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Project 2020-3-NL02-KA205-003289

OVERCOMING FEAR

Train-the-trainers Program



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OVERCOMING FEAR OF FAILURE

PROJECT: Shame culture and overcoming fear of failure in future life - "Overcoming Fear of Failure"

COORDINATOR: Youth Initiative Centre - YIC

The manual "Overcoming Fear of Failure " offers an extensive train the trainers program, providing youth workers and youth leaders with guidance in preventing and mitigating the fear of failure among young adults through positive psychology. Youth workers and youth leaders gain detailed descriptions of sessions, practical tools, exercises, and real-life examples. The manual will assist them in implementing activities among young adults, empowering them to better cope with the fear of failure while fostering a positive mindset. Thanks to the online form, clear structure, and numerous attachments, is Program easily accessible and adaptable Europe-wide.

The Program is divided into six different modules.

The first module: "Software of the mind" - Thinking rationally for irrational stuff. This module covers creating a broader environment and concepts concerning fear of failure.

Second module: "Recognizing Fear of Failure" - Thinking rationally for rational stuff. It aims to create awareness about Fear of Failure and the main reasons causing it, and its impact.

Third module: "Positive psychology and mindset" - Building a solid foundation - Focuses on creating a positive mindset.

Forth module: "Emotional intelligence and growth mindset" - Building a solid foundation - Offers activities that help to boost emotional intelligence and growth mindset.

Fifth and sixth modules: "Dealing with Fear of Failure" - Capacity building. Focuses more on creating skills on how to deal with Fear of Failure.

This tool has been developed within the frame of the project 2020-3-NL02-KA205-003289 "Overcoming Fear of Failure!" co-financed by the Erasmus+ Programme.



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Fear of Failure at a Glance

Fear of failure is the feeling people get when they don't think they can succeed. Fear of failure may stem from uncertainty about the future or harsh comparisons to others. Still, usually, it's tied to low self-esteem. Fear of failure causes problems with productivity and avoidance behaviours.

There are different facets to fear of failure. Three basic types are performance anxiety, perfectionism and imposter syndrome (Imbalance theory). These might manifest in various ways ranging from procrastination, lack of confidence or difficulty accepting compliments. Additionally, some researchers link Fear of Failure to physical and mental symptoms. Some of them are aching pain and depression because it negatively affects your mood and could make you withdraw from others.

Fear of failure is an instinctual phobia that we all experience. Fear of failure can negatively affect our lives and behaviour. Fear isn't always bad; it enables us to make informed decisions and take necessary precautions. However, living with fear can lead to missed opportunities and even depression or anxiety disorders. Fear often feels like something is weighing you down or restricting your ability to be free. It can distort your perception of reality, focusing on the negative aspects of the situation instead of the positive ones. This typically means anticipating outcomes rather than acting in ways that create success reflections.

Fear comes from our inner judge, who constantly criticises us for everything we do wrong, demanding perfectionism.

Fear of failure can be seen through physical appearance. Fearful people tend to have a sense of unease. Fearful people have an aversion to change and uncertainty while also being inhibited from taking risks. Fearful people are known to have a look that is hurt or anxious. Fearful people are often tense, reflected in their posture and facial expression. Fearful people often face challenges regarding rest, sleep, exercise, diet and well-being.



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Awareness about the main reasons for failure

The main reason for failure may be the fear of whether one will succeed or not.

Fear is experienced at two levels:

- Fear of the task itself
- Fears about how others might react to one's success.

Fear of failure can be present in many situations, such as:

- Fear of not being able to finish one's final project
- Fear of saying something and then regretting it
- Fear of taking part in an activity because there is a chance that one will look foolish

Fear of failure manifests as apprehension before specific tasks, distress after failing at a job, avoidance of things likely to present the opportunity for failing, and pessimism about one's abilities or prospects. Fear can also cause people to develop an abnormal sensitivity to indications of potential future shame.

A prospective student afraid to take courses in her major because she doesn't want it spoiled might suffer from fear of failure. Fear might make someone avoid testing out how well they understand concepts by answering exam questions or presenting their ideas publicly. They do this even though there are ways to know if they have mastered what they're learning. Fear may lead them to refuse constructive criticism, preferring only applause and praise, which does not help them learn how talented they can become.

One of the behavioural traits of Fear of Failure is withdrawing oneself from challenges, responsibilities and commitments. Individuals will not partake in activities that can bring them to their limits because they fear they might fail. Fear of failure also manifests fear in the individual's ability to perform tasks without making mistakes.



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Fear of Failure Grading System

This manual contains six modules with 6 to 8 activities regarding learning about Fear of failure, its consequences and its causes. The grading system is designed to evaluate how closely each activity is, from Directly Relevant to Generalised activity, which is helpful. This grading system allows readers and instructors to prioritise and order which activity they prefer to teach or learn, depending on their needs. For example, if readers only want information on the consequences of Fear of failure, they can read and complete only the activities graded as Directly Relevant. However, if a reader wants a more comprehensive understanding of the Fear of failure, they can read and complete all the activities in all the modules. The manual offers flexibility by providing this grading system and caters to a wide range of needs.

The FoF Grading System is designed to help participants identify which activities will be most helpful in overcoming their Fear of failure. Three grades are Directly Relevant to Fear of Failure, Balanced, and Generalised. Directly Relevant activities offer direct information and support for overcoming Fear of failure. Balanced activities offer both direct and indirect information on the Fear of failure. Generalised activities offer overall activities that are helpful for participants but not necessarily or solely directed toward Fear of failure. The FoF Grading System is a valuable tool for participants as they work to overcome their Fear of failure.

