a conflict with others or even with us, the leaders. This is the **STORMING** stage. It can be emotionally hard and uncomfortable to deal with, although it is essential for the development of the group. Our task here is to emphasize the tolerance and different needs of others. If we do not deal with these conflicts, this stage can become destructive for the members and decrease motivation. Self-regulation and trust-building activities can be considered.⁷²

NORMING

The **NORMING** stage is when teamwork seems more natural, the members set the norms, how to behave in the group and the common methods they are going to use. Here we are more of an equal member, and can be a democratic leader using consensus as a method. Here trust building activities are good to consider.

PERFORMING

Sometimes the group arrives at the **PERFORMING** stage. Where the members are more confident, have trust in each other and the group, are focused on the productivity of the group, they function with greater autonomy.⁷³ In this stage, more complex, problem-solving activities are good to consider.

ADJOURNING

When the group is getting close to its end (for example the school year ends) we call it the **ADJOURNING** stage. Here we can focus on evaluating and integrating what has been learned and apply the experiences gained to other areas of their lives. This is an emotionally difficult period, to which youth can react in different ways, for example they act like they did not even care about the others, or us.⁷⁴ Here some nice closing activities are useful to be used as they help with integration and saying goodbye.

The model is fluid and dynamic, which means that there could be back and forth between the stages. From time to time it could be useful to refresh the group contract, to see what is important for the group.

Source of image: <https://ns4business.com.br/tuckmans-stages-of-group-development/>

⁷² Liddle, M.D. (2008). *Tanítani a tanítthatatlant*. Budapest: Pressley Ridge.

⁷³ Borgen, W.A. (1995). *A Model for Group Employment Counseling*. ERIC Digest

⁷⁴ Borgen, W.A. (1995). *A Model for Group Employment Counseling*. ERIC Digest

TIPS FOR YOUTH WORKERS



Keep in mind and use the **3Rs principles (regulate-relate-reason)** and the techniques we mentioned earlier (*see the Stress chapter).



You can not avoid the **storming part**, which can be hard and frustrating for you, too. What can you do when your group is stuck in the storming phase?

- it is worth slowing down and focusing on safety and trust
- talk about their needs
- give space for storming, bring in activities that help group dynamics surface, and provide a safe space so that group members know what is going on.
- give tools via the activities so that they can;
 - 1) solve their conflicts
 - 2) build trust and
 - 3) create their norms.

The YW needs to set the framework and facilitate setting norms and the group does the work.



Always start with some **self-regulating activities**.



Ask them, or pay attention to the **needs of the group**.

For example: you might prepare a great problem-solving game which increases intrinsic motivation but when the kids arrive to the group they are very tired, exhausted or upset by some conflicts. In this case, you might leave your excellent game for later and first talk to them, creating a calm, trustful environment.

Always bear in mind: They can not keep calm, connect or work if they do not feel safe.

IMPORTANCE OF CHALLENGES AND CONSCIOUS PLANNING

CONSCIOUS PLANNING

Conscious planning is crucial if we want to have a session with the activity(ies) that fits the goals we want to achieve with our group. For example, if it is hard for teenagers to communicate with each other we can choose some kind of activity where communicating is a crucial thing to do. The more we know about the group, the more conscious we can plan the activities built on each other and we can target concrete learning goals. It can still happen that achieving the goals fail...However, the result will depend on what the youth learn from the activity, not on what we call on them to learn.

There are other challenges we might encounter in our work. The most common one is vulnerable teens being easily demotivated from any activity.

- They may possibly not be interested in attending your workshops and you cannot force them because youth work relies on voluntary participation.
- Vulnerable youth tend not to be persistent - because of their often fixed mindsets (*see Growth mindset chapter). The result is that it is very difficult to motivate them to pursue any interest they have without giving up easily. Even though initially they could show interest – they get discouraged more easily. Sometimes their behavior fools us, because we tend to assume that lack of motivation or disinterest is behind their behavior. If we link their mindset to their sensitized stress response system we will understand that they put in a lot of effort to be persistent, but they often fail in these areas.
- Consider discovering their own personal stories and traumas that make it very difficult to reach them and work with them. Try to answer the question for yourself: What happened to him or her?

Therefore, it is important to have a plan and to assess our group - when we make decisions on our next steps. Otherwise, without any method, we could get discouraged when faced with these challenges.

EVALUATING

The key to good planning is evaluation = assessing the state of the group we are working with. We recommend using a sequence of questions which can help monitor and evaluate the group and decide on the activity to implement.

The useful model called the GRABBS model, comes from experiential education and was developed by Lazarus in 1981 cites Liddle(2008).⁷⁵

G – Goals: What is the aim of this activity? How is this experience in connection with the aim of the group? Will it make a difference to the group?

R – Readiness: Is the group ready (mentally, emotionally, physically) to try out the activity? What needs to change for the group to be able to move on to the next activity?

A – Affect: What kind of feelings are in the group? What sensations are they experiencing – boredom, excitement, apathy, resistance, etc? How do these feelings affect what they do next?

B – Behavior: How do the group or individuals behave? Are the interactions among members positive or negative for the group? How cooperative are they? Will their behaviour be right for their next experience?

B – Body: What are the physical abilities of the group? What physical characteristics of the group will impact the program? Are the individuals tired, do they look after their bodies, do any individuals have a disability, are they hot or cold, etc?

S – Stage of Group's Development: What stage of development is the group experiencing? (Forming, Storming, Norming, Performing, Adjourning) Does the group need additional skills to function at a higher level (stage) of development? Generally speaking, the higher the level of group development, the more challenging your experience can be.

S – Setting: What is the physical setting of the program, and the 'cultural' background of the participants? Are you inside or outside, secluded or likely to be disturbed? Is space limited? How long have the people known/worked with each other?

THE PROCESS

We need to have in mind that the group process is essential when deciding on the structure of the youth work session and the choice of the activities.

When we are planning on how to structure every youth work session, it is useful to think in the perspective of the Kolb's cycle (see *Kolb cycle) and of Tuckman's model of Group dynamics (see *Group dynamics).

What does it mean? Any group of people, sometimes strangers, that meet for the first time at some occasion and then regularly meet again, go through a dynamic process where their behavior, levels of comfort, trust in the group, and type of communication change with time.

When we know how it changes and how to recognize the stages of this change - we can choose the most suitable activities, according to where they are in the group development process.

In addition to this, during one session only, the group also goes through the stages of the Kolb cycle called - the inner cycle⁷⁶- where the group process takes place on one occasion.

If we look at the entire cycle of the group process as a whole, transferred to your youth work sessions, it looks something like this:

- During the first meetings we start to get to know each other within the group, learn about safety, rules and self-regulation.
- After this stage, there is space to build trust in the group to get through the storming stage and develop from it.

- These 2 previous stages are essential so that the group is ready to participate in various problem solving activities where they can work on the communication, cooperation, and learning to learn which leads to increased IM.
- At the end of your planned youth work sessions, usually at the end of the school year (e.g. if you plan having 10 of them in total) we suggest a longer debriefing and evaluation which could help develop the work you do even further.

In general we can tell that sessions might develop similar to this. Let's go through an example.

The members arrive and you have an opening round with the questions: How are you? Any good, bad news? Here you might also use the Moodmeter activity (*see Activities).

Then you break the ice, warm up and self-regulate with a short activity. (*see examples in the Activities).

Then you choose a more complex activity according to what you want to work on with the youth and do the debriefing of this activity. If you have time, you might play something to relieve tension.

Then you reflect on the whole session and say goodbye. This is plan A. Then you might have plan B and C and D in your mind because there are no two similar groups and group meetings/youth work sessions (for these plans, you will use different types of activities).

⁷⁵ Liddle, M.D. (2008). *Tanítani a taníthatatlant*. Budapest: Pressley Ridge, p.17.

⁷⁶ Lisin, I., Kida, P. (2018). *Outdoor Education from theory to practice*. Lublin: Foundation Institute of Animation and Social Development.

We have arrived at the point where we want to share with you the activities that we ourselves use and that we believe have a good effect on intrinsic motivation.

You can choose from two approaches; one is using the activities according to where your group is in the group dynamics process (Tuckman, 1965) (*see Process activities).

The other one is using the ready-made activities for a whole session, i.e. having a one-off, drop-in, workshop with the youth, where you focus on one specific topic, e.g. resilience. (If you do this however, you will need to take into consideration the "inner cycle" of the group and structure it to maintain this mini cycle. At the lower scale, e.g. you will have an ice-breaker at the beginning, or energizer, main activity as your focus and debriefing at the end of your session.) (*see Workshop activities)

We chose to give you both options considering that:

- Youth work takes on many forms and your practice will be different depending on if you plan to deliver a number of sessions with the youth.
- On the other hand, it is different if you are going to do a one-off session (or more of them) on some topic related to IM.
- If you work for a longer, dedicated period with the same group of individuals representing the youth.
- That group changes with the arrival and departure of its members. This is a specific and challenging situation but it can happen.

INTRODUCTORY AND ICE-BREAKING ACTIVITIES - FORMING STAGE

Introductory activities are important parts of a group process. They set the scene, present the goals and methods and create a sense of a group amongst the youth. In this phase, we can talk about the aim of the group, and the youth can tell us about the expectations and fears of the group, we can create the group contract. In this section, we play a lot of name games and icebreakers. Ice breaker games serve to melt boundaries between the participants, build trust, and create an equal atmosphere.

Activities:

BACK TO
BACK

GIANT
JUMPING
ROPE

ŠKATULE
BATULE

7-UP

HUMAN
BINGO

MOONBALL

SPEED DATE

NATURAL
PROCESSES

PING-PONG
BALL

FIVE FINGER
GROUP
CONTRACT

SELF-REGULATION ACTIVITIES - FORMING AND STORMING STAGE

As much has been said about self-regulation in this guidebook, it is only natural that it appears in connection with the activities. In order to present a group with more serious challenges, it is important that the participants are in a calm, balanced and open state. This may sometimes require activities that help you reach the state. Here are some of the recommended activities.

Activities:

**THE 5 SENSES
MINDFULNESS**

**BAT AND
MOTH**

MOODMETER

TRUST BUILDING - STORMING AND NORMING STAGE

Trust building starts from the beginning of the group, with the youth workers' presence and their way of creating the foundation of the group, including how he or she creates the basics of the group together with the participants. If it feels safe to come to the group meetings the teenagers will be motivated, intrinsically, to be present. Building trust is mainly important during the storming phase when the youngster's trust in the group is shaken. It is important to build again during the norming stage as they are shaping new group norms.

Activities:

MEET A TREE

**COMFORT
ZONE**

**1 PENCIL, 2
ARTISTS**

SKILLS AND COMPETENCIES DEVELOPMENT THROUGH PROBLEM-SOLVING ACTIVITIES - PERFORMING STAGE

In this phase, we can start with the work where you focus on the development of skills and competences through various problem-solving activities. The skills we aim to develop are the soft or transversal skills – skills that can be used in a wide variety of situations and work settings.

Our teens need these skills to enable them to solve problems they face and to adapt in an unpredictable world – not only in a labour market but in their personal life, too.

In our work and in MTE we focus on the development of the following:

- 1) communication skills
- 2) cooperation and teamwork skills
- 3) learning to learn competences
- 4) multilingual competences

You can read about the explanation of these skills in the Appendices.

Activities for Performing stage:



CLOSING - AND DEBRIEFING ACTIVITIES - ADJOURNING STAGE

The closing games provide an opportunity for the group to reflect on the events of the past period together. It also gives additional space for the participants' reflections and feedback to the group and to each other about the development they achieved personally and as a group. From the youth worker's point of view, this is more of an art than a science, because there are no super cool questions for this closing phase at all.

What helps and is important to know is the purpose of the group, its limits, and the goals of the participants, are our own competencies. If the goal of the group and the participants is basically to relax and to have a place where they are accepted, it is not certain that we can expect deep debriefing sessions with them.

Activities:

**DRAW THE
ROUTE**

CAR

**BALL OF
WOOL
(SPIDERWEB)**



ACTIVITIES

How to use this chapter:

The activities are structured according to the group forming stages (they follow the group dynamics process); from ice-breaker to closing activities. You will find some activities that might be used in both storming and norming stages. They will be explained here in only one category within the guidebook but you might use them according to the needs of the group. Also, keep it in mind that each group is different and it can happen that an ice-breaker will become a complete problem solving or cooperation activity.

There are also structured activities, put together for a whole/one-off session/workshop with youth, so you can choose them from our list and create a complete session on your own based on our recommendations. These activities are structured according to the “inner cycle” (*see the Process chapter) - for times when it is useful to have an entire session by your hand.

PROCESS ACTIVITIES

INTRODUCTORY AND ICE-BREAKING ACTIVITIES - FORMING STAGE

BACK TO
BACK

GIANT
JUMPING
ROPE

ŠKATULE
BATULE

7-UP

HUMAN
BINGO

MOONBALL



SPEED DATE




NATURAL
PROCESSES

PING-PONG
BALL






FIVE FINGER
GROUP
CONTRACT



BACK TO BACK

	Type of activity: icebreaker, energizer, team building, skills development; communication and cooperation	
	Expected outcomes: <ul style="list-style-type: none">• to see how they communicate and understand each other• to see how they interpret the same input in a different way• to practice listening and speaking (giving instructions) in a foreign language• to develop their enthusiasm and curiosity about a certain topic	
Approximate DURATION: 5 min	GROUP SIZE: 3 per group, can be done in a pair as well	AGE LEVEL: 5 and up
	Practical arrangements, location, resources, and materials needed: <ul style="list-style-type: none">• outdoor or indoor activity• variation 1: papers and pencils• variation 2: chalk and small blackboards• variation 3: lego cubes	
	DESCRIPTION OF THE ACTIVITY: <p>Arrange the chairs in the shape of a triangle. Participants sit on these chairs, back to back to each other. 2 of them are handed a sheet of paper and pencil and participant Nr 1 is given the material on the paper. Participant Nr 1 needs to explain this material to the other 2, he needs to explain the drawing or illustration that he has received as clearly as possible. Both receive the same instructions at the same time and draw while they listen to the instructions.</p> <p>Nobody is allowed to look at the other's paper. When the time is up, after a few minutes (signal the end), the participants turn around and show their drawing.</p> <p>Variations to the game:</p> <p>a) random pattern of the drawing/structure</p> <ul style="list-style-type: none">• participants create their own drawings (P.1 draws)• drawings are created with the chalk and small blackboard (in this case you need 3 little boards per 1 group of 3 participants and lots of chalk)• using lego cubes or any material that you have – preferably in different colors (instead of the drawing)	







	<ul style="list-style-type: none"> doing the activity outdoors, they can crouch; P.1 can create the structure by using the materials found in nature surrounding them (sticks,leaves, pine cones, sand, etc.), P2 and/or P3 recreate it in front of them) b) deliberate pattern <p>If there is something connected to the topic you want to cover with them – this activity could serve as a great introductory game, as well, and have more depth then. It would be useful to incorporate the concept you want to explain in a visual you will find/draw yourself/create and hand to the person Nr 1 (e.g. Some sign representing growth mindset, image of a brain growing, a sign on the road representing a goal to reach, etc. Your imagination is the only limit.)</p> <p>This is a bit more difficult if you want to do it in a foreign language but it is an excellent communication skills ability activity</p>
	<p>Questions for debriefing:</p> <ul style="list-style-type: none"> Did you manage to recreate the image? How did it go? Was it more difficult to follow verbal instructions while you could not see the drawing from your partner? Does it happen in life that sometimes we create our own version of something, completely different from the other person's, even though we hear the same description? Do you have any stories in mind to share?
	<p>Background to the activity, comments and tips from the youth workers:</p> <p>If you decide to use the option b) and do the activity with a pattern, a drawing or structure connected to the topic of your session (e.g. growth mindset) - this activity could serve as a great warming-up motivational activity into a debate with youth, or even a lecture or any other type of activity you wish to pursue afterwards.</p>

GIANT JUMPING ROPE






	Type of activity: icebreaker, trust building activity, self-regulation	
	Expected outcomes: To raise the energy level of the group. After this, they are ready to take some action.	
Approximate DURATION:	GROUP SIZE:	AGE LEVEL:
10-20 minutes	2 and more	7 and up
	Practical arrangements, location, resources, and materials needed:	
	<ul style="list-style-type: none">• outdoor area• big field• 10-meter rope	
	Word of caution:	
	<ul style="list-style-type: none">• check the ground – it is supposed to be safe, no holes and rocks, easy to run on• use the challenge of choice option, because it can be stressful for some members• it is okay if someone says it is too hard for them, in this case they can help you spin the rope, or anything else. What is important is that they feel involved and part of the game• you need to start to spin the rope in the opposite direction from where the group stands• they can run through safely if they start to run when the rope is the furthest from them	
	DESCRIPTION OF THE ACTIVITY:	
	<p>You are on a field with the group. The rope lies on the ground. The group stands on one side of the rope. You tell the frontloading story to them. (It is good to have a frontloading story for this activity. It makes it even more exciting. For example, you can say this: „You arrived at a huge black hole, and to continue the adventure you need to cross this hole.”)</p> <p>The task is to get to the other side of the rope, while you and a helper spin the rope around. They cannot touch the rope. If it happens they have to restart the game.</p> <p>Options:</p> <ul style="list-style-type: none">• they can get to the other side in pairs• in small groups• the whole group together <p>It depends on what you want to strengthen, connections between the individuals or the group cohesion.</p>	

	<p>Questions for debriefing</p> <ul style="list-style-type: none">• What happened during the activity with you, with the group?• What feelings did you have during the activity, name 3.• How did you behave? Did you express your feelings in connection with the activity?• What are the conclusions of the activity in connection with the group or with your behaviour?• What could be learned from this activity?
	<p>Background to the activity, comments and tips from the youth workers:</p> <ul style="list-style-type: none">• it is a good activity because it raises the stress level but in a controllable way• usually when participants first see the rope spinning they are surprised and say that it is impossible• the bravest guys might just run through without any notice• others might even get scared• it is beneficial to observe how they react








ŠKATULE BATULE (TRADITIONAL CROATIAN GAME)