Directly Relevant



Balanced



General



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Module 1

- My Identity Card **General**
- What do You See? **Balanced**
- Mr Baseball **General**
- Mr Baldoni **Balanced**
- My Surrounding People **Balanced**
- Tools / Exercises / Debriefing Module 1

Module 2

- Recognising Fear of Failure & Discussion **Direct**
- The Lichtman Experiment **Balanced**
- Coping With Uncertainty **Direct**
- Finding Fear of Failure in Persona(s) **Direct**
- Fear of Failure Self-Reflection / Mind Map **Direct**
- Tools / Exercises / Debriefing Module 2

Module 3

- Discussing Good Life Through Debate **Balanced**
- The Mighty Self **General**
- The Dance of My Life **General**
- What is Your Line? **Balanced**
- Devil's Advocate **Balanced**
- Tools / Exercises / Debriefing Module 3

Directly Relevant



Balanced



General



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Module 4

- Targeting Your Values **Balanced**
- Power of Visualisation **Balanced**
- Cognitive Restructuring **Direct**
- Meditation Breathing Exercises **General**
- Embrace the Mistakes **Direct**
- Tools / Exercises / Debriefing Module 4

Module 5

- Personal SWOT Analysis **Balanced**
- The Bull's Eye Values Survey **Balanced**
- Fear in a Hat **Direct**
- The Greatest **Balanced**
- Positive Monologue **Direct**
- Tools / Exercises / Debriefing Module 5

Module 6

- My Productive Day **Balanced**
- Blind Trust **Balanced**
- River of Life **General**
- The Letter of Power **Balanced**
- Eisenhower Matrix **Balanced**
- Trust Fall **Direct**
- Treasure Field **Balanced**
- Tools / Exercises / Debriefing Module 6

Directly Relevant



Balanced



General



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OF FAILURE



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My Identity Card



RAGINA, MODULE 1

TARGET GROUP (N):

Young people 18-25 years of age
Average trainees; 8-24 participants

ACTIVITY (T): Individual work-self-reflection, discussion; 30-40 min

DESCRIPTION

1. Framing the audience.

We will do an activity to introduce each other. It is about self-reflection. We are going to make a "Card of my identity." The trainer starts sentences, and the trainees finalize them.

2. Doing the sentences from the Resource section. Each trainee is scratching the answers individually.

3. The group splits into couples. The trainees discuss their solutions for themselves for about 8-10 min.

4. Identity card creation: participants fold paper like a postcard;

4.1. Participants illustrate themselves on the front side of the postcard. "What part of myself do I want to show to the world?"

4.2. Participants present their origin. - "What gives me strength?"

4.3. The participants list their fears in the middle part of the postcard.

Debriefing: "Who is volunteering to share the sentences and the postcard?", "Why particularly this drawing?", "What were your reasons to depict exactly this on the postcard back?"

EQUIPMENT/RESOURCES/WORK SPACE

List of questions/ statements:

- The three words that describe me the most are ...
- I feel strong and active when ...
- I am happy when ...
- I feel sad when ...
- I always laugh at ...
- I'm going mad (angry) about ...
- I would sacrifice my life or valuable belongings for ...
- I want to be like ...
- I undoubtedly believe in ...

PROCEDURE

We will do an activity to introduce ourselves and warm up to the topic. We will self-reflect and create a "Card of my identity."

We will do it in two parts - statements and Identity card creation.

PROCEDURE

Statements: I will start with some sentences. You should finalize them individually;
You will share your answers in couples and try to find something in common;
*Debriefing part of the previous activity.

We will create Identity cards.

Fold your paper like this - like a postcard. You need to draw yourself on the first page. You can be creative. "What part of myself do I want to show to the world?"

Illustrate your origin on the last page. Think about "What gives me strength?"

Write your fears in the middle of your card. "These are those parts of our identity we want to keep hidden from the world. We are eager to share them only under particular circumstances, with particular people, only when you want to."

*Debriefing part of the previous activity.

-Keep your cards! We will come back to them later in this module.

LEARNING OBJECTIVES

- To do self-reflection.
- To introduce participants.
- To experience team-building.
- To tune to the topic.

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Cognitive domain /**attitudes**/

GROUP DIVISION/GIVING TASKS

The part with sentences sharing only breaks the group into couples/triples.

Breaking criteria should provoke movement in the room, i.e., "Form a couple with the person opposed to you." or "Form a couple with the fourth person on your left." etc.

INTERACTIONS TRAINER/AUDIENCE

Trainer double-checks with the couples if the instructions have been understood correctly etc.

DEBRIEFING

Please, pronounce the word “live” backward! What does it mean?

Respectively, when we define something as a personal strength, it is a potential crisis. When something in ourselves is insecure, it can grow; it is a starting point for a change.

TIPS FOR TRAINERS

Keep in mind the perspective mentioned above.

It could be written down on a well-seen spot or taped on the room floor.

REFERENCES TO PR1

This activity is connected to Module 1 of our educational content, “Software of mind”

KEYWORDS

Introduction, module warming up, “My Identity Card”



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What Do You See?



RAGINA, MODULE 1

TARGET GROUP (N):

Young people 18-25 years of age
Youth workers; 8-24 participants

ACTIVITY (T): Presentation, group work, discussion; 40-50 min

DESCRIPTION

Introducing four pictures. They should be interpreted individually by each trainee. Then, participants try to agree on a common interpretation and share it with the group.

After that trainer introduces how different people from different backgrounds interpreted the same pictures to expose trainees to other points of view.

In the case of training with trainees from an ordinary background, there is a tendency to have similar interpretations. It is a demonstration of a typical software of the mind. Thus, it is important to stress that trainees will be exposed to interpretations of people with different backgrounds, i.e., people ages 14 to 50 from Bolivia, China, Ethiopia, France, Indonesia, Italy, The Netherlands, Peru, Tunis, Uganda.

Trainees must try to see/recognize what others have interpreted.

Conclusion: subconsciously, we evaluate what we see and judge it upon our mind software.

EQUIPMENT/RESOURCES/WORK SPACE

- Flipchart
- Stationery
- Projector
- Hard copies of the pictures
- [Who can you See APPENDIX](#)

PROCEDURE

Look for a couple of minutes at the four following pictures.

Write down keywords on what your interpretation of each image is, individually.

After the 4th picture, discuss your answers with the person on your right side for 10 minutes.

Both agree on one word or phrase that best describes the concept.

What do you come up with? Share your common word/ phrase with the group.

How do others interpret the same images?

How have people ages 14 to 50 interpreted the same pictures you just saw? Keep in mind these people are from Bolivia, China, Ethiopia, France, Indonesia, Italy, The Netherlands, Peru, Tunis, Uganda.

Try to see what they see.

LEARNING OBJECTIVES

- To tune to the topic.
- To create openness for a different perspective.

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Cognitive domain /**attitudes**/

GROUP DIVISION/GIVING TASKS

Partially, work in pairs. It is described above.

INTERACTIONS TRAINER/AUDIENCE

The pictures are usually presented via PPT slides. However, it is good to have them printed with a number (1-4) to show to the trainees while working in pairs.

DEBRIEFING

1. What surprised you during this activity?
2. Did you learn something new about yourself and your thinking process?
3. What assumptions did you notice?
4. Did you see any difference between the thinking and assumptions between participants? What do you think, why is it like this?
5. Did you see any similarities between thinking and assumptions between the participants? Why is it like this?
6. What impacts our thinking?
7. Can we have a neutral mode of thought?
8. Why is it necessary to evaluate what we see?
9. Why do we need to be aware of our “subconscious evaluation”?

Conclusion:

Fact and its interpretation are different things.

We do not have a neutral mode of thought. Subconsciously our mind evaluates what it sees. Our evaluation is rooted in our previous experience. Our “software of the mind” manipulates it.

TIPS FOR TRAINERS

Refer to this activity to introduce the cultural layers.
e.g., Why do we have such different interpretations?
Because cultural layers differ.

REFERENCES TO PR1

This activity is connected to Module 1 of our educational content, “Software of mind”

KEYWORDS

Cultural sensitivity



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Mr Baseball



RAGINA, MODULE 1

TARGET GROUP (N):

Young people 18-25 years of age
Youth workers; 8-24 participants

ACTIVITY (T): Presentation, case study,
discussion; 30-40 min

DESCRIPTION

Activity is planned to be conducted in 2 rounds.

First round:

Playing a short movie showing an American guy in Japan. Do a quick debriefing on what trainees have observed.

After that, you introduce the theory for Hofstede's cultural dimensions.

<https://www.hofstede-insights.com/product/compare-countries/>

Second round:

Play the same movie again. This time trainer facilitates cultural dimensions recognition.

EQUIPMENT/RESOURCES/WORK SPACE

- Projector
- Internet connection
- Dim lighting for the projector screen
- [Cross Cultural Etiquette - Mr. Baseball](#)

PROCEDURE

1 round:

Show the video. Its duration is 2.10 minutes. Ask trainees what they observed and write down their answers. e.g., "They eat noisily, using chopsticks ..."

After that, you introduce a theory for Hofstede's cultural dimensions.

2 round:

Give instructions that you will play the movie again. The participants should recognize the cultural dimensions they have been exposed to in the theory mentioned above part.

Ask participants what dimension they have recognized? At which moment of the movie?

You can find tips for debriefing in Recommended questions for the debriefing section below.

LEARNING OBJECTIVES

- To increase participants' awareness about cultural differences.
- To demonstrate difference before and after theoretical foundation.

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Cognitive domain /**attitudes**/
- Affective domain /**knowledge**/

DEBRIEFING

After two rounds, you could play the movie for the third time. This time stop the video as described below and ask trainees what dimension they recognize and why?

0.45 - Individualism/Collectivism - noises that the Japanese make are made, making others feel comfortable. The noises American makes are to show he is satisfied with the food.

1.13 - Individualism/Collectivism, the lady ensures that the others have food first.

1.25 - Masculinity/Femininity and Power Distance, the “head” of a Japanese family requires a cup full of sauce and the lady serves it to him. He is the first one to raise his cup. When the American does the same, it is envisioned as an act of authority that challenges the host.

1.35 - Individualism/Collectivism and Uncertainty Avoidance, when the foreigner puts the chopsticks in the ball, he “invites death in the family,” according to the Japanese perspective. They have quite a lot of rules in Japan; some of them are unwritten but equally valid. They have many roles in fighting the uncertainty of the future. According to I/C, Mr Baseball does what is comfortable for him and challenges the comfort zone of his hosts.

REFERENCES TO PR1

This activity is connected to Module 1 of our educational content, “Software of mind”

KEYWORDS

Cultural layers



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Mr Badoni



RAGINA, MODULE 1

TARGET GROUP (N):

Young people 18-25 years of age
Youth workers; 8-24 participants

ACTIVITY (T): Presentation, case study,
discussion; 30-40 min

DESCRIPTION

Watching the video and discussing the touchy messages participants have recognized.

EQUIPMENT/RESOURCES/WORK SPACE

- Projector
- Internet connection
- Dim lighting for the projector screen
- [Why I'm done trying to be "man enough" | Justin Baldoni](#)

PROCEDURE

Introducing the video very shortly. They will see, and it is an honest sharing of his life experience. Give instructions to participants to pay attention to the messages that touch them.

Play the video.

Ask and discuss the touchy messages from the audience.

Discuss what fears and failures Baldoni have come upon and how he copes with them.

LEARNING OBJECTIVES

- To increase participants' awareness about the connection between cultural socialization and fear of failure.
- To extend knowledge of participants about real-life examples of a famous person.
- To start a discussion about the topic.
- To tune to the topic.

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Cognitive domain /**attitudes**/
- Affective domain /**knowledge**/
- Psychomotor domain /**skills**/

INTERACTIONS TRAINER/AUDIENCE

Ask and discuss the touchy messages from the audience.
Discuss what fears and failures Baldoni have come upon and how he copes with them.

DEBRIEFING

1. What are the messages that touched you?
2. Why precisely this?
3. What are the fears Mr. Baldoni has?
4. How did he overcome them?
5. What do you take for yourself from this video?
6. What connection do you see between this video, points of socialization (where a person acquires layers of "software of mind"), and a fear of failure?
7. Have you seen a similar experience in your life or the lives of people around you?
8. Why is it important to talk about these things?