	Type of activity: icebreaker, energizer and team-builder, self-regulation activity	
	Expected outcomes: to have fun and move about	
Approximate DURATION:	GROUP SIZE:	AGE LEVEL:
5-20 minutes	4-15	5 and up
	Practical arrangements, location, resources, and materials needed:	
	<ul style="list-style-type: none">• Minimum number of players is 4 as this game is better (more fun) if played in a bigger group• it would be ideal to play it outdoors	
	Word of caution:	
	<ul style="list-style-type: none">• examine the area where you will play the activity (e.g. if the ground is wet, slippery, etc.)• watch out for anger and rude attitudes to each other• if there are no drama talents in the group (they will not be chosen as the best object), be prepared that somebody might feel left out or might get angry because of this (you can suggest some object that they can act out more easily, and in any case - keep this in mind)	
	DESCRIPTION OF THE ACTIVITY:	
	<p>One player gives commands to the others who are lined up in front of him/her.</p> <p>This player says: (Croatian) "Škatule, Batule, pretvorite se u... !" (translation: "Škatule, Batule, turn yourself into.. !") e.g. smoke, snake, alarm system, chair, eraser, car, worm – it could be anything from a living being, an animal to some object or an element of nature. Players need to show with their bodies the object that they need to act out.</p> <p>The player who started leading the game observes their demonstrations (participants turning into an object do it at the same time) and decides who the best one in acting out the concept is. The one who is picked up as the best one – takes on the role of the new "judge" and gives a new assignment to the others.</p> <p>In this way everybody takes turns.</p>	
	Background to the activity, comments and tips from the youth workers:	
	<p>This is usually a really fun activity which causes a lot of laughter, jokes, and has a lot of drama potential - for the kids and the teens</p> <ul style="list-style-type: none">• this game belongs to the traditional games played outdoors during the 70s and 80s around Croatia;• creators of this guidebook were reminded of this game during the demonstration showing the results of an interesting project of the local elementary school (Elementary school Vjekoslav Parać, Solin, school year 2021./2022) in January 2021 in Salona Amphitheatre. For more info about their project and traditional Croatian games, please visit: https://sites.google.com/view/zaboravljenegreibrojalice/opis-projekta	

7-UP (HEADS UP 7-UP)

	Type of activity: energizer, icebreaker, self regulation, warming up game	
	Expected outcomes: to raise energy and motivation, to get participants moving and having fun	
Approximate DURATION: 5 min to 1 hour	GROUP SIZE: At least 14 participants would be ideal, if you don't have this number it can be done with fewer kids	AGE LEVEL: Used mostly with younger teens, and children from the age of 5 and up
	Practical arrangements, location, resources, and materials needed: Can be done indoors and outdoors	
	DESCRIPTION OF THE ACTIVITY: Seven kids stand in front of the class. The rest of them put their heads on their desks. The seven of them then move about and each of the 7 touches a different kid. Once touched, a student sticks his or her thumb up. Then the group of 7 say "heads up seven up!" The students who were touched then stand up (others remain seated) and get a chance to guess which of the seven touched each of them (give them 2-3 mins for the guessing). If they guessed right, they get to change places and be one of the choosers in the front. If they don't, they sit down. Rules: <ul style="list-style-type: none"> • peeking of the students having their heads down is not allowed • setting a quick time limit (2-3 mins) on pushing thumbs down is possible to help the game move along faster. • make sure nobody is left out so remind the choosers not to pick the same participant multiple times. 	
	Background to the activity, comments and tips from the youth workers: This is a game that younger teens (13-14) and children (5-12) really, really love. They want to play it over and over again. 7 up is an elementary-school classroom classic and it is unknown who invented it but the game is mentioned as far back as the 1950s. (see the link below, as a reference for this) If you don't have 14 or more players? Change up the number of people doing the choosing. If you have six kids, have two kids act as the choosers and the other four put their heads down. For 10, have four pick and the other six stay seated. More on this: https://www.newfolks.com/activities/7up-game-play/	







HUMAN BINGO

	<p>Type of activity: icebreaker, skills development: communication</p>	
	<p>Expected outcomes:</p> <ul style="list-style-type: none"> the kids start to communicate with each other making the participants comfortable in the group 	
<p>Approximate DURATION:</p> <p>5-10 minutes</p>	<p>GROUP SIZE:</p> <p>3 and more</p>	<p>AGE LEVEL:</p> <p>8 and up</p>
	<p>Practical arrangements, location, resources, and materials needed:</p> <ul style="list-style-type: none"> table of statements printed out pens or pencils place to walk around indoor or outdoor 	
	<p>Appendix: Table of the statements</p>	
	<p>DESCRIPTION OF THE ACTIVITY:</p> <p>Every member of the group gets the Human Bingo on paper. The task is to find someone in the group for whom the statement is true and write the name next to it. Only one name is accepted for each statement.</p> <p>You can define the time limit, and if you want to, you can make it a race and see who is going to be the first to find somebody for all the statements.</p> <p>You can change the statements and tailor it to the group, using the information you know about them.</p>	
	<p>Questions for debriefing:</p> <ul style="list-style-type: none"> How hard was it to find somebody for the statement? How comfortable was it to talk to the others? Did you figure out any new information about the others? Were there any surprising facts you figured out? 	
	<p>Background to the activity, comments and tips from the youth workers:</p> <p>It is a cool warming up activity because it motivates the youth to start to communicate with each other, but they only have to do it 1 to 1.</p> <p>It is also possible that you take part in the game, because they can connect to you also in one to one situations- so it helps to relate to the youth.</p>	


Appendix

Can play an instrument	Has more than 3 brothers	Never watches TV	Left handed
Has had surgery	Can move their ears without their hand	Has no FB page	Has flown on an airplane
Wants to open a restaurant	Does not eat junk food	Does sports	Goes to bed very early
Knows how to make pancakes	Has ever participated in any kind of race/competition at school (maths, literature)	Loves spinach	Has the most friends


MOONBALL

	<p>Type of activity: icebreaker, team building, skills development: communication</p>	
	<p>Expected outcomes: The expected outcome is to increase tension in the group and then help them to work together effectively. You will need to stop and discuss what happened in the group and what they will need to accomplish the task.</p>	
	<p>Specific objectives:</p> <ul style="list-style-type: none"> • it is good to give the group some time before they start the activity to discuss the strategy and guess how many times they will be able to touch the ball • when they are discussing you should let them do it independently and facilitate them to come up with a number • the participants might get angry, frustrated and you should let this happen 	
<p>Approximate DURATION: 15-30 min</p>	<p>GROUP SIZE: 4 and more</p>	<p>AGE LEVEL: 7 and up</p>
	<p>Practical arrangements, location, resources, and materials needed:</p> <ul style="list-style-type: none"> • outdoor activity • one beach ball 	
	<p>Word of caution:</p> <ul style="list-style-type: none"> • check the ground, that no one can slip, and there are no holes on the ground • if they start being rude to each other you should stop the activity and talk about (sitting or standing in a circle) what happened, how does it feel and what do they need to accomplish the game without rudeness 	
	<p>DESCRIPTION OF THE ACTIVITY:</p> <p>The group stands in a circle. You also stand there while explaining the task. They will get the beach ball and their task is to keep it in the air, so the ball can not fall on the ground. Everybody has to hit the ball one by one, and if someone has hit it already they can not hit it till everybody else has. If the ball falls or someone touches it twice, they have to restart the activity.</p> <p>You should give them time to decide on the strategy and on the number of hits. The group should decide together on the strategy and on the number of hits they can accomplish. You can give them 1 minute for this discussion.</p> <p>You should be very strict and restart the activity if the ball falls, or someone hits it twice in a row. They can hit the ball with any part of their body.</p> <p>If they reach the number of hits they guessed you can stop and ask them: What do you think, can you perform better? If they agree then you can go on with the game.</p> <p>If you want to make it more tense you can define that they have X number of tries. If they can not accomplish it then you talk about the communication strategies and if they come to a new solution they can have a couple of new chances to try.</p>	






Questions for debriefing:

- 
- What happened, when....?
 - Can you sum up the happenings in 5 sentences?
 - What were your feelings during the activity, name 3.
 - What were the best and the worst moments for you during the activity?
 - What was important about this activity?
 - Have you discovered something new in connection with the group, yourself, the topic?







Background to the activity, comments and tips from the youth workers:

- 
- It is a lovely activity to start with, when you just started working with the group. The participants do not have to know each other very well, but it is good if they know each other's names.
 - Being strict with the falls and the double hits is an important part of their feeling of success.
 - The activity is a small problem solving task- how to keep the ball in the air, and the group might want to perform well just because of the joy of the game
 - After the game, when referring to what happened during the activity, you can talk about what kind of rules, especially communication is needed in a group to work together effectively, so basically it reloads the group contract. It is more exciting to discuss the group rules if you can refer to a game, like here you can expect that they will be angry at those who miss a hit so the ball falls. When you are discussing the rules you can discuss: How would you feel in a group where they can talk to you like you did when someone missed the hit. So you can agree on the rule that they talk to each other with respect.







SPEED DATE

	Type of activity: icebreaker, trust- and team-building activity, skills development: communication	
	Expected outcomes: Raising the energy level of the group, starting some small conversation	
Approximate DURATION: 10 min	GROUP SIZE: 2 and more	AGE LEVEL: 7 and up
	Practical arrangements, location, resources, and materials needed: <ul style="list-style-type: none">· indoor and outdoor· bigger space to stand in two lines- depends on how many participants you have.	
	DESCRIPTION OF THE ACTIVITY: <p>You ask your participants to stand in two rows, where they face each other, so everybody will have someone in front of them. The Speed date will take place between those two people standing in front of each other.</p> <ul style="list-style-type: none">· They will have 1 minute to discuss a topic and then one row of the participants moves forward one place to their right, so the last person goes to the beginning of the row.· Then they will have another 1 minute to discuss the next question.· The questions can be general ones or about them, about the future, strange things,- and so on. Depends on what your goal with the activity is. <p>Just to have fun you can ask questions like:</p> <ul style="list-style-type: none">· What would you show an Alien?· What would you do if you had a million dollars?· What breakfast could you eat for your whole life? <p>To get to know each other better:</p> <ul style="list-style-type: none">· What is your favourite colour?· What is your favourite band?· What are you going to be when you up? <p>You can be creative and also offer the group the chance to come up with their own ideas, or curious questions.</p>	
	Background to the activity, comments, and tips from the youth workers: <ul style="list-style-type: none">· It can also be a good back up activity, if you still have time to kill or something unexpected happens and have to replan your plan.· It can be a good activity to practise communication skills, and it is kind of forcing us to talk to the other, so it can help people with mild social skills (those who would not talk to anybody during the break) to have a connection with others.	






NATURAL PROCESSES

	Type of activity: icebreaker, team-building, awareness	
	Expected outcomes: Understanding how nature works	
Approximate DURATION: 20-60 min	GROUP SIZE: 12 and more	AGE LEVEL: 7 and up
	Practical arrangements, location, resources, and materials needed: <ul style="list-style-type: none"> • Indoor- bigger room • Outdoor- bigger field • Some kids might need a well-informed person to help them create their own natural processes, someone who can explain the principles of the natural process so that the team as a whole can figure out how to portray the phenomenon. 	
	DESCRIPTION OF THE ACTIVITY: Participants act out natural phenomena such as the life cycle of a butterfly, seasonal change, glaciation or even the solar system. They can be a sculpture or a moving complexity of the phenomena. You can let them choose the natural process or you can assign one you want the group to work on.	
	Question for debriefing <ul style="list-style-type: none"> • How did you communicate during the activity? • Did you use nonverbal communication? • How active was the group? • In what ways did group members work together? • Did you listen to every idea? 	
	Background to the activity, comments and tips from the youth workers: <ul style="list-style-type: none"> • Source: Cornell, J. B. (2014). Sharing Nature®: Nature Awareness Activities for All Ages. Crystal Clarity Publishers, Nevada City • It makes the youth think about nature, get a little closer to it and through this to themselves 	

PING PONG BALL

	<p>Type of activity: icebreaker, warm up, self regulation activity</p>	
	<p>Expected outcomes:</p> <ul style="list-style-type: none"> • To raise the energy level of the group • It is a very fun game and with it you can demonstrate that making yourself a fool sometimes is okay if you are in a safe group 	
<p>Approximate DURATION:</p> <p>2 min</p>	<p>GROUP SIZE:</p> <p>3 and more</p>	<p>AGE LEVEL:</p> <p>7 and up</p>
	<p>Practical arrangements, location, resources, and materials needed:</p> <ul style="list-style-type: none"> • Indoor • Outdoor • Have some space to stand in a circle 	
	<p>Word of caution:</p> <ul style="list-style-type: none"> • Ensure the ground is safe if you are outdoors 	
	<p>DESCRIPTION OF THE ACTIVITY:</p> <p>The group stands in a circle. The leader, you, starts to jump around in the middle of the group singing out the next lines very loudly in an exaggerated way:</p> <p>“ I am a ping pong ball jumping around, jumping around. If I touch you, you jump. Jump, jump jump. “</p> <p>When you sing the “ If I touch you, you jump” part, you touch one of the participant’s shoulders, which means that they have to join you, sing, jump, and touch somebody’s shoulder. You go on until the whole group is jumping and shouting.</p>	
	<p>Background to the activity, comments, and tips from the youth workers:</p> <ul style="list-style-type: none"> • This game was taught during an experiential education training by Outward Bound Romania • It strengthens the feeling of belonging 	

FIVE FINGER GROUP CONTRACT

	<p>Type of activity: introductory activity, skills development: communication, trust-building, self-regulation</p>	
	<p>Expected outcomes:</p> <p>The expected outcome is to discuss the general attitudes in the group, and the way the group is going to work together. It also sets the ground rules of behaviour.</p> <p>The aim of this activity is to establish a framework for cooperation.</p> <p>Discussing general attitudes goes well after a small problem-solving activity, where participants can experience some tension in communication.</p>	
	<p>Specific objectives:</p> <ul style="list-style-type: none"> • The participants might not agree with all of the agreements. You can stop and ask what they need to accept them. • Also, they can add to the rules if everyone agrees, including the YW 	
<p>Approximate DURATION:</p> <p>10 min</p>	<p>GROUP SIZE:</p> <p>2 and more</p>	<p>AGE LEVEL:</p> <p>7 and up</p>
	<p>Practical arrangements, location, resources, and materials needed:</p> <ul style="list-style-type: none"> • outdoor or indoor activity • here we offer one option on how you can do this activity • you can also write it down on a flipchart and hang it out every time you have a meeting with the group • or you can use your hands as they are always with you • your hand(!) • optional: <ul style="list-style-type: none"> • flipchart • pens 	
	<p>Word of caution:</p> <p>You should create a peaceful environment where nobody can disturb you</p>	

DESCRIPTION OF THE ACTIVITY:

You can start by telling the participants that rules - or better, agreements - are needed in a group to be safe, that it can be a place where they can share their feelings and thoughts and it will be accepted. For this there needs to be rules, ones that everybody knows and tries to follow.

This is what you can tell them:

For the rules, we use our hands, because they are always with us. There are five fingers and each finger represents one principle.

Let's start with the pinky and try to guess what it means.

- The Pinky Finger. - Stands for: Safety, both physical and psychological.
- The Ring Finger. - Stands for: Engagement.
Once you accept to do something, commit to it. Also, if you wish to pass, it is okay, we believe in the principle challenge by choice. Just let the YW know and together you can figure out a way to make the activity work, find another role for you in which you feel safe and okay, or simply pass, you can say no.
- The Middle Finger. - Stands for: Respect.
It is important that whatever happens and whatever discussions or conflicts go on, we interact with each other in a respectful way.
- The Index (Pointer) Finger. - Stands for: Responsibility.
Activity: point your fingers at something. Then check out your hand and count how many fingers point towards the others and how many towards you. (Normally, 3 fingers point towards the person him or herself.) Whenever you are in an intense situation, think about your part and responsibility in it before pointing the finger at another person.
- The Thumb. - Stands for: Being Positive and fun.
The idea of this group is to spend time together in a fun way and everyone enjoys the activities.
- +1: The Palm: Confidentiality.
What happens in the group stays in the group. No telling of others' stories or information of any kind. We all need this place to be safe, and keeping these confidential is a must.

Should any of the rules be broken, you may stop the activity or what is going on at the moment, create a group discussion in a circle to talk about what happened, why that agreement was broken, and what the group members think they could do to fix that. It is important that this is a group discussion where everyone can share their ideas, thoughts, and impressions, and a group decision is the result of the discussion. Here we mean that there are situations when nobody wants to talk because it is uncomfortable, so you have to facilitate it, that it is important that everybody shares their opinion. Do not push them to talk but emphasize the importance of it.

Also, if the group agreement is broken, its consequence should be clear, e.g. if we are on a hike and the safety agreement is broken, the group stops and the hike is suspended until it is safe. to move on.

Background to the activity, comments and tips from the youth workers: this is the type of group contract we use in experiential education it is useful, because your hands are always with you and they symbolize the important things nicely.



SELF-REGULATION ACTIVITIES

FORMING AND STORMING STAGE







THE 5
SENSES
MINDFULNESS

BAT AND
MOTH






MOODMETER






THE 5 SENSES MINDFULNESS

	Type of activity: self-regulation activity	
	Expected outcomes: help the youth shift their focus to what's currently happening around them instead of what's making them feel anxious.	
Approximate DURATION: 5 min	GROUP SIZE: 1 and more	AGE LEVEL: 7 and up
	Practical arrangements, location, resources, and materials needed: Indoor or outdoor	
	DESCRIPTION OF THE ACTIVITY: <p>Ask the group to get comfortable, and breathe in and out long for a while. Then ask them to name:</p> <ul style="list-style-type: none"> · 5 things you see · 4 things you feel · 3 things you hear · 2 things you smell · 1 thing you taste 	
	Questions for debriefing <ul style="list-style-type: none"> · How do you feel now? 	
	Background to the activity, comments, and tips from the youth workers: <ul style="list-style-type: none"> · This is a very simple activity to calm down and get focused. 	