REFERENCES TO PR1

This activity is connected to Module 1 of our educational content, "Software of mind"

KEYWORDS

Cultural layers and connection to fear of failure



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My surrounding people



RAGINA, MODULE 1

TARGET GROUP (N):

Young people 18-25 years of age
Youth workers; 8-24 participants

ACTIVITY (T): Self-reflection; 20-30 min

DESCRIPTION

Activity is the connection between cultural socialization and fear of failure.

EQUIPMENT/RESOURCES/WORK SPACE

- Stationery
- Each participant will need their Self-identity card from the first activity.

PROCEDURE

1. Write down as many names of relatives, friends, and other people surrounding you on a sheet of paper in your everyday life as you can for 2 min. For example, my mother's name is Rosica, and I am putting Rosica on a sheet of paper.
2. Now, put a circle around those names that impose a strong influence on you. - 2 min.
3. Try to find a connection between circled names and the fears in the middle of your identity card from the first activity in this module. - 2 min. For example, I have feared not meeting my mother's expectations, fear of failing in Maths, fear of losing. In My identity card. I have circled her name (and some others) during this activity (second bullet). The task for me is to find a connection between my fears and circled persons. I have such a connection: Rosica - fear of not meeting my mother's expectations.
4. Debriefing: Did you find any connection? We need just YES and No answers.

LEARNING OBJECTIVES

- To increase participants' awareness about the connection between cultural socialization and fear of failure.
- To create an understanding of how the concepts in the module relate to themselves.

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Cognitive domain /**attitudes**/

DEBRIEFING

This is for yourselves only. We are not going to share them here.

1. How did these people impact my life?
2. When do these characteristics help in my life, and when are they limiting me?
3. Is there anything I want to change in the dynamics of this relationship? If yes, how can I?

Inspirational quote for closing the module:

“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.”

-Marie Curie

REFERENCES TO PR1

This activity is connected to Module 1 of our educational content, “Software of mind”

KEYWORDS

Cultural layers and connection to fear of failure



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Tools / Exercises / Debriefing

RAGINA, MODULE 1

TESTS & TOOLS

Tests and tools are tricky topics regarding Software of the mind. The topic is “mental programming,” a broad frame of cross-cultural differences. He had tests that measured cultural dimensions. However, these tests are valid only for samples (big enough). Cronbach Alpha equals 0 in case of individual use. It means tests do not work on a personal level. Thus, there are no tests attached. In case of active interest in the topic, you can use the attached link for further exploration. [Hofstede Insights](#)

There, one could find dimensional scores of the home county, country comparison, etc.

SUMMARY

The activities in this module, aim to create awareness of “mental programming.” How does it work? How does it impact us? How does it connect to fear of failure? The idea is “nothing in life is to be feared, it is only to be understood” (Marie Curie). These activities aim to understand and create awareness of where fear of failure comes from to build a solid foundation and openness for the following modules. “Now is the time to understand more, so that we may fear less.” (Marie Curie)

DEBRIEFING QUESTIONS ON MODULE 1

1. What surprised you during this module?
2. What did you learn about yourself, your thinking process, your behavioural patterns?
3. What connection do you see between things we have done here and a fear of failure in your life?
4. Why is it important to talk about these things?
5. What do you take for yourself?
6. Think about one thing that you can improve regarding fear of failure in your life. Write it down and share it with us.



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Recognising Fear of Failure



**SMART IDEA,
MODUL 2**

TARGET GROUP (N):

Youth workers, youth leaders, appropriate also for average participant; 8-24 participants

ACTIVITY (T): Presentation, discussion;
20-90 min

DESCRIPTION

Introduction to fear of failure as a concept, why awareness matters, its impact and how to recognise it, with discussions in between for better engagement, supplemented with the most recent data.

EQUIPMENT/RESOURCES/WORK SPACE

- Projector, whiteboard, markers
- No specific workplace requirements
- Presentation: Supporting slides 2-7, 12, 15, 18, 21, 23, 27
- [LTT OFF Varna - Fear of Failure SMART IDEA](#)

PROCEDURE

The presentation is divided according to written chapters, each ending with an open discussion between participants, with statistics and data to finish one chapter and lead to the following one.

LEARNING OBJECTIVES

- To increase awareness of participants about Fear of Failure
- To extend knowledge of participants about the impact of FoF
- To teach methods on how to recognise fear of failure
- To learn how to build a environment for young people to open up about their experience

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Cognitive domain /**knowledge**/
- Skills and attitude for the recognition Fear of failure

DEBRIEFING

Are you aware of what kind of impact FoF has?
Do you recognise some of your own thoughts in these examples?
Do you feel like you are more aware of how to recognise FoF?

TIPS FOR TRAINERS

It is recommended to start this activity only after building a safe environment within the group

REFERENCES TO PR1

The presentation, discussion and the content reflects to the written modules of PR1 directly from the module Recognising Fear of Failure

KEYWORDS

Fear of failure, Fear of Failure Awareness, Recognition, Fear of Failure Symptoms, Impact



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The Lichtman Experiment



**SMART IDEA,
MODUL 2**

TARGET GROUP (N):

Everyone interested for recognizing their inner fears; up to 16 persons

ACTIVITY (T) : Presentation; Simulation
45 minutes

DESCRIPTION

This technique can help you monitor your emotions through visualization and monitoring otherwise unaware reactions, which will tell you what fears you have.

It is not always about past fears.

You can have fears of your future expectations based on your current situation, upbringing, or bad experiences.

PROCEDURE

1. Write 3 LARGER goals titles, 1-5 years into the future, which you want to achieve!
2. Select just one which feels most important right now
3. Guided visualization - 1 min - Remember the occasion when you experience something close to the ideal, which gives you incredible feelings. Focus on feelings.
4. Use this feeling and expand the selected statement from step 2 in 5 lines.
5. Read the statement (information/visualization/feelings) and monitor your emotions.
Changes in the body? Fear? Anxiety?
6. Circle all words in the statement which give you any negative feelings - these are blocker words!
7. Go to step 4, rewrite the statement with different words, and repeat the process.

EQUIPMENT/RESOURCES/WORK SPACE

- Few pieces of paper
- Two pens in a different colour
- Everyone should have a place to write on the paper in their privacy
- Presentation: Supporting slides 28-36: [LTT OFF Varna - Fear of Failure SMART IDEA](#)

LEARNING OBJECTIVES

- Using emotions to recognize your inner fears
- Become aware of unintentional and rooted fears based on your upbringing
- Recognize fears which contradict your wishes

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

Psychomotor domain /**skills**/

GROUP DIVISION/GIVING TASKS

Individual work

INTERACTIONS TRAINER/AUDIENCE

Trainer can help improve their statements if they allow him/her. Sometimes participants write very personal statements which may not be suitable to share.

DEBRIEFING

What bodily feelings predominantly happen when you encounter uneasiness?
Tickling? Distress? You don't have a name for that, but do you feel something is wrong?

TIPS FOR TRAINERS

Everyone needs to have their personal space and feel safe.

REFERENCES TO PR1

Excercise is related to Module 2, Recognizing fear of failure

KEYWORDS

Recognizing fear rooted in upbringing and cultural environment



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Coping with Uncertainty



**SMART IDEA,
MODUL 2**

TARGET GROUP (N):

Young people, our final recipients, suitable for average participants; up to 16 persons

ACTIVITY (T): Simulation 35 minutes

DESCRIPTION

The activity is a forced-choice "magic wand" technique to process the emotions about the uncertainty affecting them. First, they need to define the uncertainty and then create a plan to overcome it. This activity is meant to encourage them to find solutions and overcome their doubt through planning. It will be effective if done with plenty of space, time, and silence for processing.

PROCEDURE

Step by step instructions on how to conduct the activity

1. Find places: Assist everyone in locating a cozy location in the room where they may unwind, concentrate on your question (the leader), and compose their replies.
2. Uncertainty: Ask them to define their specific uncertainty: (e.g. lack of money to live a full life, unable to get the job, etc.) (5 min)
3. Emotional Support: Help them to support themselves. Ask them to write 10 lines about how they will feel when the uncertainty is overcome. Ask them to be super specific, with the description of emotion, where they are when they will achieve this, who will be there, etc. (10 min)
4. Conscious Support: Let's have them write on the top of the paper, "What does it take to (overcome my uncertainty)?". Everyone should come up with five potential solutions.
5. Plan it: Allow them to choose the best option, then create at least five tiny steps to get there. (10 min)

EQUIPMENT/RESOURCES/WORK SPACE

- Pen and paper/notebook
- [Resources](#)

LEARNING OBJECTIVES

- To increase participants' awareness about methods that can affect the perception of uncertainty.
- Understanding undealt uncertainty leads to fear of failure.
- To extend knowledge of participants about how to cope with uncertainty
- To experience an exercise that helps on an individual level.

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Affective domain /**attitudes**/ + knowledge

GROUP DIVISION/GIVING TASKS

Done individually, any volume of people is appropriate

INTERACTIONS TRAINER/AUDIENCE

Try to give examples and engaging or open questions to foster creativity

DEBRIEFING

By the end of this experience, leaders encourage participants to share their thoughts on what they've learned. First, ask them to state their uncertainty and how they plan to overcome it. By sharing their fears, participants will be more inclined to commit themselves fully and begin living a better life.

TIPS FOR TRAINERS

It is recommended to start this activity only after building a safe environment within the group, and as a final exercise in this module, as the other activities help provide context

REFERENCES TO PR1

Showing the connections between the beginning modules and individual experiences that young people have.

KEYWORDS

Planning, Uncertainty, Problem solving



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Finding Fear of Failure in Persona(s)



**SMART IDEA,
MODUL 2**

TARGET GROUP (N):

Young people, our final recipients, suitable for average participants; 25-30 people

ACTIVITY (T) : Self reflection; 20 min

DESCRIPTION

Creating personas for Fear of Failure (FoF). This activity helps young people see how a person with FoF might act or look from an outside perspective. It will help them identify characteristics of this concept and might help them find it within themselves.

PROCEDURE

1. Energizer.
2. Ask the whole group what they think a person with Fear of Failure looks like internally and externally. The expressed ideas are written on paper to compare their original ideas to the presentation by the end of the activity (10 minutes).
3. We divide people into groups; each group has 4-5 people.
4. Each group receives one sheet of paper (from the written lists). Ten minutes are given to work in a group and prepare a persona with a written list of characteristics that show FoF and a drawing on the other side
5. After 10 minutes, all the participants gather, each group presents the personas. After each presentation, others try to guess what characteristics they are showing (30 minutes)
6. Conclusion. Comparison of original ideas with presented personas (10 minutes)

EQUIPMENT/RESOURCES/WORK SPACE

- Pen and paper
- [Idea from Link - page 14](#)

LEARNING OBJECTIVES

- To increase awareness of individual characteristics a young person might have

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Cognitive domain /**knowledge**/ + attitude

GROUP DIVISION/GIVING TASKS

Groups of 4-5 people, 5-6 groups if there are 30 people

INTERACTIONS TRAINER/AUDIENCE

Trainers double-check with small groups if the instructions have been understood correctly. Give suggestions like brainstorming a few examples first

DEBRIEFING

What do you find difficult in this activity?
What did you learn from the session?
Any other comments?

TIPS FOR TRAINERS

It is recommended to start this activity only after building a safe environment within the group, but before the recognizing FoF presentation/discussions, at least the part where specific examples of recognizing FoF have been expressed.

REFERENCES TO PR1

Finding symptoms and characteristics for fear of failure.