BAT AND MOTH






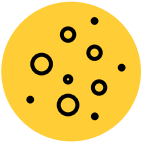




	Type of activity: team building, self-regulation activity	
	Expected outcomes: <ul style="list-style-type: none"> · the overall aim of the game is to get the group involved, the game builds on people's love of play, develops alertness, and overcomes passiveness · prepares for more sensitive activities afterwards 	
	Specific objectives: <ul style="list-style-type: none"> · be aware of how comfortable the members with are with being blindfolded · challenge by choice principle activates here 	
Approximate DURATION: 20 min	GROUP SIZE: 8 and more	AGE LEVEL: 5 and up
	Practical arrangements, location, resources, and materials needed: Indoor- bigger room; outdoor- bigger field	
	Word of caution: <ul style="list-style-type: none"> · Ensure the ground is suitable for running on · The bat can have a difficult time catching the moth, pay attention to the bat's emotional struggling 	

	<p>DESCRIPTION OF THE ACTIVITY:</p> <p>Arrange the youth in a circle of 15-20 meters and ask for 3-4 volunteer Moths. One of the adult leaders should take the role of the Bat first. To keep the game exciting for everyone, choose a bat who can move comfortably while blindfolded- they will need to be able to “fly” confidently inside the circle in order to track their prey.</p> <p>To play, have the moths and blindfolded bat stand inside the circle. The bat has to tag each moth, and can use his echolocation to detect them. To imitate sending out his natural sonar signals, the bat calls out, “Bat----Bat----Bat”. To every bat call, the moths must immediately respond, “Moth”. The moths can move about as long as they stay inside the circle. Gradually, the bat is able to close in on and tag one of the moths. The game is over once the bat catches all the moths.</p> <p>The other participants stand in a circle to keep the bat and the moths inside. If the bat is having a difficult time catching the moths- the game can be challenging for the bat- the leader signals each person in the circle to take a step inward to tighten the circle. If the bat continues to have difficulty, the circle may need to shrink again.</p> <p>The bat can also use his echolocation call more rapidly. “Bat...Bat...Bat..” for example, instead of “BatBat.....Bat”</p>
	<p>Questions for debriefing:</p> <ul style="list-style-type: none"> • What happened during the game to the participants, the group and you? • What feelings did you experience during the game? • What was the hardest and easiest part of it? • What conclusions can we draw from this experience?
	<p>Background to the activity, comments, and tips from the youth workers:</p> <p>The children in the circle usually become excited while observing the bat hunt the moths, and may need reminders to keep quiet, so that the bat can hear the voices and footsteps of the moths.</p> <p><i>Source: Cornell, J. B. (2014). Sharing Nature®: Nature Awareness Activities for All Ages. Crystal Clarity Publishers, Nevada City</i></p>

MOODMETER

	Type of activity: self-regulation		
	Expected outcomes: The activity helps the group to reflect on their feelings		
	Specific objectives: Deeper feelings can come up, and it can be also hard at the beginning. It is useful to use it also when they are in a calm mood.		
Approximate DURATION: 5-15 min		GROUP SIZE: 2 and more	AGE LEVEL: 5 and up
	Practical arrangements, location, resources, and materials needed: <ul style="list-style-type: none"> • outdoor or indoor activity • have the Moodmeter printed 		
	DESCRIPTION OF THE ACTIVITY: <ul style="list-style-type: none"> • Show or give the Mood Meter to the teens and simply ask them to show which state they are in • Then ask them What they need to get back to a calm state 		
	Background to the activity, comments and tips from the youth workers: <ul style="list-style-type: none"> • This activity can improve IM by the fact that they reflect on all the happenings, and feelings that happened to them 		

APPENDIX:

MOOD METER - Check Your Engine!				
EXPLODE!	 ENGINE BLOWN!	 EXPLOSION!	Furious! Flipping out!	I need quiet, space, safety, and...
STOP	 ENGINE SPEEDING	 WATER BOILING!	Mad Upset Scared Hurt	I need comfort and someone to listen, and...
CAUTION	 ENGINE REVVING	 WATER BUBBLING	Frustrated Irritated Nervous Confused Tired Sick, Blah Annoyed	I need connection, help, and...
GOOD	 ENGINE CALM	 SMOOTH SAILING	Calm Good Ready Happy Excited	I need fun, friendship, and...
CHILL	 ENGINE IDLE	 WATER CALM	Relaxed Quiet Sleepy	I need quiet, gentle touch, and...

TRUST BUILDING ACTIVITIES

STORMING AND NORMING STAGE







MEET A TREE

COMFORT
ZONE

1 PENCIL, 2
ARTISTS



MEET A TREE

	<p>Type of activity: trust building</p>	
	<p>Expected outcomes: To help youth tune in and engage in new ways, using different senses</p>	
<p>Approximate DURATION: 15-30 min, 15 m: 1 person per pair meets a tree, 30 m: both people meet a tree</p>	<p>GROUP SIZE: 2+(work in pairs)</p>	<p>AGE LEVEL: 8 and up</p>
	<p>Practical arrangements, location, resources, and materials needed:</p> <ul style="list-style-type: none"> • Outdoor area with trees and bushes that is safe to walk around blindfolded • Blindfolds 	
	<p>Word of caution:</p> <ul style="list-style-type: none"> • This activity is done using blindfolding. Make sure your group cohesion and trust within the group is high enough so that this activity is feasible. If someone is not comfortable wearing a blindfold, they can also choose to go ahead with closed eyes. • Safety: use obstacle items that are small enough and participants can step over without any injuries caused. 	
	<p>DESCRIPTION OF THE ACTIVITY:</p> <ol style="list-style-type: none"> 1. Create pairs and go outside in pairs. 2. In a forested area (a place with at least a few trees), the pair decide who will wear blindfolds and who will be the guide. 3. The guide gently spins the blindfolded person three times and then guides them to a nearby tree. Pick a tree that is not evident, nor impossible to find. 4. Upon meeting the tree, the blindfolded participant feels the texture of the tree's bark, sees how big the tree is by putting his arms around it, and explores the tree's branches and leaves. The guide can silently guide the player's hands to interesting places on and around the tree. The blindfolded person can use their senses (except sight) to get to know the tree. Encourage them to reach high, check out the base of the tree, and get a sense for how big around their tree is. 5. Once the blindfolded person thinks they truly know their tree, the sighted person guides them back to the starting point. 6. Remove the blindfold and see if the person can find their tree. 	
	<p>Background to the activity, comments and tips from the youth workers:</p> <p>Source: Cornell, J. B. (2014). Sharing Nature®: Nature Awareness Activities for All Ages. Crystal Clarity Publishers, Nevada City</p>	

COMFORT ZONE

	Type of activity: trust building, self-regulation activity	
	<p>Activity's general aims and objectives:</p> <p>Expected outcomes: To develop awareness of the different types and levels of challenge youth may face in their daily lives and how they can cope with those</p> <p>By the end of the session the youth will:</p> <ul style="list-style-type: none"> • be more aware of what the comfort zone, challenge zone and the panic zones are • identify their learning/challenge zone items and know what inspires them • create coping strategies for certain stressful situations in their lives 	
	<p>Connection with intrinsic motivation:</p> <p>Helps identify challenges in our lives that may also serve as opportunities to grow and inspiration.</p>	
<p>Approximate DURATION:</p> <p>30 min</p>	<p>GROUP SIZE:</p> <p>3+ participants</p>	<p>AGE LEVEL:</p> <p>11 and up</p>
	<p>Practical arrangements, location, resources, and materials needed:</p> <p>Any space large enough to place large circles or ropes and move between around them</p>	
	<p>Resources and materials needed:</p> <ul style="list-style-type: none"> • 3 ropes • List of activities that may be triggers (see examples in Appendix) 	
	<p>DESCRIPTION OF THE ACTIVITY:</p> <ol style="list-style-type: none"> 1. Spread the ropes on the ground, creating 3 circular zones. 2. Explain the concepts of comfort zone, learning or challenge zone and danger zones: <ol style="list-style-type: none"> a. The three zones are symbolized by the three circles on the ground. The one in the middle is called the comfort zone, our safe space. This is where daily routine activities take place, and where our stress levels are the lowest. The comfort zone is comfortable, we can relax here as we know everything about what we do. Sometimes we even get bored doing what we do here. For sure, there is no stress and no learning or development here either. 	

- b. The second circle represents the **challenge zone**, or in other words, the **learning zone**. In this zone, we are challenged to learn something new, something that can be scary and exciting at the same time. The level of challenge is important in this zone: it is something that we find stressful but is feasible and we are ready to face. We may experience this as feeling annoyed, angry, anxious, surprised, confused, defensive, or in some other way uncomfortable. These reactions are a natural part of the process of expanding our comfort zones, and are a part of the learning process. The challenge is to recognize when we are on a learning edge and then to stay there, and sit with the discomfort we are experiencing, to see what we can learn. Although it is not comfortable being here, we can reach success and learn in this zone. Once we practice one activity enough, that can move into the comfort zone and so our comfort zone becomes larger.
- c. The third zone is called the **danger zone**. In this zone, the level of challenge is so high, it is debilitating and we may freeze. There is a high chance for failure in this zone. The more time we spend here, the more failure and the comfort zone may also start to shrink. Again, there is no learning in this zone, no new information is processed either.



It is important that everyone has certain activities or situations that can be part of the comfort zone, learning zone or the danger zone as well. We need to learn what goes well and when doing this activity in a group, we can also learn from each other. No judging, only sharing experiences is the goal of this activity.

3. Read out the items from your list one by one, and everyone stands in one of the circles. (Sometimes they may step on the ropes aka the boundaries between the zones, which is absolutely fine.) Talk about each situation, why those feel like comfort, learning or danger to participants.
4. After a number of situations, you can ask the group if there is a situation they would like to ask the group about. (This is optional and is done when the group is highly engaged, involving the group like this can be inspirational.)
5. Debrief

Try to get the group to understand

- a. Where their own learning edges are,
- b. That everyone has different levels of comfort with concepts, topics, activities, etc.,
- c. That optimal learning happens when they are being challenged or challenging themselves.



	<p>Questions for debriefing:</p> <ul style="list-style-type: none">• What was your first reaction to the activity?• Which situation got you thinking the most?• What did you learn about yourself in this activity?• What did you notice about the group?• What can you turn from this activity into practice in your daily life? aka What 1 thing would you change?
	<p>Source of the activity:</p> <p>Source: socialjusticetoolbox.com</p>

Appendix

List of situations

1. Swimming
2. Arranging official, administrative tasks, e.g. bank, school
3. Giving a speech in an auditorium in front of 400 people
4. Planning a class trip
5. Finding time for everything you want to do
6. Managing money so that you have enough left by the end of the month
7. Telling a friend you're not buying season tickets because you can't afford them
8. Saying no
9. Having a difficult conversation with a friend about a conflict
10. Interacting with a police officer
11. The list can go on...

1 PENCIL, 2 ARTISTS

	Type of activity: trust building, cooperation activity	
	Expected outcomes: <ul style="list-style-type: none">• learning about the cooperation within a pair (without being aware of it)• learning about the power dynamics and non-verbal communication• developing teamwork and cooperation skills and leadership abilities	
Approximate DURATION: 5-10 min	GROUP SIZE: Min: 2 for pair	AGE LEVEL: 7 and up
	Practical arrangements, location, resources, and materials needed: <ul style="list-style-type: none">• Minimum 1 pair (children, teenagers, adults)• 1 pencil or pen and 1 sheet of paper per pair; 2 drawings per pair (for the facilitator to use).• Drawings are something really simple that you can draw quickly (e.g. a sketch of a flower, house, man, tree, etc: the way a child would do it)	
	Word of caution: Watch out for the sharp pens and pencils	
	DESCRIPTION OF THE ACTIVITY: <p>The activity is done in pairs. Divide the pairs into a person A and person B. Explain that you are going to show them a drawing. They need to recreate that drawing within 1 minute. While they do it, they mustn't talk with their partners and they also mustn't ask you any questions. They will have a sheet of paper and a pen that they will share in a pair. (Make sure they understand what you mean, that they are both holding the same pen with their hands and fingers together and are drawing on the same paper that they share). They will be a little bit confused at first but just ignore this and continue with your instructions. Tell person A to close their eyes while you show the drawing to person B. Repeat the same thing with the other part of the pair. When they have all seen the drawing you give them a signal to begin drawing and a signal to end it. When they finish, they can show everybody what they have done, you can post their work on the board or some other visible place.</p>	
	Questions for debriefing <ul style="list-style-type: none">• How did you find the solution?• How did you agree?• How did you feel that you could not talk during the game?• How did you know what to do if there were no words?• How did you communicate then? Are you able to sense nonverbal messages from your friends or colleagues?• Do you let go of the pressure, and let others lead in order to finish the shared task?• What does it mean to be a leader here?	

**Background to the activity, comments and tips from the youth workers:**

- This is a great introductory and fun activity to start a discussion
- It is important to show the pairs their work when they finish and explain to them that there are no right or wrong answers. Congratulate them on their artwork and explain it was not an easy task. The point of the game is to see if they are able to find a way to do their task. (It also tells you a lot about the dynamics between the pair). You will see very different solutions from them. Some will even tear the paper (it usually happens when there is a strong willed person that does not want to let go of the pen and even likes to dominate).
- This activity is usually really fun and we have noticed that all generations enjoy in partaking in this short game!
- The activity was taken from the Forum za slobodu odgoja, Mediation – basic course. (<https://fso.hr/medijacija/>)

SKILLS DEVELOPMENT THROUGH PROBLEM- SOLVING ACTIVITIES

PERFORMING STAGE

HOW CLOSE

CHOCOLATE
RIVER

FLIP THE
TARP

VISION
BOARD

HOLES IN THE
TARP

HIDDEN
NUMBERS

ONLY
THUMBS

PICTIONARY
AND
CHAREDES

INDEPENDENT
LEARNING

BEING AN
OUTSIDER

STRANDED
ON A
DESERTED
ISLAND

SAVE AN EGG

MINEFIELD

AIM

HOW CLOSE?

	Type of activity: trust building, problem-solving, awareness activity	
	Expected outcomes: <ul style="list-style-type: none"> • players are amazed how challenging it is to walk in a straight line • after the game participants are much more humble, observant • keen to learn orienteering skills 	
	Specific objectives: Blindfolded players use their senses of touch, hearing, and smell to discover environmental clues to help them safely navigate across an open field or meadow.	
Approximate DURATION: 30 min	GROUP SIZE: 3 and more	AGE LEVEL: 10 and up
	Practical arrangements, location, resources, and materials needed: <ul style="list-style-type: none"> • outdoor • big open meadow • bandana • blindfolds 	
	Word of caution: <ul style="list-style-type: none"> • The meadow should be safe (no holes, rocks) to walk through • Before the first group of players starts walking, ask the group, “What natural phenomena (wind, sun, slopes, bird call) might help you stay on a straight course?” • Tell players who have finished to remain quiet so they don’t influence the players still walking 	
	DESCRIPTION OF THE ACTIVITY: Find a large open meadow or field where it is safe to walk. If possible, look for a meadow with small hills or sloping ground, to add variety to the landscape. Have the players form teams of two. One player is the Guide. The other player is the Walker, who will be blindfolded. The players stand in a line, and the leader walks 67 steps away from them across the open meadow. When the leader is ready, he waves a flag or bandana at the group. All the Walkers look at the position of the leader. Then they close their eyes or put a blindfold over their eyes. The blindfolded players try to walk in a straight line toward and end up as close as possible to the leader. The Guide goes along to make sure the walker is safe. The Guide does not influence the Walker in any way unless they are about to walk into something hazardous. When the Walker is parallel to the leader, the guide taps the Walker’s shoulder to signal “stop”. As each walker approaches the leader, the leader holds his arms out to the sides to create an imaginary line, so that the Guide knows when the Walker has reached the destination line.	



Questions for debriefing:

- How did you communicate during the activity?
- Did you use nonverbal communication?
- What helped you to orientate yourself?
- What feelings did you have during the activity? Name 5.
- How can you use this experience in your everyday life?









Background to the activity, comments and tips from the youth workers: outdoor

- While walking outdoors kids and adults often pay little attention to their environment.
- Players of How close? experience in a dramatic way the importance of being aware of their surroundings.
- Participants learn to be especially attentive to the direction of the wind, the slope of the land, the location of the sun, microclimates, the calls of birds and other natural sounds

Source: Cornell, J. B. (2014). Sharing Nature®: Nature Awareness Activities for All Ages. Crystal Clarity Publishers, Nevada City

CHOCOLATE RIVER

	Type of activity: problem-solving, skills development: communication, cooperation		
	Expected outcomes: The expected outcome is that the group might experience stress, even failure and learn decision making, better communication, and how to rely on each other.		
	Specific objectives: The participants might get angry, even shout at each other- at this point, the YW has to stop the activity and discuss what happened.		
Approximate DURATION: 60 min	GROUP SIZE: 4-16	AGE LEVEL: 7 and up	
	Practical arrangements, location, resources, and materials needed: <ul style="list-style-type: none"> • outdoor or indoor activity • 6 “bricks”- cut out from paper, or polyfoam (rectangle shape, so that two feet can fit on it) • 1 magic brick which is different from the rest • obstacles marking the territory of the activity • blindfolds 		
	Word of caution: <ul style="list-style-type: none"> • you should create a peaceful environment that nobody can disturb • watch out for anger and rude attitudes to each other • you need to measure the distance between the two shores (small steps are enough and not too hard either) • you need to be very strict with the rules - even if the group fails 		
	DESCRIPTION OF THE ACTIVITY: You mark out the two sides of the river with ropes or obstacles. It depends on you and how hard you want to do the activity, and decide how many bricks you give to the team. Eg.: 10 members can get 9 bricks and one magic brick. You have to also measure the distance between the two riversides so that they can't get there too easily. The task is that the whole group has to cross the river. The rules: <ul style="list-style-type: none"> • only the bricks and the magic brick can be “in the river” • the bricks only can go forward. • only the magic brick can go back and forth • they can not throw the bricks. Only place them 		



- if somebody touches the river, then you have to take their brick, but the person continues playing, they just need to share another brick with somebody
- any brick placed into the river has to be connected to any part of a player's body (hand or foot normally) otherwise the river sweeps it away

You should be really strict with the rules here!

Variation:

- if you want to be very strict you can send the person back to the start if they touch the water
- if they lose their brick they can get it back if someone at the starting point loses their sight (you blindfold them) or they can restart the whole game-but in this case you should facilitate and discuss how the strategy worked and if they need to change it.



Questions for debriefing:







- What kind of strategy worked?
- How did you agree on the strategy?
- How is the group now? How do you feel?
- What was the biggest success for the group?
- If you could change one thing in the group's task solution, what would it be?
- Did you cheat during the task?