KEYWORDS

Fear of Failure, self learning, recognition, insights



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Fear of Failure Characteristics Self Reflection / Mind Map



**SMART IDEA,
MODUL 2**

TARGET GROUP (N):

Young people, our final recipients, suitable for average participants

ACTIVITY (T) : Self reflection; 20 min

DESCRIPTION

The activity is designed to help young people identify aspects of fear of failure that were previously discussed. The purpose is to find those characteristics within themselves or in everyday life. Awareness of them could help young people keep control over them.

PROCEDURE

1. Final energizer (if necessary)
2. Ask the whole group to think about the topics discussed during the day, and list one interesting example (5 min)
3. Instruct them to write any characteristics, symptoms, or aspects of Fear of Failure that they might have or experienced in everyday life on paper individually (10 min)
4. Ask a few willing participants to shortly share a few (5 min)
5. If there is remaining time, discuss those aspects and what they think they can control them.

EQUIPMENT/RESOURCES/WORK SPACE

- Pen and paper

LEARNING OBJECTIVES

- To increase awareness of individual characteristics a young person might have

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Cognitive domain /**knowledge**/ + attitude

GROUP DIVISION/GIVING TASKS

Done individually, any volume of people is appropriate

INTERACTIONS TRAINER/AUDIENCE

Can suggest mind maps or creative ways to list characteristics

DEBRIEFING

- Did you feel uncomfortable writing and presenting it?
- Did we manage to give you some awareness about your own experiences with FoF?
- Did you manage to understand the main obstacles that hold you back and get some ideas to overcome them?

TIPS FOR TRAINERS

It is recommended to start this activity only after building a safe environment within the group, and as a final exercise in this module, as the other activities help provide context

REFERENCES TO PR1

Showing the connections between the beginning modules and individual experiences that young people have.

KEYWORDS

Fear of Failure, self learning, recognition, insights



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Tools / Exercises / Debriefing

SMART IDEA, MODULE 2

CIRCLE EXERCISE

This activity will help groups to explore the dynamics of inclusion and exclusion. Not knowing exactly how to enter the majority shows both groups what kind of uncertainty it leads to and how to deal with it. [Link Page 4](#)

Divide the group in $\frac{1}{3}$ and $\frac{2}{3}$. Ask the minority ($\frac{1}{3}$) group to go outside so they can't hear. Explain to the majority ($\frac{2}{3}$) group that they form a circle, facing inwards, linking arms. They must not let anyone join the circle unless asked first. If asked, they can join the circle. Explain to the $\frac{1}{3}$ group their task is to join the circle whatever way they can. One person goes in the room and tries to join the circle, while the rest remain outside. You can give hints if necessary. Do the same thing one by one.

FOUR CORNERS EXERCISE

Aim is to create a space for discussions, preferably on the topics of FoF. It allows people to have a diversity of opinions and to share those opinions. The facilitator chooses for corners of a room and categorize/label them - Agree, Disagree, Don't Know & Don't Care. Then say a statement and participants should choose one of the 4 corners to show their opinion. Afterwards elaborate them.

Samples:

"Fear of Failure is more dangerous than people think"

"The way to help others with uncertainty is with my own"

"Fear and/or Failure is a matter of perspective"

[Link Page 8](#)

FOUR CORNERS EXERCISE

Illustrate how people can be connected and interdependent (as well as similar struggles), great energizer/icebreaker. Facilitator takes a ball of knitting wool or string, says their name and a fear or achievement they fear failing off, throwing the ball to a participant while holding the end of the string. The participant who catches does the same until all participants hold a part of the string. [Link Page 17](#)

FOUR CORNERS EXERCISE

Helpful tool/exercise to kickoff a plan to overcome an obstacle or a success they fear to fail. The facilitator picks a participant, and asks them to list a problem or obstacle they have (Like a morning routine, getting a job interview, exercise, dieting etc. or something they might fear starting). The rest of the participants, along with the facilitator become one team to help solve the one participant's problem with small suggestions, or steps within a plan. The idea is to give inspiration and confidence that the obstacle can be overcome and that it is achievable with enough help or ideas. [Inspired by Page 6](#)

DEBRIEFING QUESTIONS ON MODULE 2

1. How can we recognise Fear of Failure in our lives?
2. Why is it essential for you to recognise Fear of Failure?
3. After these exercises - can you recall an experience from your life where you have missed an opportunity because of Fear of Failure?
4. Did you gain a new perspective of your fears after these exercises?
5. Can you see what went right in the situation of your failure?
6. During these activities, have you noticed any fear of failure that is unreasonable/has no ground?
7. Is it possible to recover from failure, and how can we prepare in case of failure?
8. How the Fear of Failure can help in your life? What can we learn from this fear?
9. What are you avoiding because you have a fear of it? How does fear interfere with your life?
10. Can you see how to implement newly gained knowledge in your everyday life?
11. Will you change something in your life after these exercises? what?
12. What would you attempt to do if you knew you could not fail? Why?
13. What was the most useful thing you gained during these activities?



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Discussing Good Life Through Debate



ASPIRA, MODULE 3

TARGET GROUP (N):

Youth workers, youth leaders, youth from 15 years old; min 12 people - unlimited

ACTIVITY (T) : Discussion, Group work, Creative method; 90 min

DESCRIPTION

The planning and implementation of the debate take place in 4 stages (Rupnik Vec and Kompare, 2006):

1. Negotiating.
2. Preparation for the debate (research process).
3. Conducting a debate.

The trainer makes a statement based on the goal of the activity. Example: If there is a need to learn about positive psychology, questions like "happiness is not the ultimate human goal" or a similar question can be asked. That will introduce the participants to positive psychology through their exploration and preparation of the debate.

PROCEDURE

Source: Debate as an active teaching/learning method (OŠ Srečka Kosovela Sežana, Alenka Kompare).

Advocacy - Group 1. - Speaker /4 min

- Opens a debate (greetings to the audience and the opposing group),
- present the position of the advocacy group on the debate statement and the goal (explain what the position of the group is and why they will defend it),
- present the arguments of the advocacy group.

Opposing - group 1.- Speaker /4 min

- It presents the position of the opposing group towards the debate statement and goal,
- accepts or rejects definitions of key terms in a statement,
- present the arguments of the opposing group.

Listeners ask questions that arose during the debate. 2 min

Advocacy - Group 2nd - Speaker /3 min

- It re-presents the arguments of the advocacy group and increases their strength with additional support (stating new reasons for individual arguments),
- rejects the arguments of the opposing group.

PROCEDURE

Opposing - group 2nd - Speaker /3 min

- It re-presents the arguments of the opposing group and, with additional support, increases their power,
- rejects the arguments of the advocacy group.

Listeners ask questions that arose during the debate. 2 min

Advocacy - Group 3rd - Speaker /4 min

- It summarizes the debate: arguments and counter-arguments,
- emphasizes the strongest parts of the defense's argument and points out the weaknesses of the opponent's argument,
- convincingly concludes the defense of the advocacy position.

Opposing - Group 3rd - Speaker /4 min

- It summarizes the debate: arguments and counter-arguments, highlights the strongest parts of the opponent's argument. Highlights the weaknesses of the defense argument convincingly concludes the defense of the opponent's position.

EQUIPMENT/RESOURCES/WORK SPACE

- Flipchart
- Stationery
- Projector
- Computers or other devices to access the internet
- Resource

LEARNING OBJECTIVES

- To increase awareness of participants about pillars of Good Life (Aristotle).
- To extend knowledge of participants about positive psychology.
- To stimulate: active learning, building, and deepening understanding, developing critical thinking, communication skills, and collaboration.

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Cognitive domain /**knowledge**/
- Psychomotor domain /**skills**/
- Affective domain /**attitude**/

GROUP DIVISION/GIVING TASKS

First individually - getting to know the topic, then in groups of 3.

INTERACTIONS TRAINER/AUDIENCE

Trainers double-check with small groups if the instructions have been understood correctly. Give suggestions like brainstorming a few examples first.

DEBRIEFING

How did you feel as a speaker?

Did you effectively defend your chosen position (for or against the debate argument)?

Did your position change after confronting the arguments in the debate?

What is your overall assessment of the debate, what stuck in your memory the most, and why?

TIPS FOR TRAINERS

- Team building is advisable before this activity.
- The trainer must ensure that the debate is respectful, emphasizing no right or wrong sides. This activity gives different opinions to gain a broader insight into the topic.

REFERENCES TO PR1

Getting to know the topic of module 3.

KEYWORDS

Unlearning, cognitive concept, Cultural layers



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The Mighty Self



**ASPIRA,
MODULE 3**

TARGET GROUP (N):

Youth workers, professionals in the field of youth, youth aged 15-18 years; min. 10 people

ACTIVITY (T) :

Discussion, Group work,
Role play; 60 min

DESCRIPTION

Briefly describe the explanation of the activity as it should be delivered to the group. The most precise possible explanation at the beginning saves the time of later additional explanations. Adapted from: [Overcoming obstacles](#)

PROCEDURE

1. INTRODUCTION 5 min

Invite participants to brainstorm and write down qualities worthy of respect. Write those qualities on the flip chart.

2. IDENTIFICATION AND COMPARISON 5 min

Ask participants to think of qualities they have listed so far and instruct them to add a few of them that apply to themselves. Ask them to think about a time when they demonstrated one of those qualities. Divide participants into pairs. Participants share with each other their experiences in demonstrating these qualities. If necessary, prompt participants with some examples.

- Quitting a job - brave
- Standing up for a friend - loyal
- Studying hard to pass a difficult exam - committed

As participants share, have their partners take notes describing the tone of voice, facial expressions, and body language of the speakers. Have partners switch roles. - LISTENING WITHOUT JUDGEMENT - RECORDING!

Now, ask participants to briefly describe a negative moment or one they would be happy to forget. Again, as participants speak, have their partners take notes on the speakers' tone of voice, facial expressions, and body language.

3. THE NEED FOR SELF-RESPECT 15 min

Participants report what they noticed about their partner's behavior and the difference between stories. Most participants likely report that the partner's tone of voice, facial expressions, and body language were far more cheerful and confident when describing a pride-filled moment.

Conclude that, when we respect ourselves, we send out confidence signals, such as a lively tone of voice, good eye contact, laughter, or an upright posture.

Aim: participants learn that the qualities from which they derive their self-respect will be tested throughout their lives.

4. ROLE PLAYS 15 min.

Explain to participants that recognizing their own best qualities fosters self-respect and is also an essential part of being an effective person. Tell participants that they will often have these qualities tested; therefore, they must know the extent to which they are willing to compromise these traits.

Divide the group into three small groups. Have each group discuss one of the following scenarios and act it out for the group:

PROCEDURE

You're a responsible person. You have final exams that demand many hours of concentrated study time. It's the night before the first final, and a neighbor for whom you babysit regularly has asked you to sit for her infant while she handles a family emergency. You know that the baby will demand a good amount of your time. What do you do?

You pride yourself on your honesty, and your best friend has asked for your opinion about their romantic partner. The relationship has just started, so you haven't spent much time with this new person, but your initial impressions are negative. This person seems self-centered and inconsiderate toward your friend. Do you tell your friend the truth about how you feel? What do you do?

You're a fair-minded person, but it's hard to maintain objectivity about your best friend when they are accused of shoplifting something from the local drugstore. Your friend has a history of theft and witnesses claim to have seen the crime, but your friend has assured you that the past is the past. Do you think your friend did it? What do you say to your friend?

Discuss the qualities of character from which we derive our self-respect. How they are frequently compromised or put to the test. Point out that each of these conflicts is open-ended and is likely to have a different resolution, depending on the person who resolves it. Encourage discussion and debate about participants' approaches to each situation.

5. APPLICATION OF KNOWLEDGE 5 min

Participants are asked to remember Part II and list other qualities in themselves that are worthy of self-respect. Briefly discuss and evaluate the importance of these qualities in their daily lives. Have participants write a journal entry describing their lives three years from now. Have them invent and describe a future incident in which a respectable quality empowers them.