Background to the activity, comments and tips from the youth workers:

- if the group works hard and achieves the goal it really gives a lot to feel part of the group, group cohesion strengthens
- it is totally okay, indeed a must, to let the group fail during the task

FLIP THE TARP

	Type of activity: problem-solving, skills development: communication, cooperation	
	Expected outcomes: <ul style="list-style-type: none"> • the kids start to pay attention to each other • the group will need a leader type of person who conducts the task • they will start to communicate to each other 	
	Specific objectives: <ul style="list-style-type: none"> • be more motivated by success • solving the problem fills the participants with pride 	
Approximate DURATION: 30 min	GROUP SIZE: 3 and more	AGE LEVEL: 7 and up
	Practical arrangements, location, resources, and materials needed: <ul style="list-style-type: none"> • indoor or outdoor • bigger place for the tarp • a big tarp, blanket or bedsheet 	
	Word of caution: <ul style="list-style-type: none"> • The members will be close to each other in this activity, consider if the group is ready or comfortable with it • For certain groups, the Flip the tarp is a great activity to discuss physical body boundaries and respect personal space. 	
	DESCRIPTION OF THE ACTIVITY: <ul style="list-style-type: none"> • Ask the group to stand on the tarp. The task is to flip the tarp without getting off it or touching the ground. Furthermore, each group member must touch the tarp at all times. You can set a time limit, or have the group announce in advance how quickly they think they can complete the task. Of course, we can do the task without a time limit. <p>Variations:</p> <ul style="list-style-type: none"> • When the group succeeds in solving the task, they can try with a smaller tarp. That means you can fold the tarp in half. 	
	Questions for debriefing: <ul style="list-style-type: none"> • How did you communicate during the activity? • Did you use nonverbal communication? • How active was the group? • In what ways did group members work together? • Did you listen to every idea? • What did you do with the physical proximity of others? 	



Background to the activity, comments and tips from the youth workers: outdoor

- This activity is useful because it forces the group to start to cooperate
- It is also good to see who takes the lead and then you can give that person feedback about it
- If you are very enthusiastic and supportive about the fact that they can do it, it helps to raise their activity level too.

VISION BOARD

	<p>Type of activity: problem-solving, skills development: goal setting, IM, resilience</p>	
	<p>Expected outcomes:</p> <p>We use a vision board to visualise our goals, purposes and future. This activity can be used to identify life goals or short term objectives as well. This vision board can serve as a reminder of what keeps us going, and may include our vision and resources as well.</p> <p>By the end of the activity, youth will have:</p> <ul style="list-style-type: none"> · identified purposes in their lives · created a visual collage to remind them · specified their resources that aid them when obstacles may arise 	
	<p>Connection with intrinsic motivation:</p> <ul style="list-style-type: none"> · Contributes to intrinsic motivation via visualisation and a creative process · Helps goal setting and resilience building, which are vital factors of intrinsic motivation 	
<p>Approximate DURATION:</p> <p>1 hour</p>	<p>GROUP SIZE:</p> <p>1-12 participants (it is done individually)</p>	<p>AGE LEVEL:</p> <p>11 and up</p>
	<p>Practical arrangements, location, resources, and materials needed:</p> <p>Any large space where a flipchart paper and lots of photos, pictures, etc. can be placed comfortably</p>	
	<p>Resources and materials needed:</p> <ul style="list-style-type: none"> · Flipchart paper or mini poster boards · Old magazines or cut out words/ images · Glue sticks and scissors · Markers/pencils/paintbrushes & paint · Nature based symbols and metaphors 	

DESCRIPTION OF THE ACTIVITY:

This activity is ideally done in a natural setting. If that setting is not available, you may change the location of Step 1 to a space that provides safety, helps relaxation and focusing, and is available in your work.

1. Invite participants to take some time to relax, let go of the day's errands and focus. Take a short walk in nature where they can connect and focus. (10 minutes)
2. Ask them to think of what brings them joy in their lives. (15 minutes)
Added to this, they should think of what their life purpose is. There are some further questions that can guide them in the process:
 - a. What are you proud of?
 - b. What makes you happy in a sad moment?
 - c. What dreams do you have for the future?
 - d. What are you passionate about?
 - e. What drives you forward?
3. Spread the magazine cut-outs on a mat, the ground or the floor.
4. Once the lists are written down, allow some individual time where participants can
 - a. explore the magazine cut-outs
 - b. gather nature items that catch their attention and symbolise something on their list (please be mindful of what you collect and how you collect it – without doing any harm, respecting nature!)
5. Participants glue the chosen images, words and collected nature items and words on the flip chart or a poster board, paint/draw and create their personal collage of motivation and purpose. They can keep this in a central place as a reminder of what inspires them. (You can explain that looking at the vision board and reminding ourselves of our purpose can also be one way of dealing with stress.)
6. Participants introduce their boards in the group



Questions for debriefing:

- What was one thing you learned in this activity?
- How easy or difficult was it to find the elements of the collage?
- What topic or topics dominate in your vision board? How, in what way is this important in your life?
- When do you think this vision board can be useful to look at in your daily life[KC1] ?



HOLES IN THE TARP

	<p>Type of activity: problem-solving, skills development: communication, cooperation</p>	
	<p>Expected outcomes:</p> <ul style="list-style-type: none"> the youth start to pay attention and be very focused at the beginning there might be a lot of energy to start the game then if they do not succeed easily there might be a fall of motivation where maybe you stop and have a discussion about the strategy, what the needs of the group and individuals are then if they continue and succeed, it increases the knowledge and mindset that persistence and hard work will pay off 	
	<p>Specific objectives:</p> <ul style="list-style-type: none"> be more motivated by success solving the problem fills the participants with pride their attitude towards a problem can change, as they see that the goal can be reached with planning, growth mindset and perseverance 	
<p>Approximate DURATION:</p> <p>30-60 min</p>	<p>GROUP SIZE:</p> <p>4-8</p>	<p>AGE LEVEL:</p> <p>12 and up</p>
	<p>Practical arrangements, location, resources, and materials needed:</p> <ul style="list-style-type: none"> indoor or outdoor bigger place for the tarp 2x3 meters tarp with the holes and number (you prepare it before the activity) ball which is smaller than the holes in the tarp 	
	<p>Word of caution:</p> <ul style="list-style-type: none"> this is a complicated and difficult task, so it is important that you only do it with a well-functioning, regulated group tension might appear- you might need to stop and discuss what happened and what the needs of the participants and the group are. 	
	<p>DESCRIPTION OF THE ACTIVITY:</p> <ul style="list-style-type: none"> You give the group the tarp with the holes and the ball. The task is to guide the ball from 1 to 10 so that the ball doesn't fall through the hole. If it does, they have to start again, from number 1. You can give them a time limit for the task, and before it, time to discuss the strategy. During the strategy making they can either use the tarp to get a bit of experience or not. It depends on how challenging you want the game to be Also you can determine whether or not they can talk during the task 	



Questions for debriefing:

- How did you communicate during the activity?
- Did you use nonverbal communication?
- How active was the group?
- In what ways did group members work together?
- Did you listen to every idea?
- When was the most difficult point for you in the task?
- What helped you gain back motivation?
- How does it related to your everyday life?



Background to the activity, comments and tips from the youth workers:

- This is a complicated and hard task, but it is very good to see how the youth get involved and they normally do not want to stop till they succeed
- If you are very enthusiastic and supportive about the fact that they can do it, it helps raise their activity level too.

HIDDEN NUMBERS

	<p>Type of activity: problem-solving, skills development: cooperation</p>		
	<p>Expected outcomes:</p> <ul style="list-style-type: none"> · developing problemsolving abilities · seeing solutions to our problems that we might not possibly see · this game can serve as an unusual warmingup activity to begin a discussion on various topics: problem solving techniques, goal setting, stress, growth mindset 		
<p>Approximate DURATION:</p> <p>5-10 min</p>	<p>GROUP SIZE:</p> <p>5 and up</p>	<p>AGE LEVEL:</p> <p>12 and up</p>	
	<p>Practical arrangements, location, resources, and materials needed:</p> <ul style="list-style-type: none"> · Outdoor or indoor activity · A shoelace/5 pens or pencils 		
	<p>DESCRIPTION OF THE ACTIVITY:</p> <p>Participants must solve the puzzle by discovering the hidden numbers.</p> <ol style="list-style-type: none"> 1. Begin by kneeling down on the ground with the group in a semi-circle facing you. Announce to the group that you are about to show them a number between zero and 10. Then place one shoestring on the ground in any shape at all. 2. You should use some theatrics here by acting like you are trying to make a particular shape (in reality the shape makes no difference to what you're really doing but the group begins to think it does). 3. After you've arranged the shoestring on the ground, place your hands on your thighs with a certain number of fingers showing, then ask "What number is this?" The group will look at the shape you've created with the shoestring and make a guess. Ask for a couple of answers, then tell them the answer. <p>Rules</p> <p>There are no real rules for this game. The setup is the important thing (see above).</p> <p>VARIATIONS: instead of using a string for this activity you can use four or five pens to "distract" the group. The idea is the same, simply move the pens in some kind of geometric way, acting as if the pen moving is the source of the information.</p>		



Questions for debriefing:

- Did you manage to get to a common ground?
- What was the flow of the whole process?
- What kind of feelings did you experience?
- What is it that distracts you as a team?
- What will cause you to gain clarity?
- What will change when you gain clarity?
- Are there any problems you're faced with right now that have an easy solution that you're not allowing yourself to see?



Background to the activity, comments and tips from the youth workers:







This activity requires good debriefing and a discussion to understand it properly




Emphasise this:

Oftentimes in life the solution to a problem is right in front of us but we don't see it because we allow ourselves to become distracted by some irrelevant information. In this case, the shoestring acts as a distraction. It is a symbol. People tend to focus so intently on the string that they block out all other useful information. Some people will even argue that you were not showing the numbers with your fingers the entire time (when you really were).

Source: This activity has been taken from teamwork coach Tom Heck (www.tomheck.com) and his "Team Building Games on a Shoestring" (www.IATFconnect.com).

ONLY THUMBS

	Type of activity: skills development: problem-solving, communication, cooperation	
	Expected outcomes: They start to cooperate and communicate their needs	
	Specific objectives: Most couples recognize that success lies in cooperation, using their thumbs together to thread just as they do to build.	
Approximate DURATION: 45 min	GROUP SIZE: 4 and more	AGE LEVEL: 7 and up
	Practical arrangements, location, resources, and materials needed: <ul style="list-style-type: none">• indoor or outdoor• wooden cubes- 20 or more, can be Jenga blocks too• 2 ropes or anything else to mark the starting and the end point	
	Word of caution: This is a complicated and difficult task, so it is important that you only do it with a well-functioning, regulated group	
	DESCRIPTION OF THE ACTIVITY: <ul style="list-style-type: none">• Mark a starting line and add another line about 15 metres away to mark the construction area.• Divide the group into pairs. Here you have two options, you let them freely choose a partner, or you assign them, in which you can influence the development of the pairs• The cubes are at the starting point.• The task is to get the cubes to the construction area without dropping them.• After all the cubes have been moved, you can start building the highest possible tower.• They have 10 minutes to do the task• The real challenge is that they can only use their thumbs during the task.• Some rules<ul style="list-style-type: none">• the cube cannot be pinched between the thumb and the palm• if the cube falls between the starting line and the construction area, it must be returned to the starting place, or it is lost and remains there. Depending on how difficult you want to make the challenge and what phase the group is in. <p>Variation:</p> <ul style="list-style-type: none">• you stick personal values on the cubes and the group has to choose an exact number (less than all of the values) that is important to them:<ul style="list-style-type: none">• in life• in their future• in school• making friends• after they chose the values the task is the same	





	<p>Appendix: list of values</p>
	<p>Questions for debriefing:</p> <ul style="list-style-type: none"> · How did you feel before you found the solution? · Do you ever face the problem of feeling like “you only have one thumb”? When? · What happens when you find someone else who has the other thumb you need? · Did you compete with other couples? · Did you cheat?
	<p>Background to the activity, comments, and tips from the youth workers:</p> <p>This activity can be fun and touching at the same time, as you watch as they begin to cooperate.</p>

Appendix

Values:

courage, hope, trust, self-confidence, perseverance, perseverance, sense of purpose, enjoying things, fighting for goals, justice, compassion; getting to know myself better, understanding others, seeing connections, supporting others, accepting help, planning the future, seeking help, humor, balance, creativity, belonging to a community, respect for others, honesty, following the rules

PICTIONARY AND CHARADES

	<p>Type of activity: skills development activity: problem-solving, communication and cooperation</p>		
	<p>Expected outcomes: Learning new concepts in a fun way, introducing, practicing or revising vocabulary, communication skills in a foreign language or a mother tongue, teamwork and cooperation, energizer, icebreaker – introducing new concepts.</p>		
<p>Approximate DURATION: 5 min - 1 hour</p>	<p>GROUP SIZE: 3-30</p>	<p>AGE LEVEL: 5 and up</p>	
	<p>Practical arrangements, location, resources, and materials needed:</p> <ul style="list-style-type: none"> • several pieces of paper pen/Post Its • white board and markers / black board with a chalk / big A4 paper 		
	<p>DESCRIPTION OF THE ACTIVITY:</p> <p>PICTIONARY</p> <p>Version A) Divide players into two teams. Write down words you want to include in the game (phrases, movie titles, animals) including anything connected to the concepts you want to explore on Post-its/ pieces of paper.</p> <p>Players of each team take turns and they act as artists who must draw a picture to help their teammates guess the word.. They must do it without speaking or using letters and symbols.</p> <p>If you want to add more of the game like elements - teams earn points by guessing correctly. In this case you keep a leader board. You can also set up a time limit for each turn and have a timer (one person who does not want to participate in the teamwork can be the timer and a judge – making sure there is no cheating). The point is to keep it short, so the game moves along.</p> <p>VARIATION B) Make it more gamified. There are 2 teams and 2 boards to write on them. Begin with 2 volunteers who come from different teams and they are told 1 word or phrase. Their task is to draw the concept given to them on their board while their team members try to guess, all at the same time. Each group guesses their representative's drawing. When one of the team guesses (manages to find out a solution), another person from the team draws the next phrase. You can also keep a scoreboard of the team's results.</p> <p>Alternatively - you can also give the representatives a choice – they can either mime the concept or draw it.</p> <p>CHARADES</p> <p>There are words or phrases written on a slip of paper and they need to be acted out by the person holding the card. First you need to write phrases you want to cover onto paper slips (fold them and place them in a container or simply write them down on the little cards).</p>		

VERSION:

- A. **TEAMS COMPETITION:** Divide players into teams – if you want to do a competitive version of this game; they stand in opposite sides of the same room and you set a time limit for each team. (In some cases, there might be a few really good players on one team, making things imbalanced. Reshuffle teams to make things more fair.) (Keep score on the leaderboard)
- B. **PAIRS COMPETITION:** Divide players into pairs – you give each pair a set of cards or slips of paper (same number of slips) and they take turns. Each member or pair explains half of the cards to the partner. You can give them some time limit to do it. And when the time is up they tell you their score. (Keep score on the leaderboard)
- C. **INDIVIDUAL COMPETITION or NO COMPETITION.** Don't divide players and each player acts out a word or phrase and anyone can answer. The person who gets it right first is usually the next to act things out. You are not keeping any score in this case. (Words can be chosen on their own, although this can be risky)

BOTH GAMES

SUGGESTED PHRASES:



Start with some basic words for warming up, best to start with concrete nouns, e.g. toothpaste, car, tree, etc. Move on to abstract concepts, e.g. sadness, happiness, love. Words you will use could be anything, but it is best if it is connected with the concepts or quotations, for example you covered with them in the previous sessions or will cover them in the session that follows this activity (Resilience, Self-confidence, To boldly go where no man has gone before (phrase), The only limits we have are those we believe to be true, If your heart is broken make art with pieces. etc. etc.)

Debriefing:



- What was easier, finding out the solution or explaining it?
- What kind of feelings did you experience?
- Do you agree with the following statements? Why?
- What do they mean to you?






Background to the activity, comments and tips from the youth workers:






- This activity is suitable and fun for all ages (children, teens and adults) and it is up to you to decide on the version to use with your group
- If you are unsure what version to use – the most simplest version – only the volunteers will explain the concepts to the others, and there is no score
- This game requires little preparation (just you writing down the concepts you will cover with them), some imagination, and is great for a laugh.

You decide on the amount of gamification; e.g. keeping a scoreboard could be motivating or it can encourage a competitive atmosphere and discourage some participants from participating - it is important to notice how they react and explain the point is to have fun.

INDEPENDENT LEARNING

	<p>Type of activity: skills development: problem-solving, communication; growth mindset development</p>	
	<p>Expected outcomes: To help youth develop motivation for learning By the end of the session the youth should:</p> <ul style="list-style-type: none"> • realise that learning is a skill as any other, a skill that can be learnt and improved • become aware of their internal locus of control • become aware that learning skills are connected to the growth mindset • learn how to set realistic goals 	
<p>Approximate DURATION: Cca 1 hour</p>	<p>GROUP SIZE: 2-20 participants</p>	<p>AGE LEVEL: 10 and up</p>
	<p>Practical arrangements, location, resources, and materials needed:</p> <ul style="list-style-type: none"> • Any space with a desk or any kind of flat surface • Handouts – cut out Appendices with the pencils and pens 	
	<p>Appendices:</p> <ul style="list-style-type: none"> • Appendix 1 – “Independent learning – Tips for students” • Appendix 2 – “My personal learning contract” 	
	<p>DESCRIPTION OF THE ACTIVITY:</p> <ol style="list-style-type: none"> 1. Intro – personal stories: start the session with personal anecdotes and stories from life (experiences in high school or university, some things we struggled with). Tell stories of failures and mistakes, and how we learnt from them. Share the realisations you have from those mistakes. Talk about the importance of mistakes – how it is good not to be afraid of mistakes because then you will be able to see them, and they will be your teachers. 2. Start a discussion about school and school subjects they have difficulty with and the improvement they want to see. 3. Start a discussion about the learning strategies they have: put down the title on the blackboard (if you have it), and brainstorm together what the possible effective learning strategies are: e.g learning in a group of peers, relying on your learning style – your strengths, etc. <p>Give them a hand-out “Independent learning – Tips for students” where you explain each statement first, make sure they understand them and give them some time to solve it on their own – they estimate how they use this strategy, and they have 3 options to choose.</p>	






	<p>After the discussion on the learning strategies give them the hand-out: “My personal learning contract”</p> <p>- explain that they can use the strategies from the first hand-out in order to get better in the area they want to see improvement. By writing down this contract they are ensuring they will use the new habits.</p> <p>Remind them that it is essential they feel proud of their progress in school and this learning contract is there to help them out with this. They always need to know that they want to see the progress within themselves and that they mustn't compare themselves with others.</p> <p>4. Growth Mindset connection – go back to GM and recap what it is (*see chapter Growth mindset)</p> <p>Talk again why it is important to have the correct mindset in learning and studying. Is it possible to have a strategy if we believe we are failures that will never improve? Are we going to have the will to start learning in the first place if we believe it is not possible for us to learn new things?</p>
	<p>Questions for debriefing:</p> <ul style="list-style-type: none"> · What do you take with you from this activity? · Did you learn anything new?
	<p>Background to the activity, comments, and tips from the youth workers:</p> <p>The hand-outs for this activity have been taken from the seminar for the teachers. The credit for the Tips for the Students goes to Ivić, Pavličević: How to Be Your Own Teacher, few lines have been added to this tips by authors of the guidebook.</p> <p>It is good to use this activity as a starting point for a discussion on learning strategies and methods because quite often youth do not have a strategy nor are they aware that it is a strategy, so they don't use it as much as they should.</p> <p>Learning contracts are something that solidify their promise to their own selves and something they usually like writing down.</p> <p>Go back to the SMART goals and the chapter connected to goal setting to explain them to the youth, if necessary.</p>

Appendix 1:

Independent learning – Tips for students (Ivić, Pavličević: How to Be Your Own Teacher)

	I am good at it	I am average	I have to improve
Know how you learn and find what works for you			
Set realistic goals			
Cut wasted time and be organised and dedicated			
Find and collect information			
Carry out investigations or projects			
Explain the subject to yourself			
Try to solve real problems and link your studying to the real world			
Make decisions about what to study and when			
Complete homework, extension work or coursework assignments			
Learn at your own pace using ICT			
Communicate effectively using different media			
Find a peer group			
Focus on learning, not grades and don't cram			
Review in the morning what you learnt the previous day			
Take your youth worker as a facilitator, mentor, coach and guide			
Practice questions as you study and ask yourself WHY			
Practice testing and recreate exam conditions			
Always believe you can improve your skills			
Always believe your intelligence or a "gift" for this subject is not set in stone			

BEING AN OUTSIDER

	Type of activity: skills development activity: communication and cooperation; awareness		
Approximate DURATION:	GROUP SIZE:	AGE LEVEL:	
45 min	5-9 participants per group	13 and up	
	Connection with intrinsic motivation:		
By becoming more aware of their own feelings and behaviour they should be able to reflect more on the sources of motivation within themselves.			
	Expected outcomes:		
Develop understanding of relationships, pressure of the group, roles we all take and the power of meaningful relationships			
By the end of the session the youth should:			
<ul style="list-style-type: none"> • understand better what peer pressure is and the influence it has on our personal decisions • feel what it is like to be rejected by the group or be isolated • better understand what it is like to be a bully and be bullied • become more aware of the impact and power of their own words – either words that can motivate or demotivate 			
	Practical arrangements; Resources and materials needed:		
This activity can be done indoors or outdoors (count on some noise so be prepared to work somewhere where noise is tolerable)			
<ul style="list-style-type: none"> • 1 hand-out and a pen is needed 			
For the neutralising activity:			
<ul style="list-style-type: none"> • Ball of wool • Dutch tape and 10-15 pieces of paper • Lyrics and the song played somewhere 			
	Word of caution, safety measures:		
This activity can be uncomfortable since the participants will feel the need to act a certain way but will be forced to behave according to rules of the game (They will often want to accept the outsiders, etc. or they will not feel good while in the role of outsiders) – so keep that in mind that you might stir up negative emotions.			
It is strongly recommended to prepare an activity that will neutralise these negative emotions of rejection, unworthiness etc. (Described below).			
This activity can also be very chaotic and loud – you need to know what your group is like before doing it. If they are loud, uncontrollable etc. set them in smaller groups so that they can do their task and in this case also make sure you work in some environment where you will not disturb anybody.			

DESCRIPTION OF THE ACTIVITY:

Start somewhere where you are allowed to make noise. Explain to them that they will need to pretend and act out in this game – as if they are actors, and they will act out 3 different roles. Divide the participants into a group (role 1), an outsider (2) and the observer (3). The observer (1) will be the only one always remaining in this role while (1) and (2) will change their roles.

1. Participants consist of a group – they pretend that they are a group of popular kids at school. They need to stand in a circle, and this circle will represent their group. They need to lock their elbows firmly. They are popular and cool and are always together. They also don't want to accept anybody new into their gang, i.e. let anybody inside their circle. When the new kid (2 - outsider) arrives they need to reject them in whatever way possible and make it authentic, as in real life.
2. 1 kid is going to be an outsider, and they imagine that they are the new student at school and they want to be accepted into this peer group but they will not accept them. The outsider needs to try as much as they can to be accepted, i.e. to get inside the group circle. (The only limit is not to be physically violent and aggressive)
3. 1 kid is going to be an observer. They will be constantly in this role – staying next to the group, noting down what the group and outsider say and do throughout the activity. They simply observe the behaviour of 1 and 2 and note down their exact words and actions on the sheet of paper you give to them (see Appendix)

Playing the game cca (15 -20 min) – give them a few minutes with the first outsider. Monitor and observe how they behave. Observers might tickle, use tears, try to persuade or simply jump inside the circle. There are many tactics that people try out – do not suggest any ways, they need to figure it out themselves.

After a few minutes, signal the end of this round and tell them that they will change roles. 1 kid from the group will change places with the outsider now. All of them need to try out both of these roles.

You also need to give them enough time when they are in a role. It cannot be rushed. They need to feel what it is like to be in both roles.

When they have all done their roles, the game is finished.

Debriefing and discussion

1) They go back to their seats and you start asking them how they felt. One by one they will give you their responses. Make sure you do the debriefing slowly and carefully.

Ask them how they felt in both roles? Which role was more difficult? Why?

They will give different responses. Try to connect this with their behavior in everyday life. Are they sometimes in these roles – outside and inside? Are they aware of their behaviour?

2) Ask the observer to read out the written notes. The observer is an important element in this game because they represent a mirror – quite often kids are not aware of the mean things they say to each other and afterwards don't admit they said them. That is why there is an objective role here.

How did it make you feel to be in a position to just observe and not do anything?

3) Further questions for discussion during debriefing:

Ask them why they did not accept the outsider? common responses: It was because of the rules of the game. Because I said so.

What would have happened if they broke this rule? Are there some rules in their society - does their group of friends put boundaries on who to accept and whom not to? What behavior is good? Do they know about peer pressure?

See where the discussion goes and start a discussion on the quality of friendships and meaningful relationships, peer pressure or bullying.

Is it stressful to be in these situations? How do they cope with them?

Neutralizing activity (10 min)

Make sure you prepare some activity that will infuse them with positivity and will lift their spirits after this activity. It can be something as simple as these here, choosing one from the listed activities is enough:

a) Take a ball of wool and take a string in your hand, toss the ball and hold the string in your hand while you say something nice about the person you toss it to. This person catches the ball and does the same thing to another person.

Do this several times until everybody has received at least 3-4 compliments from at least 2 different individuals. Estimate when the group has shifted to a different (more positive) mood.

You will end up with the pattern of a web in the end. This shows how we are all connected.

Ask them to be sure that they feel good now.

b) If you are not sure or they don't want to do the previous activity – do a variation of this activity where they are faced away from each other. You paste a piece of paper on each of their backs (use Dutch tape). Play some nice music and tell them to walk around or dance. When the music stops they need to sit down in pairs. Each pair turns around and they need to write something nice about their partner, on the paper on their partner's back. Turn the music on again and when it stops, shuffle and sit in another pair.

Afterwards, everybody takes their paper and sees what others have written down.

c) Play some positive music with the lyrics printed out and presented in the hand-outs. Omit several words just to make it not so boring and too easy for them so they have to fill in the missing words. They can also practice English a little bit while doing so.

We suggest something like: Lift me up, by Moby.

Background to the activity, comments and tips from the youth workers:

This activity will always be different, depending on the group you do it with. It is never boring for sure. It is always dynamic, interactive and could even be exhausting.

Make sure you give participants enough time to think about their feelings and actions, to comment on everything and have a discussion on friendships.

Also make sure to give them time to recharge afterwards and do some light activity.





Source: Pestalozzi Summer School – Pedagogy Makes a Difference, 2015, Bad Wildbad, Germany (The Council of Europe Pestalozzi Programme) <https://www.coe.int/en/web/pestalozzi>




APPENDIX 1

Hand-out for the Observer






GROUP		OUTSIDER	
Actions	Words	Actions	Words

STRANDED ON A DESERTED ISLAND

	Type of activity: problem-solving, skills and competences development, ice-breaker		
Approximate DURATION:	GROUP SIZE:	AGE LEVEL:	
30 min	4 and up	12 and up	
	<p>Expected outcomes:</p> <ul style="list-style-type: none"> • learning about each other values and problem solving styles • promoting teamwork • fostering decision-making skills • starting a discussion on: growth mindset, resilience, goal-setting and decision making, positive relationships, character strengths and characteristics of a person who you can depend upon 		
	<p>Practical arrangements; Resources and materials needed:</p> <ul style="list-style-type: none"> • 15 pieces of paper with the following objects written down: Matches, a Transistor radio, blankets, 6 bottles of water, a crate of beer, a gun with 20 bullets, an axe, compass, a bag with 35 magazines, sewing kit, a bag with 4 big blankets, a first aid kit, a flashlight, an inflatable lifeboat for 4 persons, etc. • A board and a marker for you to write on it – if possible • it can be done outdoors as well 		
	<p>DESCRIPTION OF THE ACTIVITY:</p> <p>The group of youngsters has to imagine that they are passengers on an aeroplane (characters in a story). Their plane has crashed on an uninhabited island and the aeroplane is going to explode within 10 minutes. There are 15 objects in the aeroplane and only 3 objects (names of the objects are written down on the sheets of paper and put down in the middle of the circle) can be taken out.</p> <p>VERSION A): Within 10 mins the team has to unanimously decide which 3 objects to take out of the aeroplane. If they don't make a unanimous decision, the aeroplane will explode and they will have nothing at all. (VERSION A promotes teamwork)</p> <p>VERSION B): Within 15 mins each of them needs to think about what 3 objects would be best to be taken out of the airplane.</p> <p>Afterwards they elaborate why they decided as a team on the specific 3 items or as individuals. (You can write their choices on the board and they explain it).</p> <p>VERSION C) You can also do it with people - They need to imagine they are stranded on a deserted island and they will spend several months with 3 people (these people don't need to come from the group of teens). They need to decide what the qualities of a person are that will be stranded on a deserted island with them.</p>		

	<p>VERSION D) The simplest version of this game - without any pre written suggestions for them: You are on a deserted island. There is enough food to eat and water to drink.</p> <ol style="list-style-type: none"> 1. What 5 things do you want to have with you? Explain why you chose each thing. 2. What skills or abilities do you have now that would help you in this situation? <p>This imaginative activity is a starting point on the debate and discussion about their qualities and their strengths.</p>
	<p>Questions for debriefing</p> <ul style="list-style-type: none"> • What are your choices? Why? • What makes a resilient person and a person you want to have your back? • Can we apply the same choice in everyday life? If not – why?
	<p>Background to the activity, comments and tips from the youth workers:</p> <p>This activity can be used as an introductory and ice-breaking activity or it can be used as an entire session if you decide to.</p> <p>You can change the items written on the pieces of paper, especially if you are working with younger teens.</p> <p>There are no clearly right or wrong answers here - this is the point of the game. The goal is they decide on what they think is best.</p> <p>You can expand the story if you like.</p> <p>With this problem-solving activity they need to practice their teamwork ability, critical thinking, decision-making and goal-setting. It depends on how you play this activity and where you want to go with it. The point is that they need to make a choice. They are forced to weigh the cons and pros of each item, make a choice and cannot be indecisive. Sometimes there can be many different good choices (and we will all make different ones because we are different), but sometimes we need to make a choice in life even though you don't know what will work for sure. Try to use logic and elaborate on your choice.</p> <p>Taken from You tube, channel - unknown.</p>

SAVE AN EGG

	<p>Type of activity: skills development activity: communication and cooperation, problem-solving, icebreaker</p>		
	<p>Expected outcomes:</p> <ul style="list-style-type: none"> · developing cooperation and teamwork skills and problem-solving abilities · using creativity to find solutions · developing persistence - not giving up when faced with obstacles 		
<p>Approximate DURATION:</p> <p>20-30 min</p>	<p>GROUP SIZE:</p> <p>3-7</p>	<p>AGE LEVEL:</p> <p>8 and up</p>	
	<p>Practical arrangements, location, resources, and materials needed:</p> <p>3 large pages of newspaper, masking tape, a few straws – plain ones for juice or cocktails, 3 plastic cups, 3 balloons, 1 paper plate and a few toothpicks.</p>		
	<p>Word of caution:</p> <p>Give the group an opportunity to redo this activity. Originally the activity should end with - If the egg breaks, the group fails. If the egg bounces off and breaks somewhere else, the group fails again. They succeed only if the egg has landed safely in the structure. But – you need to be careful and always give them a chance to rethink their strategy and start again (they might get discouraged if not).</p>		
	<p>DESCRIPTION OF THE ACTIVITY:</p> <p>Participants work in groups. They need to create a structure from the material you provide them with. This structure they create should be able to stand by itself.</p> <p>Task for you: prepare and cut at least one big plastic garbage bag and spread it on the floor and stick it down with masking tape to protect the carpet in case of the egg breaking.</p> <p>The structure they make should prevent the egg from cracking. When the structure is finished they will test it by extending their arm and dropping an egg from their hand, from their eye level.</p> <p>They have 10 min for discussion on ideas in a team and 15 min for creating the structure.</p>		
	<p>Questions for debriefing:</p> <ul style="list-style-type: none"> · What kind of strategy worked? How did you agree on the strategy? · How is the group now? How do you feel? · What was the biggest success for the group? · If you could change one thing in the group's task solution, what would it be? 		



Background to the activity, comments and tips from the youth workers:

- Use these materials or something else that will enable them to create a structure, if you are outdoors you can only use natural materials – and draw parallels on the solutions from nature and the man made world.
- Don't use too much or too little material, make sure it's not too easy nor too difficult for them.
- All the groups should have the same time to start and finish – for you to be able to control the situation.
- People must first discuss for 10 minutes without putting the materials together (to make a strategy how they will build it).

MINEFIELD

	Type of activity: group cohesion activity, skills development: cooperation	
Approximate DURATION: (30 min-1.5 hour) 30 min: simple version 1 hr: complex version, no switching pairs 1.5 hr: complex version, switching pairs	GROUP SIZE: 2+ participants	AGE LEVEL: 10 and up
	Expected outcomes: To help youth discover their goals and develop intrinsic motivation in a group setting.	
	Specific objectives: <ul style="list-style-type: none"> · to discover objectives and set realistic goals · to analyse the path towards goal, including obstacles and resources <ul style="list-style-type: none"> · to learn about the importance of planning and goal setting · to learn to ask for help · cooperation 	
	Resources and materials needed: <ul style="list-style-type: none"> · blindfolds · post-its · pens · paper · any object that can be a symbol of an obstacle, e.g. pencil, box, books, plastic bottles, small toys, etc. It is a plus if there are smaller and larger objects, too. Pick a few (e.g. 3-6) depending on how many obstacles you want to include in the game. 	
	Word of caution: This activity is done using blindfolding. Make sure your group cohesion and trust within the group is high enough so that this activity is feasible. If someone is not comfortable wearing a blindfold, they can also choose to go ahead with closed eyes. Safety: use obstacle items that are small enough and participants can step over without any injuries caused.	

DESCRIPTION OF THE ACTIVITY:

Steps:

1. Explore the field
Create a large space with boundaries that the group can explore first. Mark the start and the finish line, approximately 5-8 meters apart, depending on how hard you want to make the challenge. Put down the obstacles around the field, this is what the participants will have to avoid stepping on.
2. Create pairs or let them pick their partners
Split your group into pairs. If building trust is a priority, pick pairs where the youngsters know each other well or you can also let them pick their partners they are comfortable accepting help from.
3. Explain the setting

Instruction to youth:

“Imagine that this is a minefield where there are a lot of objects you can’t step on. You want to reach the other end of the field but it is dark and you cannot see anything. But you have some extra help you can count on: your friend/peer/mentor’s voice leading you. Your peers can see the minefield ahead, and you must rely on their instructions to make it through the minefield. “

- a. a) simple version: place the objects around the field. Participants can also place the objects and create their own obstacles. Explain that the person going through will be blindfolded, and the other helping them will be outside the minefield. No touching, except when safety requires it.
- b. complex version:
 - i. Ask participants to think of a goal they would like to achieve or something they want to change in their lives. The goal should be specific, feasible, measurable, relevant and timed. Give the pairs a pen, paper and 10 minutes to think of their goal and write it down. Once they are finished, ask them to write down any obstacles that may hinder reaching that goal. Give them a few more minutes so that they can write down these factors on post-its.
 - ii. Participants place the post-its on the obstacle objects on the minefield, and the goal at the finish line.
 - iii. Explain that the person going through will be blindfolded, and the other helping them will be outside the minefield. No touching, except when safety requires it.
4. Ask the pairs to talk about how they feel safe during this exercise, what they need from their helper or peer to pass the obstacles and reach the finish line. They can also talk about how they want to pass the obstacles.
5. The blindfolded person goes through the field, if they touch anything, they should go back to the starting point and start all over.



6. Once one person has reached the finish line, they can talk about their experience.
7. Switch roles within the pairs so that the blindfolded person becomes the helper and vice versa.
8. Once both participants cross the minefield, end the activity with a group debriefing.



Risk assessment and setting the right level of challenge:






- If the space allows, more pairs can cross the minefield at the same time. The more pairs, the greater the challenge and stress factor. Choose wisely.
- Pairs can talk. If they need a tougher challenge, the blindfolded person may not talk.



Debriefing Questions :



- What was it like to move blindfolded?
- What was 1 rewarding and 1 difficult thing about being the helper?
- What helped the process?
- Which obstacles did you find most difficult to pass?
- How did you tackle those obstacles?
- What can you learn from this activity in your daily life? How does this relate to challenges that are important to you?

ACTIVITY TITLE: AIM!

	Type of activity: skills development: intrinsic motivation, goal setting, planning skills, group cohesion	
	Expected outcomes: To help youth learn to set goals and create an action plan with steps towards them in a group setting.	
	Connection with intrinsic motivation: Helps goal setting and fosters flexibility in problem solving	
Approximate DURATION: 1 hour	GROUP SIZE: 4-16 participants	AGE LEVEL: 14 and up
	Resources and materials needed: <ul style="list-style-type: none">· flipchart paper· coloured marker pens· bluetack or tape if you want to put the flipchart on the wall· pens and paper	
	DESCRIPTION OF THE ACTIVITY: <ol style="list-style-type: none">1. Ask students to brainstorm and identify long-term goals that are likely to be important to all of them. Anything relevant and that seems to be common is then written on the flipchart paper. They then vote on which goal seems to be the most important to most of them at the moment, according to some criteria that they create (e.g. personal happiness, getting a good job, etc.). (5 min)2. Create groups of 4 or if the group is small, do it in pairs.3. Give each group a piece of paper with the following steps to achieve the goals they have set, with space provided to write down their thoughts: (15 min)<ol style="list-style-type: none">i. Formulating a long-term goalii. Identifying the steps to reach the goaliii. Identification of possible obstaclesiv. Consider ways of overcoming the obstacles	

	<p>v. Once they have finished the discussion, they write down what they think about each step of goal setting and goalkeeping in relation to the goal they have chosen. The spokespersons present the group's reflections. (10 min)</p> <p>4. The group discusses this until they manage to formulate the content elements that describe the long-term goal best and are agreed by all. The ideas about the steps to the goal and possible obstacles are also summarized on a large piece of a flipchart paper.</p> <p>Extras:</p> <p>If you have the time and want to tailor this activity, each participant can put down personal resources that help them achieve the goal or something they can support the group with. Also, any help they may need from someone else during the process. This will support them at a personal as well as at a group level.</p>
	<p>Debriefing Questions :</p> <ul style="list-style-type: none">• How easy or difficult was it to set long term goals?• What is common in the obstacles on the road towards the goals?• What decides how difficult reaching your goals is?• What helps if you get stuck?• How can this group support you in reaching your goals?• How often do you set long term goals? Try to name an example.

CLOSING AND DEBRIEFING ACTIVITIES

ADJOURNING STAGE


**DRAW THE
ROUTE**

CAR

**BALL OF
WOOL
(SPIDERWEB)**



DRAW THE ROUTE

	Type of activity: self-reflection, trust, communication, self-regulation activity	
	Expected outcomes: The activity helps the group to reflect on the process, on themselves, the best and the hardest part of the time spent together.	
	Specific objectives: Deeper feelings can come up, as it is a saying goodbye activity it might be hard for some teenagers, and they can react in many ways such as trying to boycott the activity, as well as playing the role they do not care about the whole thing and so on.	
Approximate DURATION: 45-60 min	GROUP SIZE: 4-16 participants	AGE LEVEL: 7 and up
	Practical arrangements, location, resources, and materials needed: <ul style="list-style-type: none"> · outdoor or indoor activity · flipchart paper · pens, pencils in different colours 	
	DESCRIPTION OF THE ACTIVITY: <p>Give the youth the flipchartpaper and the pencils/pens and ask them to draw all the sessions spent together as if it was a long road. Ask them what kind of road it is, how long, and what shape it has. Ask them to represent the activities, big happenings, feelings and everything they think is important that happened during the sessions. There can be crossroads, items, trees etc., as they can be as creative as they want in this activity.</p> <p>You might put on some nice music while they work.</p> <p>Give them 30 minutes to do it.</p>	



Debriefing Questions :



- Explain the road that you've drawn.
- What are the highlights?
- Where were the hardest times?
- Everybody can share a feeling they have about the whole group process.







Background to the activity, comments and tips from the youth workers:

It can improve IM by the fact that they reflect on all the happenings, and feelings that happened to them.

THE CAR

	Type of activity: communication, trust, self-reflection	
Approximate DURATION: 45-60 min	GROUP SIZE: 4-16 participants	AGE LEVEL: 7 and up
	Expected outcomes: This activity helps the group to reflect on the process, on themselves, and their roles in the group	
	Specific objectives: Deeper feelings can come up, as it is a saying goodbye activity that might be hard for some teenagers, and they can react in many ways such as trying to boycott the activity, as well as playing the role that they do not care about the whole thing and so on.	
	Practical arrangements, location, resources, and materials needed: <ul style="list-style-type: none"> · outdoor or indoor activity · big piece of paper or flipchart · pens, pencils in different colours 	
	DESCRIPTION OF THE ACTIVITY: <ul style="list-style-type: none"> · Draw the silhouette of a car on the flipchart/big piece of paper · The group sits in a circle on chairs or on the floor and you put the big piece of paper in the middle · You ask the teens to think about the group sessions as it was a car. · Give them the following instruction: - "If you think of the group as a car, which part or parts of the car were you during the sessions?" "Your task is to draw that part into this silhouette. Be as creative as you want". · Give them time to think it over and if they are ready they can start drawing · Give them 20 minutes to finish drawing. · Then everybody shares the drawings and you can talk about the roles in the group and what the different parts of the car symbolise 	
	Debriefing Questions : <ul style="list-style-type: none"> · How was this role for you? Did you enjoy it or was it hard, uncomfortable sometimes? · What do you think of the other roles in the group? 	
	Background to the activity, comments and tips from the youth workers: It can improve IM by the fact that they reflect on all the happenings, and feelings that happened to them	

A BALL OF WOOL (SPIDER WEB)

	<p>Type of activity: trust, communication</p>	
<p>Approximate DURATION:</p> <p>10 min</p>	<p>GROUP SIZE:</p> <p>3-20 participants</p>	<p>AGE LEVEL:</p> <p>7 and up</p>
	<p>Expected outcomes:</p> <p>The activity helps the group to reflect on the activity or session conducted, and on themselves and feelings and lessons learnt.</p>	
	<p>Practical arrangements, location, resources, and materials needed:</p> <ul style="list-style-type: none"> · outdoor or indoor activity · ball of wool (alternatively any small ball can work) 	
	<p>DESCRIPTION OF THE ACTIVITY:</p> <p>Take a ball of wool, hold one thread in one hand and start by saying how you feel after the activity or a session has finished. When you finish, throw the ball with your other hand to some of the youngsters who participated in the activity. They take the string and respond to your debrief questions and throw the ball to somebody else. In the end, the pattern they will create will be similar to a spider web and it will also show them how we are all connected as a team.</p>	
	<p>Debriefing Questions :</p> <p>Ask open-ended questions. They are more likely to provide greater insight and opportunities for them to participate in a two-way conversation.</p> <p>Try to ask as much as possible: e.g. „How are you feeling?“ „Can you compare this activity to (some other one)“?</p> <p>Ask WHAT and HOW questions. They refer to what happened during an activity you conducted e.g. „What happened after the group was given a task?“ „How do you think you had issues.. ?“ – these questions are connected to the objective of the activity conducted</p> <p>Ask WHAT NEXT questions.They ensure the activity’s objective will have a long-term effect by discussing future behaviours and goals. For example, “How can we prevent this issue from happening again? (e.g. if they had a fight during a session, or somebody gave up, etc.) How can we use what this activity taught us in everyday life?</p>	

**Background to the activity, comments and tips from the youth workers:**

By asking these questions, especially What next questions you ensure that the indirect and direct lessons about e.g. failure and mistakes, resilience, cooperation and teamwork, problem solving or goal setting – whatever it is that your activity is about – have a deeper impact. I.e. by reflecting on them they become more aware of them. By asking these questions in the debrief we aim at their needs for autonomy, competence and connection which influences their IM development.

WORKSHOP (SESSION) TYPE ACTIVITIES

RESILIENCE
– USING
CREATIVITY
TO BUILD
RESILIENCE

LEARNING
TO LEARN
AND FOREIGN
LANGUAGE
LEARNING
SKILLS

TIMELORDS

ANIMAL
EMPATHY

WAR-
PLANNING

RESILIENCE – USING CREATIVITY TO BUILD RESILIENCE

	Topics covered in this activity: 1) Resilience 2) Internal locus of control 3) Failure	
	Expected outcomes: To help youth develop an understanding of what resilience is and how it helps them cope with everyday challenges. By the end of the session the youth should: <ul style="list-style-type: none">• Be more aware that they shouldn't allow failure to defeat them• Be inspired by the examples of famous people and their life failures• Feel that they have made a personal creative contribution to the group and together created something they can be proud of.	
	Connection with intrinsic motivation: By understanding what resilience is, youth will be more aware that it is important to have the right attitude in life, particularly in times of failure. This attitude will contribute to the development of IM.	
Approximate DURATION: 1 hour- 1,5 hour	GROUP SIZE: 3-7 participants	AGE LEVEL: 11 and up
	Resources and materials needed: Any space with a desk or any kind of flat surface for each of the group's work Handouts – cut out Appendices 1 A3 paper per group (each group consisting of the minimum of 3 participants) Pencils, pens, different art supplies – collage, old newspapers and magazines, etc.	

Word of caution:

- do not go into talking about traumatic events in their lives
- be careful not to present resilience as a black and white answer to their problem, be sure to emphasize that this is simply – an attitude to life
- while explaining what resilience is, and mentioning traumatic or stressful events from the lives of famous people, some teens might feel the urge to share their life stories

It is important to stay focused on the task, to acknowledge the fact that all people face difficulties in their life but what is important is to try to find a way out of it. Seek for help from caregivers and guardians, but what they can do themselves is choose the way they see any circumstance in their life.

Appendix 1 – Quotations**DESCRIPTION OF THE ACTIVITY:****STEP 1 (3- 15 minutes) Icebreaker and Introduction:**

- I. Having an icebreaker or energizer at the beginning of the session – is recommended (anything from the list of 1) Forming stage activities could be used here or feel free to use your own).
- II.
 1. Quotations are printed and cut out. Statements connected to resilience – quotations by famous or successful people who faced difficulties in their life and managed to find a way to deal with them (see ***Appendix 1**)
 2. Each youngster chooses one quotation from the pile (he/she cannot see them). They need to read them to themselves and think about the meaning of the statement. Do they agree or not? Why? (If the quotations are in English - they can google the meaning or use the youth worker for help.)
Variation of 2. They search online for the people who these quotations belong to. They try to think of why they might have said these statements, based on the obstacles in the lives of these people, their life stories. Group discussion afterwards.
 3. Each of them reads out their statement to the rest of the group and they comment on how they interpreted it. We discuss if they agree with the statement or not.
 4. Explanation of **“resilience”**:

The youth worker tries to lead the youngsters to notice that the statements have some things in common. If the teens are unable to verbalize this themselves, the YW explains what all these people have in common – they all had difficulties and hard times in their lives, but they decided to find a way to cope with the downs in their life. They did not allow failure to defeat them, but they found a way to “rise from the ashes”. So, instead of letting things keep them down, they got back up and continued on with their lives when they faced disappointment, defeat or failure, negative or distressful events in their lives. Sometimes we cannot change the outside circumstances, but we can change how we react to it. We have control over our lives if we refuse to be defeated (**internal locus of control**).

5. Storytelling - youth worker might present a story from his or her own life and this is also a very powerful and motivating tool. We suggest choosing something not traumatic and something that will not cause painful associations, e.g. telling a story of our own personal school failures (one youth worker told a story how she failed one exam several times), or failed job interviews, career choices, etc.

STEP 2: Individual work (5 -10 minutes)

Resilience – each youngster has to think about the meaning of this word and their own personal associations to it.

Each young participant has to think of at least 1 word (it can be more than 1) which they associate with resilience and the word that starts with the initial letter (e.g. R as Resolution, E as Enough, S as Strong, etc.). It can be anything which has a personal meaning to them or it can be something general.

R (e.g. Resolution)

E (e.g. Enough)

S (e.g. Strong)

I

L

I

E

N

C

E

They mustn't feel limited in this activity in any way - they can write down their own words and their own associations.

STEP 3 - Group work (15 - 60 minutes) :

1. Creation of a group: Create 1,2, 3 or more groups – depending on the number of the participants. It is recommended that the group consists of the minimum of 3 participants.
2. Explanation: Explain to the group that they are going to work as a team. They are going to create something together and they must fulfill this condition:
They have to use the words from all the members of their group. Therefore, if there are 3 people in a group they will use e.g. Laughter (from person 1), Loyal (from person 2), and Love (from person 3) – a minimum of 1 word per person, per each letter L. They will use the words they wrote for each letter.

(Do not be constricted by these guidelines. They are just guidelines. Some groups will write many words , some will write the minimum. You will need to estimate and change it a little bit if you feel it is necessary. The point is to create something consisting of the parts that represent all of them. In this way they will feel equal, united and strong as a team).

3. Group work: they will create a: poem, story, collage, artwork, installation, song they can sing or rap by using words from all members of the team.

They need: 1 big A3 (or bigger) paper per group to do this. Whatever artform they decide to create, give them a piece of paper where they need to write “resilience” in big letters.



(The group can also create artwork, an installation, or a collage, anything they wish. The possibilities are endless. If you want to present them with the possibility of a collage – then you need to bring old newspapers, magazines where they will find the images that could represent their words – images they will cut and paste on a collage. Or if you want to do any type or artistic work – bring all the pencils, chalk, and other materials and put them in a pile in the middle of the room and allow them to make a group choice)

Step 4 Group presentations (5 – 15 minutes)

Each group presents their work to the rest (they sing a song, present their installations, etc.)

STEP 5 Debriefing:

Sit down in a circle on chairs or on the floor and discuss the following questions with the group:

- What was the best part of this activity?
- What was the hardest part of the activity?
- What have you learnt about resilience? Have you changed your previous views about it?
- What did you learn about yourself?

Background to the activity, comments and tips from the youth workers:

The initial concept of the activity is taken from an activity from Council of Europe's Pestalozzi Summer School 2015 for teachers (Pedagogy Makes a Difference, <https://www.coe.int/en/web/pestalozzi>) - session on using creativity and arts in a classroom, and further expanded by EDUnaut.

This format of the activity – combining individual work (everybody doing the brainstorming and creative thinking for themselves) and afterwards joining a group to do something together as a team (using words coming from all team members and representing their individual efforts) has been proven to be really effective and fun with many different teams, with individuals from all walks of life.

It can be used as an icebreaker when discussing some topic or it can be used as a central activity such as the one in our example.

We recommend giving them the freedom to explore a few possibilities, discuss among the group what they could do and if you notice they are indecisive about their choice – urge them gently to make up their mind.

If there are several youth workers – each youth worker could work with the group as a part of the team, and be involved in the teamwork, as well.

What is quite fun is always the public presentation afterwards. They show and explain what they have drawn or what they have created together. If it is a song they sing or rap- it is even more motivating because the rhythm can serve as a motivating tool.

The feedback from the youth has been positive in our case, and one of the young participants even asked if he could take the paper where all of them wrote about resilience, copy it and put it on his bedroom wall so he could read it when he wakes up in the morning!






Many of them are not aware that a positive attitude is important. They are sometimes not aware of the choice they have – to choose their thoughts and their attitude to life. They are often not aware of their internal locus of control.



Appendix 1- Quotations

Statement	Author
"The human capacity for burden is like bamboo – far more flexible than you'd ever believe at first glance."	Jodi Lynn Picoult - American writer
"My barn having burned down, I can now see the moon."	Mizuta Masahide - 17th century Japanese poet and samurai
"If your heart is broken, make art with the pieces."	Shane Koyczan - Canadian poet and writer.
Persistence and resilience only come from having been given the chance to work through difficult problems.	Gever Tulley - American writer, speaker, educator, entrepreneur, and computer scientist.
"You may have to fight a battle more than once to win it."	Margaret Thatcher, British Conservative Party politician and prime minister
"It's your reaction to adversity, not adversity itself that determines how your life's story will develop."	Dieter F. Uchtdorf, German aviator, airline executive and religious leader
"Do not judge me by my success, judge me by how many times I fell down and got back up again."	Nelson Mandela, South African anti-apartheid revolutionary, political leader and philanthropist
I can be changed by what happens to me. But I refuse to be reduced by it."	Maya Angelou- American poet, memoirist, and civil rights activist.

LEARNING TO LEARN AND FOREIGN LANGUAGE LEARNING SKILLS

	<p>Topics covered in this activity: 1) Learning to learn 2) Foreign language learning skills 3) Growth Mindset</p>	
	<p>Expected outcomes:</p> <p>To develop strategies for effective language learning, to not be afraid to make mistakes, learn from them, accept them as part of the process and become courageous enough to keep learning a language, with the right mindset.</p> <p>By the end of the session the youth should:</p> <ul style="list-style-type: none"> • Become aware of the importance of having a method in learning a language, to start with • Become familiar with useful methods and how to use them • Reflect on their own (language) learning strategies and their usage • Become aware how the growth mindset is relevant for foreign language learning as well as is in any learning or progress in our life 	
	<p>Connection with intrinsic motivation:</p> <p>By reflecting on the methods they can rely on, youth become more aware that they are in control of their own progress in a language and it affects their internal locus of control and IM.</p>	
<p>Approximate DURATION:</p> <p>45 min- 1.30 hour</p>	<p>GROUP SIZE:</p> <p>3-15 participants</p>	<p>AGE LEVEL:</p> <p>11 and up</p>
	<p>Resources and materials needed:</p> <p>Any space with a desk or any kind of flat surface for each group's work</p> <p>Handouts – cut out Appendices</p> <p>Pencils and pens</p> <p>Whiteboard or a blackboard with chalk</p>	
	<p>Word of caution:</p> <p>If you work with different age levels or different levels of language skills, divide the participants in teams according to their level. It would be advisable to have 1 volunteer per team to help the youth with reading through this material, as well. Or, 1 facilitator of the activity to walk around and monitor to see if there are any difficulties with understanding the material.</p>	

Appendix 1: Study Skills Tips

DESCRIPTION OF THE ACTIVITY:

- a. Having an **icebreaker** or energizer at the beginning of the session is recommended (anything from the list of 1) Forming stage activities could be used here or feel free to use your own).
- b. Write down in the middle of the the board - "Study skills tips "
Explain to the group that today you are going to talk about their strategies on learning a foreign language. Do they have any method they use? Is it random? Anything to comment on?
Brainstorm together and write down their answers on the board (2-10 min)
- c. Give hand-outs to the students and go through the activities step by step.
 1. Preparation task: let them do the preparation task – individually or in pairs or groups, help them out if needed but give them enough time to complete the task and check when you feel they are finished (after a few minutes)
 2. Reading text: Study skills tips

Divide the group into several teams or pairs. Each team is going to work on the hand-out together.

Estimate, based on your understanding of the group, if they are capable of reading out this text on their own. (This is for the most advanced level).

Another option for how you can approach work on this text is by cutting out pieces of study skills. Divide the advice and distribute e.g. 2,3 study skills per each group.

e.g. one group will get:

- Don't be afraid of making mistakes. People often get things wrong. Good language learners notice their mistakes and learn from them.
- Do group activities. People use language to communicate with other people. A good language learner always looks for opportunities to talk with other students.
- Make notes during every class. Notes help you to remember new language. Look at your notes when you do your homework.

Other groups will get the other pieces of advice. They need to read them out and understand them (with your help, they can underline the key words or unfamiliar words so you can explain anything unfamiliar). They discuss this advice within their team – whether they use it or not. After 5-10 minutes they report back to the others. Each group presents their advice to the others. (1 volunteer working with each team would be ideal, if possible)

The youth worker adds this list (new advice) to the existing list of the study tips on the board.



3. Proceed to the task 3) where they need to decide on the T(true) or F(false) for answers.

This task checks their understanding and is a summary of everything you just said.

(skip if you feel it's unnecessary)

4. Let the discussion on learning take place if possible.

Introduce the topic of the mindset, and ask them – do they notice any difference when they feel bad about themselves and their abilities? Do they notice that they have difficulty learning and concentrating at school when they feel their intelligence is set in stone, e.g. that they are stupid? (fixed mindset)

How about times when they feel that if they try and invest effort they will succeed. Do they ever have this feeling, that it is possible? Even if they had a bad grade in this subject (not necessarily a foreign language), when do they think it is possible to learn something and even get a good grade? (growth mindset).

Explain to them what these mindsets are and how it is important to nurture a growth mindset and why.

Talk about the locus of control if you feel you can mention it, too.

DEBRIEFING:

- How did it make you feel to self reflect?
- Do you experience such things during daily life?

Background to the activity, comments and tips from the youth workers:

- This was taken as a lesson that might work well with mixed abilities and mixed generation students. We wanted to do something that would teach them how to develop their everyday study habits (in this case reading skills) and we wanted this lesson to be in English.
- These study tips can also be easily connected to a growth mindset and you can expand this lesson and take it in another direction – to talk about the beliefs that they have about themselves.
- It is important that you have somebody who has some experience with language teaching and learning in a team (it can be a teacher but not necessarily so).
- Source: This activity has been taken from British Council's materials Learn English, Reading: A2, Study skills tips.(<https://learnenglish.britishcouncil.org/skills/reading/a2-reading/study-skills-tips>)

APPENDIX 1

1) Study skills tips:

a)

Progress → extra practice → group activities → mistakes → your homework → notes → a list

Preparation task Write the words from a) in the correct box below.

b)

Make	Do

2) Reading text: Study skills tips

Many studies about language learning ask the question: What makes a good language learner? There are some things that good language learners do and some things they don't do. Here are some of the most useful suggestions from studies.

- Don't be afraid of making mistakes. People often get things wrong. Good language learners notice their mistakes and learn from them.
- Do group activities. People use language to communicate with other people. A good language learner always looks for opportunities to talk with other students.
- Make notes during every class. Notes help you to remember new language. Look at your notes when you do your homework.
- Use a dictionary. Good language learners often use dictionaries to check the meaning of words they don't know. They also make their own vocabulary lists.
- Think in the language you're learning outside the classroom. When you're shopping or walking down the street, remember useful words and phrases. Sometimes, when you're at home, say new words to practise your pronunciation.

- Do extra practice. Test and improve your language, reading and listening skills with self-study material. You can find a lot of this online.
- Imagine yourself speaking in the language. Many good language learners can see and hear themselves speaking in the language. This helps their motivation.
- Enjoy the process. Good language learners have fun with the language. Watch a TV series or film, listen to songs, play video games or read a book. It's never too late to become a good language learner.

3) According to the text, are the sentences true or false?

- | | | |
|--|---|---|
| 1. Good language learners don't make mistakes. | T | F |
| 2. It's a good idea to talk with other students. | T | F |
| 3. Take notes only before an exam. | T | F |
| 4. Good language learners write down the words and expressions they learn. | T | F |
| 5. Think of language you know when you are outside the classroom. | T | F |
| 6. Don't take tests outside of class – it's very stressful. | T | F |

4) Discussion

What other tips do you have for learning a new language?

5) Our Mindsets ?

- Fixed
- Growth

TIMELORDS

	<p>Topics covered in this activity: 1) Resilience 2) Self regulation</p>	
	<p>Expected outcomes:</p> <p>To encourage a longer term mindset and focus, rather than instant gratification</p> <p>By the end of the session the youth should:</p> <ul style="list-style-type: none"> • Understand that success comes with time. • See that their idols never gave up and continued with their goals • Having a clear plan can milestones can move them forwards 	
	<p>Connection with intrinsic motivation:</p> <p>This activity helps young people put large objectives into bite size pieces so that they remain motivated throughout what they aim to do generally or on a grander scale.</p>	
<p>Approximate DURATION:</p> <p>1 hour</p>	<p>GROUP SIZE:</p> <p>8 students is optimal, but you can have more</p>	<p>AGE LEVEL:</p> <p>7 and up</p>
	<p>Practical arrangements, resources and materials needed:</p> <ul style="list-style-type: none"> • This is best done indoors where you have walls that you can stick paper onto. • Each pair should have access to the internet for research, as well as 8 pieces of paper each. • Pens and pencils for each person. • Whiteboard markers for every two. 	
	<p>Word of caution:</p> <p>Run through this yourself beforehand to make sure you choose the right “timelords”.</p>	
	<p>Appendices:</p> <p>8 A4 photos of ‘timelords’ – people that the young people will know who are seen as successful by them - and therefore best localized rather than international. This needs to be created by you beforehand) Description of appendices: Could be sports, music, politicians, influencers, scientists, educators, entrepreneurs, as long as they are well known and liked enough (you have to choose the timelords depending on the youth - their age, nationality and location). Their face will be on one side of the piece of paper and a number on the other.</p>	

DESCRIPTION OF THE ACTIVITY:

Icebreaker (5 minutes): Stack them high

Split the group into two teams of four. Put out ten packs of chewy sweets, like “Starburst”, and ten packs of thin brittle bread sticks. Give them 4 minutes to build a tower as tall as possible. After 4 minutes the tallest tower wins.

Ask them: Why did this team win? What made them successful? If you had another 10 minutes to build it higher what would you need to do?

- Comment on the need for a foundation for the structure
- Comment on the need for balance
- Comment on the need for teamwork

Intro (5 minutes): Start with a general chat about ‘time’ to gather the young people’s thoughts about what it is, how fast it moves and when it seems to move faster or slower. Then ask them what comes with time, and explore this further towards knowledge and experience and success.

Timelord intro (3 minutes): Lay out all the photos of the ‘timelords’ on the floor in the middle of the group, with the faces showing, and get people to name who they are and why they are there. If there are any that the young people know, start by giving the person’s name and see if they then know. If they still don’t know then share a bit more about the person. Collect the photos in.

Get the group to split into pairs, and once they are in pairs, lay out the photos on the floor again but this time with only the number showing. Ask each pair to pick a number and that will be their timelord.

Research the timelord (5 minutes): Separate the pairs out and get them to do a bit of research about their timelord using Wikipedia, images, videos etc. Get them to share interesting facts about their timelord to each other and any other information they can.

The Timelord Timeline (15 minutes): Hand out 6 pieces of paper to each pair. Tell them they will get two minutes for each task which will involve one person researching or remembering and the other remembering and writing.

1 – Four bullet points with space in between, highlighting the main achievements or successes of the timelord today. The YP can define what they think success is.

2 – Four bullet points, with space in between, highlighting the key facts about that person when they were born – when, where, who to etc.

3 – Four bullet points about their early education (primary school and early teens)

4 – Four bullet points about their later education or formation years (high school and late teens)

5 – Four bullet points about their early career and achievements

6 – Four bullet points about their later career and achievements (before now)

Once all these are done they have to stick them next to each other in chronological order, overlapping a little (this is key!!), on the wall with the picture of the timelord at the beginning.

Check the order and that they are overlapping a little bit!





The Timelord Timeline Line (5 minutes): Get the teams to swap timelords and give them time to read through the timelord chronology so they understand how they got there.

With the marker they need to see if they connect the bullet points from one plot to another. So for example, being born as a daughter to a doctor, led to studying medicine at university, ensured they worked at a certain lab, which led them to getting a nobel prize.

This is why it is useful to run this through beforehand, so you are knowledgeable about how this person reached where they are and to add any extra information the youth may have missed

Gallery of Timelords (5 minutes)

Once the teams have or haven't matched up the bullet points, they are then able to move around and look at all the other time lords to see how they progressed in their careers or lives.



Debriefing – 10 minutes

What do all the timelords have in common?

- How many years did it take them to reach where they are today?
- What were some of the clear milestones of some of the timelords?
- How do you think they knew they were moving forward, if at all?
- Did they all have the same start in life?
- What issues did they face at points throughout their lives?
- What are the key learnings for you from this?
- How can you use this in other events, programs or parts of your life?

If you want, on the remaining piece of paper they can try to plot out their own timeline of where they want to go, and this could form a future session about time management, planning, goal setting etc.



Background to the activity, comments and tips from the youth workers:





This task was devised to get young people realising that success isn't instant, and what they see on TikTok or YouTube always has a bigger story behind it. Those that are known as being successful or leaders, have sustained that, rather than being a one hit wonder.

Through our YouTuber course, we wanted to really point this out, by showing them how much time, energy, skills, knowledge and money has to go into having a channel that can actually pay for certain lifestyles.

From that, we looked at other industries – actors and actresses sometimes start in their 40s and 50s, sportspeople have put an immense amount of time and effort into getting to where they are, as well as their families too.

Finally entrepreneurs come from all walks in life. Some are born into money and some are born into slums, however the perseverance and the attitude that there is opportunity round the corner, despite setbacks has driven them to creating successful companies as well as in some cases becoming amazing philanthropists thanks to their wealth.

ANIMAL EMPATHY

	<p>Topics covered in this activity: 1) Intrinsic motivation 2) Empathy 3) Reflection of your views 4) Communication</p>	
	<p>Expected outcomes:</p> <p>To get youth understanding how their beliefs and biases can affect what and how well they do in life.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> • Understand the meaning of empathy • Learn to look for common ground and similarities • Develop skills to challenge long held views <p>Be open to change</p>	
	<p>Connection with intrinsic motivation:</p> <p>Whether it's other people or things, what we do is heavily influenced by what we think before even doing something. By getting young people to look at their biases and develop their empathy, they can create autonomy in decision making.</p>	
<p>Approximate DURATION:</p> <p>1 hour</p>	<p>GROUP SIZE:</p> <p>Minimum 6 people</p>	<p>AGE LEVEL:</p> <p>12 and up</p>
	<p>Practical arrangements, resources and materials needed:</p> <p>This activity is best run in partnership with an animal shelter. If you don't have one of these nearby then you have to do a bit more research and print photos of animals from a local shelter.</p> <p>This gets young people thinking about their prejudice and bias, and therefore before doing so, you should examine your own prejudice based on the profiles you are going to share. By reflecting on your own biases before this activity you will then be able to carry this out in a neutral manner. This activity isn't to be used to impart private views on youth, moreso it is done to get the youth reflecting on their views. We would recommend reading this summary of biases to help you in carrying out this exercise. (https://www.verywellmind.com/cognitive-biases-distort-thinking-2794763)</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • A ball of string • Photos of stray animals from the local animal shelter's website • Separately, a description about each animal • Photos of 6 different people with an imaginary name on, not famous, but with distinctive features that are suitable to your group. For example, for a group in Croatia we had photos of an attractive woman in her 20s, a dishevelled woman in her 40s, a very thin woman in her 60s, an older doctor, a young Egyptian man, a middle aged Black British guy 	

DESCRIPTION OF THE ACTIVITY:

Icebreaker - Hold the ball of string and tell the group that you will tell them something about yourself that isn't so common. If that is true for someone else then they will raise their hand and you will hold the end of the string and throw them the ball. People holding the string cannot raise their hand any more.

The person who now holds the ball of string must now do the same, sharing something about themselves that isn't so common and somebody raising their hand. They must also remember to hold onto the string before throwing the ball. You continue until everyone is holding the string. Now working backwards, the last person asks the person before them a question about them that they don't know the answer to. This continues right until you are asked a question.

Once completed you can ask for their opinion on the activity. The point is to demonstrate that there is always something in common, although sometimes it's not obvious, the string connecting us all shows that.

Main activity

Part 1) Animals

Depending on location - if at a shelter then walk around and look at the different animals. If not, then hand out around 20 printed photos of the animals that you have downloaded from a website of a local shelter.

After completing the tour, ask the participants which one was their favourite and why. Ask them if they had a least favourite and why. Most participants will think that they were all cute or sweet or felt sorry for them. Some others may not like animals at all and you can ask why.

If at the shelter, you can get the worker there to talk a bit more about the animals they selected, to give a bit of background about the animal's life, where it was found, what its current situation is now. If not at the shelter, you may even be able to find this information on the website or request it beforehand.

Now with this extra information you can ask the participants if they changed how they feel. The expected response is they feel sorry for the animals, some might wish they could take them home. There may be a comment that they didn't change their mind about a certain animal or two, perhaps because it's a breed linked to violence.




{The general point of this exercise is to get them thinking about their biases without knowing anything about the animals. More often than not with animals we see them as cute, helpless and playful, and therefore have a lot of empathy for them.}

Part 2 - Humans





In pairs or groups of three, hand out the photos of the faces, tell the participants that they have to imagine the background and current situation of that person.

On a separate piece of paper they write the name of that person at the top, three positive personality traits, 3 negative personality traits, what job they think they do, what music they listen to, food they cook and 3 hobbies they have.



	<p>After 3 minutes rotate the photos around, and get them to do the same on another piece of paper.</p> <p>Once finished, group the paper by names, and see if there are any common themes. If there are, then ask them why they thought of these themes, were they based on experience, social media, hearsay or fact.</p> <p>Ask them to pick someone they would most like to be their:</p> <ol style="list-style-type: none"> 1 Friend 2 Parent 3 Teacher 4 Enemy <p>Open a discussion as to why, again looking at bias and prejudice.</p> <p>Finally you are going to ask the participants to decide individually which of the people are the following. Do this one by one.</p> <p>Write the following number on the back of the photo:</p> <ol style="list-style-type: none"> 1 if you think they are Unemployed 2 if you think they Have been in court 3 if you think they Have difficult family relations 4 if you think they are a recovering addict <p>Once they have all written a number, you can reveal that actually they are all the above (read below for more context as to why).</p>
	<p>Debriefing:</p> <ul style="list-style-type: none"> • What was your favorite part of the game? What was the hardest part? • How did it make you feel? • What was the most memorable moment of the activity? • Has something similar ever happened to you in real life? • How can you use this in other events, programs or parts of your life?
	<p>Background to the activity, comments and tips from the youth workers:</p> <ul style="list-style-type: none"> • This activity was inspired after spending a year volunteering at a drug and alcohol rehab unit where I met people from all walks of life. One of the questions I was often asked when I said about volunteering at a rehab was whether people there were violent and dangerous, to which I would always talk about each resident and show how addiction can affect anyone, regardless of the life they have led. • At the same time, I also worked as a fundraiser for the substance misuse charity, where we were fearful of running donation drives due to the general consensus on addicts. There are many prejudices and biases based on what we read, hear and experience, however with people we need to understand the individual before making our mind up about them.

WARPLANNING

	<p>Topics covered in this activity: 1) Resilience 2) Window of tolerance 3) Failure avoidance</p>	
	<p>Expected outcomes:</p> <ul style="list-style-type: none"> • To help young people plan ahead of time to prepare themselves for all outcomes and scenarios • By the end of the session the youth should: • Identify potential outcomes to events in their lives • Develop the tools to plan things out and therefore mitigate negative outcomes • Understand to use certain feelings to help them focus 	
	<p>Connection with intrinsic motivation:</p> <p>This activity lets young people think about a range of activities they have to do in life, and look at how they can learn to enjoy these activities rather than stress about the outcomes</p>	
<p>Approximate DURATION:</p> <p>2 hours</p>	<p>GROUP SIZE:</p> <p>Max. 12 participants</p>	<p>AGE LEVEL:</p> <p>12 and up (You can adapt this activity for all ages. However due to the critical thinking nature it is better to focus on ages 12+ as this is where they start to face more pressures in their life)</p>
	<p>Practical arrangements, resources and materials needed:</p> <ul style="list-style-type: none"> • This should be done in a calm environment with plenty of space to move around. If there is a hard and smooth floor then clipboards are not needed, if it isn't hard then use clipboards. Alternatively use a clipboard. It can be done inside or outside, as long as there are no other distractions • Each participant should have a piece of paper and pen/pencil, and a clipboard if outside. • There should also be 3 blocks of post-its, each a different colour. • Each participant should get 3 different cards: Social life, Academic life, Professional life - written on these 3 small pieces of paper, post-its or cards. • There should be a large board or something for the post-its to be stuck onto. • There should also be 12 cue cards or post-its instead of these cards. 	



Word of caution:

It is good for any youth worker delivering this training to be open and honest about certain things, and to have plenty of empathy for the young people. This exercise involves a lot of listening and mentoring. It is also helpful if that person has also had first aid training. Before running the course it is recommended to run through the activity once alone to brainstorm what might come up.

Essentially, be careful and do not go into conversation about personal trauma, you need to stick to more general things such as school, friendships etc.

DESCRIPTION OF THE ACTIVITY:

Icebreaker (10 minutes)

Act like a...

Split the group into two teams of six. Tell them that you will say a word and they have to use all the members of the team to create a sculpture of that word. They will have 1 minute to get into position, and then you will visit each team. The sculpture can move and make noise if wanted.

For example, if you say dragon, then perhaps one person would be the tail, two would be the wings, one would be the body and two would be the head. You then award the best sculpture.

You can use any topic, from animals to buildings, from scenes from a film to something made up. The main idea is the young people start moving around and losing a little bit of their inhibitions.

Do this three times and as a little reflection you can talk about body language, expression and innovation.

Intro (2 minutes): Explain to the group that they are going to go into warplanning mode. The idea is to think about certain scenarios and how you approach them. Tell them this will start out individually before they form groups of three and explore reactions further.



Scenario brainstorming (10 minutes): Ensure people are spread out and have a piece of paper and a pen. At this point they can sit on the floor, and either use the floor to write on or a clipboard. Ask them to close their eyes for one minute and to think about any uncomfortable scenario they were in where they didn't know what to do. Or alternatively an uncomfortable scenario they saw someone else in who panicked.

After a minute ask them to open their eyes, and to start thinking beyond those situations to the most stressful ones they could imagine. On one side of the paper tell them to jot them all down, however silly or stupid they are. Tell them that this paper is anonymous. They will not have to read it out, and at the end of the session it will be collected by the youth worker to help plan for future sessions.

Now, hand out four of each different coloured post-its to each individual (each individual will have 12 post-its). Explain that each colour represents something different. Choose a colour for each area. One colour represents their academic life. One colour their professional life (even if they don't have a job they can imagine some scenarios). One colour their social life with friends.

They need to individually come up with up to four uncomfortable, scary or stressful scenarios in each of those areas (academic, professional and social life) and write them down on the post-its.

e.g. academic life - I get bullied for not knowing something in front of class, social - Not finding my proper circles of friends, professional - Somebody dies because of the decision I made in my profession.

Give them five minutes to do this. Then after five minutes, collect them from each person individually but making 3 piles where you put all of their fears together.

Head to the board and go through the scenarios that were shared (on your own, just read them for yourself). Look for themes or patterns, or focus on a scenario you think would be most appropriate. Then share the 3 scenarios you find most suitable.

Warplanning (6-8 minutes for each scenario + 5 minute read through, 35 minutes in total)

With the 3 scenarios clearly described, put that post-it in 3 different parts of the space (academic, professional, social).

Separate the group randomly into 3 teams of three or four (if possible), and send them to the different parts of the space. Then follow the same steps each time:

Discuss the scenario and explain if you've been in it yourself.

2 minutes

Hand out 1 cue card to each team. Example from academic life: Not turning up prepared to an exam.

Write on one side, what the worst three things that could happen in this scenario are, and the results of these things.

2 minutes

Hand out 1 cue card to each team. Example from academic life: Not turning up prepared to an exam.

Write on one side, what the worst three things that could happen in this scenario are, and the results of these things

Example of the results:

You fail the exam and don't get into a school

You start stressing out and have a panic attack.

You try to copy someone and get caught and get kicked out.

On the other side, write three ways to plan for this scenario. Not to avoid this scenario.

Example:

Give it your best using bits of knowledge you do know, show reasoning and even write on the paper that you hadn't prepared for this exam.

Inform the teacher after that you were not well prepared and that you would like to see if you could resit it at another date.

Remind yourself that exams can be resit, years can be resit. Not everyone gets to where they want to immediately, some people don't find their calling until they're in their fifties!

Tell them to put a tick next to their favourite plan to counteract the scenario and keep the cue card with them.

Check a few cue cards to make sure they understand and then follow steps 1 to 3 again

When the groups have been round all the scenarios, bring them together but still sit together in their small groups. Then ask the groups to hand their cue cards to another team, read through them and also tick their favourite plan to counteract the scenario. At the end, the teams will have their initial set of cue cards left.



Questions for debriefing – 10 minutes

Pose the scenario and get each team to read out what people voted as their favourite plan(s).

Finally recap on the session and the usefulness of war planning, and explain other times it can be used.



- Why was it your favourite plan? How did it make you feel?
- What was the most memorable moment of the activity?
- How can you use this in other events, programs or parts of your life?

If relevant: offer further feedback regarding these plans and also cover anything that people may have missed. If there is the 'right' plan, for example with CPR, cuts, burns, unconscious etc. then share this instead and also organise further training if it becomes apparent it is needed.

Closing game: Evolutionary rock, paper, scissor 3 minutes

In the game there are 4 developed stages. Egg- dinosaur- monkey- hero. You can figure out different funny moves for the stages that they act out at each stage, for example as a dinosaur they have to walk around like a T Rex, be creative and even get the young people to decide what the move looks like.



Everybody starts as an Egg and the group starts to play rock, paper, scissor in pairs. The one who wins gets to the next stage from egg to dinosaur, from dinosaur to monkey from monkey to a hero. Whoever loses, stays at the same stage as before. The aim is for everybody to become that hero they want to be. The game goes on till everybody gets to the hero stage.

Background to the activity, comments and tips from the youth workers:

Before running a three week youth camp, we would do this exercise between youth workers to prepare them for all eventualities. We would then replicate this with all groups to help them be more resilient in their academic, personal, professional and social lives.

The title 'warplanning' came from the fact that the youth leader to implement this was previously in the army, and this is a tool they would use on a regular basis to, again, prepare themselves at least a little bit for what might happen.



The idea is basically that a lot of people are just shocked when certain events happen and cannot respond quickly enough, a bit like when you jump into cold water and forget to just breathe. By having been through certain scenarios in our head, we are able to reduce that shock factor and in turn increase the chances of a positive and immediate response.

Young people respond to this exercise extremely well when done in the right way. It gives them a chance to share certain incidents or scenarios where they don't actually know what to do, but may not want to admit it normally. Through this they can write down things that the youth worker can then lead them through.

CONCLUSION

We started this guidebook by introducing what you would learn here and why you should stay tuned. Now, we are about to finish by digesting all of it a little. By now, you must have learnt a lot about the different methods we use, so let's summarize and debrief using the same experiential learning cycle steps that we mentioned in the guidebook.

WHAT HAPPENED?

First, we took a sneak peak at the theoretical frameworks of the main topics of this book: intrinsic motivation and stress management. We presented a practical introduction to the main principles Edunaut and Biom work with and two methods related to how youth work may be done: experiential education and gamification through foreign language learning.

This theory was complemented with practical tips and ideas on how to turn theory into practice. Added to this, the second half of the guidebook focused on activities that are ready-made for you to read, digest and try out when you need them. We carefully selected and sorted them out according to when it is advised to use them – aka at which point in the group development process your youngsters are at that moment.

SO WHAT DOES IT MEAN?

We pinpointed marked connections between intrinsic motivation and stress. The effect one has on the other is not talked about so often, yet it is very important because it influences our perception of the world and what we can do to change our mindset and improve our skills.

Sharing knowledge is vital in professional development and self-development as well – as we all know, knowledge is power after all. Therefore, we intended this book to be an open source publication (in line with the principles and guidelines of Erasmus+ programme) with the

latest theoretical background, as well as a practical guide to help you take the next step.

We tried creating a guidebook that is not a one-size-fits-all type, but more importantly may be used in different environments from schools to children's homes.

NOW WHAT?

It is our hope that this book can contribute to your everyday work as a youth worker. Feel free to summarize, reflect, and take what you need from this, and leave out what is not relevant for you.

Maybe you have questions popping up: So how is one domain related to the other? Why is this important to me? How could I possibly imagine this in my class, with my teens? These questions are great, any question is great, in fact, because you are digesting, processing the whole material. Feel free to leave it for now and come back to it a bit later and see if you have an answer – or the book can provide one.

Take your time. Changes take time, sometimes more than what we think is necessary. Allow your mind some time and make sure you check the book every now and then, to create real, lasting change in your work. They always start with minor changes, almost impossible to detect.

Thank you for bearing with us!

The Motivate to Engage Team

APPENDICES

DIFFERENCES BETWEEN THE TWO ORGANIZATIONS

Youth work is very diverse and takes on many different shapes. Biom and Edunaut work with the same aim in mind, fostering the intrinsic motivation of at-risk youth we work with, however there are differences between the two organizations. Edunaut uses the power of foreign language teaching combined with the content and concepts from the positive psychology movement (growth mindset, resilience, character strengths) in a non-formal and gamified setting (in addition to sexual health counselling). BIOM uses a combination of experiential education, trauma-informed care, nature based therapy and systemic approach.

What we have in common is the same underlying goal we want to achieve = subtly and indirectly encourage youth to change their mindset, learn how to self-regulate to deal with stress and develop the above mentioned soft skills that any healthy individual needs to have. Methods we are using to achieve this are different. Let's see these approaches.

What we do in our practice:

BIOM:

Magamvadon - The name of this program, Magamvadon, stems from the concept of "self and wilderness." This program is for adolescents in foster care. Hiking in nature is the main activity during the program, and the process incorporates training and self-reflection with an expedition journal. Experiences during excursions and expeditions support adolescents in learning cooperation, responsible decision-making, and how to achieve their goals. Activities are followed by a colorful, personal journal, so participants learn to draw consequences from their experiences and transfer them to everyday life.

For more information you can contact us by email: info@biomalapitvany.hu

EDUNAUT:

Workshops: Edunaut has been working on a local project from 2019, carrying out visiting workshops in the social service public institution that takes care of children and youth without parents or adequate parental care. Our work has been divided into 2 parts: 1) Motivational workshops - workshops aim at the development of motivation and transversal skills (cooperation, teamwork, learning to learn) while communicating in English language. 2) Healthcare workshops and counseling – led by a volunteer medical doctor and a licensed sexual health counselor.

For more information you can contact us by email: edunaut.hr@gmail.com

SELF DETERMINATION THEORY AND INTRINSIC MOTIVATION

In *Concepts and scope of IM: SDT and Locus of control chapter we provided an explanation of the SDT and 3 universal psychological needs that motivate people to grow and change (Autonomy, Competence, Relatedness/Connection).

Here we want to add that there are further factors that can influence and promote IM, and they are also related to one or more of the basic 3 needs:

- Curiosity - pushes us to explore and learn for the sole pleasure of learning and mastering.
- Challenge - helps us work at a continuously optimal level toward meaningful goals.
- Control - comes from our basic desire to control what happens and make decisions that affect the outcome.
- Recognition - an innate need to be appreciated and the satisfaction we have when our efforts are recognized and appreciated by others.
- Cooperation - Cooperating with others satisfies our need for belonging. We also feel personal satisfaction when we help others and work together to achieve a shared goal.
- Competition - poses a challenge and increases the importance we place on doing well.
- Fantasy - involves using mental or virtual images to stimulate your behavior. An example is a virtual game that requires you to answer a question or solve a problem to move to the next level.

It is important to become aware of these factors and recognize their importance and connection to the Autonomy, Competence and Relatedness needs to implement them in the approach we choose and the activities we do.

If we go back to the Michael Johnson story and recall how he motivated himself before the race (*see The power of intrinsic motivation chapter) – we can recognize many of these factors within the methods he used.

Intrinsic motivation can be applied to all aspects of our life. To start with, by changing the focus to the internal rewards of some action, such as the feeling of satisfaction and enjoyment, we can better motivate ourselves and others.

COMPETENCIES AND SKILLS DEVELOPMENT THROUGH PROBLEM-SOLVING ACTIVITIES

Key competences are those which all individuals need for personal fulfillment and development, employability, social inclusion and active citizenship. They are developed, from early childhood throughout adult life, and through formal, non-formal and informal learning.⁷⁷ *“All (of them) are considered equally important and aspects essential to one domain will support competence development in another.*

These are the eight key competences:

- Literacy competence
- Multilingual competence
- Mathematical competence and competence in science, technology and engineering
- Digital competence
- Personal, social and learning to learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence

The key competences are a combination of knowledge, skills and attitudes (skills being defined as the ability to carry out processes and use the existing knowledge to achieve results).⁷⁸

⁷⁷ Council Recommendation of 22 May 2018 on *Key competences for lifelong learning*, Official Journal of the European Union, C 189/1 ([https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&rid=7](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7))

⁷⁸ European Commission, Directorate-General for Education, Youth, Sport and Culture, (2019). *Key competences for lifelong learning*, Publications Office. <https://data.europa.eu/doi/10.2766/569540>

According to UNESCO⁷⁹ there are 6 categories of transversal skills suggested in the chapter *Methodology of working with vulnerable youth.

1. Critical and innovative thinking
2. Interpersonal skills
3. Intrapersonal skills
4. Global citizenship
5. Media and information literacy
6. Other, e.g. problem solving, communication, teamwork, leadership, etc.

*"They are increasingly in high demand to successfully adapt to changes and to lead meaningful and productive lives."*⁸⁰ Methods that promote the development of such skills are problem based methods where it is essential that youngsters have an active role.

Of course, it is challenging to focus on the development of all of the above mentioned skills and competences, and when we think of suitable activities for our youth work we always need to have them in mind and check to make sure we are addressing at least some of them.

The activities we implement have the underlying goal of developing intrinsic motivation, but important skills and competences will be developed as well on the way to achieving this .

a. communication skills

Communicating effectively, assertively, and without problems is an important skill not only in professional, and educational contexts but in everyday life. As youth workers, we are all curious about how the group communicates with us, and with each other. When we aim to improve communication, the first step is to consciously

observe the aspects mentioned above. Then we give the participants the opportunity to challenge their well-accustomed communication by playing games where they can observe themselves. Then we provide them with time and opportunities, through games, to practice different styles, and develop their skills such as giving feedback.⁸¹

Our own experience we would like to share with you (BIOM):

- The diary that we use during the group sessions provides an opportunity for the youth to collect the feedback they give each other (on paper, in written form), which is useful and uplifting to look back on later and it helps in developing their communication skills.

b. cooperation and teamwork skills

Some skills and attributes are required to work well in a team. Communication skills, problem-solving skills, the ability to delegate tasks, and accepting different opinions in order to develop effective joint strategies. The most important thing for a group to function well is the development of trust between members.

Furthermore, in a well-functioning team, it is important that members take on individual responsibilities and roles based on their strengths and weaknesses.⁸²

c. learning to learn competence

Activities aimed at the development of this skill will aim to develop positive attitudes to school, foster curiosity and openness to learning and to new sources of knowledge and inspiration. Quite often, youth don't have efficient learning habits, don't know how to organize their time and set goals and they need help in discovering them. Very often they develop these competences outside of their formal education.

⁷⁹ UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific. (2016). *School and teaching practices for twenty-first century challenges: Lessons from the Asia-Pacific region, regional synthesis report; 2014 regional study on transversal competencies in education policy and practice (phase II)* (ERI-Net regional policy study series [2]). <https://unesdoc.unesco.org/ark:/48223/pf0000244022>

⁸⁰ *Skills for holistic human development* (UNESCO Asia-Pacific Education Policy Brief, 2 [4]). (2014). UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific. https://unesdoc.unesco.org/ark:/48223/pf0000245064_p2

⁸¹ Lisin, I., Kida, P. (2018), *Outdoor Education from theory to practice*. Lublin: Foundation Institute of Animation and Social Development.

⁸² Lisin, I., Kida, P. (2018), *Outdoor Education from theory to practice*. Lublin: Foundation Institute of Animation and Social Development.

According to The Council of the European Union⁸³ this competence goes together with personal and social competence. *“Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one’s own learning and career.”*⁸⁴

Learning to Learn skills we aim to develop will enable youth to:⁸⁵

- identify their own capacities, focus and set goals
- learn and work autonomously and collaboratively
- organise and persevere with their own learning, and evaluate and share it
- self-assess
- develop resilience and confidence to pursue and succeed at learning throughout their lives
- seek support when appropriate and effectively manage their learning, career and social interactions⁸⁶

d. multilingual competence

This competence defines the ability to use different languages appropriately and effectively for communication.⁸⁷ While the group is in the Performing stage of the group forming process (*see the Process chapter) you can involve them in the activities aimed at developing these skills.

However, we need to have in mind that Youth work is not a language school or a language course.

Our own experience we would like to share with you (EDUnaut):

Through youth work activities we implement in English language (using English language teachers and several native English speakers) we practice their communication skills (oral and written) with the goal of fostering the development of IM. This approach draws inspiration from “content based instruction lesson” where the student’s focus is on the topic, and while they explore it they use the language they are trying to learn, rather than their native language . This is thought to be a more natural way of developing language ability.⁸⁸ We try to engage youngsters in various activities where they have a chance to hear native English speakers and practice the use of it. This approach is experimental and very challenging for several reasons. There is no suitable existing material (that we know of – IM development for foreign language learners) for the workshops so the team has prepared it by using different sources and adapting material to the mixed (in terms of age and language abilities) group of youngsters.

⁸³ European Commission, Directorate-General for Education, Youth, Sport and Culture, (2019). *Key competences for lifelong learning*, Publications Office. <https://data.europa.eu/doi/10.2766/569540>

⁸⁴ European Commission, Directorate-General for Education, Youth, Sport and Culture, (2019). *Key competences for lifelong learning*, Publications Office. <https://data.europa.eu/doi/10.2766/569540>

⁸⁵ Schola Europaea / Office of the Secretary-General. (2018). *Key competences for lifelong learning in the european schools*. <https://www.eursec.eu/BasicTexts/2018-09-D-69-en-2.pdf>

⁸⁶ Schola Europaea / Office of the Secretary-General. (2018). *Key competences for lifelong learning in the european schools*. <https://www.eursec.eu/BasicTexts/2018-09-D-69-en-2.pdf>

⁸⁷ European Commission, Directorate-General for Education, Youth, Sport and Culture, (2019). *Key competences for lifelong learning*, Publications Office. <https://data.europa.eu/doi/10.2766/569540>

⁸⁸ British Council. (n.d.). *Content-based instruction*. <https://www.teachingenglish.org.uk/article/content-based-instruction>

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