EQUIPMENT/RESOURCES/WORK SPACE

- Flipchart
- Projector or printed materials: [Resource](#)
- Whiteboard
- Post its
- Pencils
- Space for working in smaller groups

LEARNING OBJECTIVES

- To increase awareness about self-respect and respect for others
- Awareness about positive characteristics and qualities

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Affective domain /**attitude**/

GROUP DIVISION/GIVING TASKS

- Individual work
- Work in pairs / in case of high nr. of participants, you can divide participants into small groups - up to 4 people
- Work in whole group

DEBRIEFING MODULE 3

Have participants brainstorm several examples of situations in which having self-respect could help them.

- Respect for ourselves and others is very important.
- To build self-respect, focus on what's best about you.
- Our best qualities can often be pushed to the limit by certain life situations. It is essential to be able to identify those situations and to be able to cope with them

REFERENCES TO PR1

Importance of self-respect for overcoming fear of failure.

KEYWORDS

Unlearning, cognitive concept, Cultural layers



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The Dance of My Life



ASPIRA, MODULE 3

TARGET GROUP (N):

Young people 10 + years; minimum 9 participants

ACTIVITY (T) : Dance, Simulation; 45 min

PROCEDURE

Source: [Link](#)

Find a group of 3 people to work with. The first person starts with their eyes covered or closed (whatever makes you feel more comfortable), and the music starts playing. The proposal is to dance; express your own life's story with your body through your dance movements. The dance should arise from the body, avoiding getting into the mind as much as possible - let the movement guide you. Take some time to feel what the starting position would be. It's important to remain in contact with the music for a moment and only let the body start moving once you feel the impulse coming from inside. Let the freedom in your movement express your life to the others in the room. While one is dancing, the other two people are sitting on the floor, witnessing the person's life dance (recognizing seven emotional states, situations, being focused on watching the other's expressions, etc.). At the end of each dance, give 5 minutes (more or less) to share their experience in the same small group; as a performer or witness the dance.

- What have I seen?
- What have I felt by seeing the other person's dance?

It's essential to give this time for reflection in the small groups to share the experience to close the exercise.

EQUIPMENT/RESOURCES/WORK SPACE

- Music
- Speakers
- Phone, computer, other to present the music
- Eye masks
- Cosy place, enough space for dancing (4x4m for each group)

Music suggestions:

It is recommended to use different and very nice long instrumental songs (with a duration of 5-6 minutes) Some suggestions can be:

1. The journey, not the destination. Max Richter
2. Oceano. Roberto Cacciapaglia
3. Happiness does not wait. Olafur Arnalds
4. Nuvole Bianche. Ludovico Einaudi

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Affective domain /**attitude**/

LEARNING OBJECTIVES

- To increase awareness of participants about their life.
- To raise awareness about the present moment - here and now.
- To experience dance as a tool for reflection.
- To experience a challenge.

GROUP DIVISION/GIVING TASKS

3 people per group

INTERACTIONS TRAINER/AUDIENCE

The trainer should instruct the "spectators" on how to summarise their feedback: Your feedback should be given in a way that is not subjective, not judgmental. Imagine that you are the receiver, who simply repeats what you have seen to the one who has danced the dance of his life. Be descriptive, not evaluative. For example, focus on the effect the presentation had on you rather than on how good or bad you perceive it to be.

DEBRIEFING

What have I seen?

What have I felt by seeing the other person's dance?

It's important to give this time for reflection in small groups, to share the experience to close the exercise.

TIPS FOR TRAINERS

Do the activity with a group that already knows each other. So there is already a group dynamic before the activity. Certain getting-to-know-you games and group building games have already been carried out.

REFERENCES TO PR1

Activity is connected with the section of "How to Approach Things That Happen"

KEYWORDS

Life story here and now



What is Your Line?



**ASPIRA,
MODUL3**

TARGET GROUP (N):

Young people, 15+ years old; minimum 6 participants

ACTIVITY (T) :

Creative method, using a painting tool to foster self-introspection; 40 min

PROCEDURE

Preparation of the space: Put lots of paper (the roll one) on the wall and make a BIG paper square on the ground, so the room is filled with paper.

Ask everyone to take their shoes off and find a place in the room. Once they find their place, tell them to close their eyes. Tell everyone to imagine that their body is lifeless, standing there in space. A tiny raindrop in this space will first touch their fingertips and make them alive.

Guide the participants through waking up their bodies:

- The raindrop wakes the hands, elbows, and shoulders.
- Then the head, neck
- Stomach, chest
- Hips
- Knees, and finally feet

Take time for this process, 10 to 15 min.

NOW tell everyone to start drawing an imaginary line through the air with their hands. EYES STILL CLOSED.

When they can feel the line in their hands, ask them to open their eyes and continue drawing in the air; once they can see the imaginary line, ask them to take charcoal and start drawing that line on the SIDEWALL! not on the ground.

Tell them to experiment with the line:

- Draw the line fast
- Draw the line slow
- Follow the line with your eyes
- Notice how your body acts when you draw fast lines and slow.
- Draw big circles; small circles
- Zig-zag lines
- Wavy lines
- Short
- Long

Have a debrief on how it felt just drawing random lines.

PART 2:

Everyone sits on the floors on the everywhere paper.

Explain that this exercise is about finding the lines and inner rhythm.

Explain to the participants that they will hear four different kinds of music and draw random lines based on the "feeling" the music provides.

Everyone has charcoal.

PROCEDURE 2

IMPORTANT: when putting the first music on, tell the participants to listen first with their eyes closed - ONE minute before they start drawing. It is **VERY IMPORTANT** to let each **SONG** play for at least 2-3 minutes. There is no **RULE** where to draw, and it is essential to follow the rhythm. They can also get up and draw all over the place if they feel comfortable. Now everyone gets up and goes around looking at each other's drawings and tries to recognize similar rhythms.

Debriefing

EQUIPMENT/RESOURCES/WORK SPACE

- Paper
- Charcoal black
- Computer or other to play music
- Speakers

There is enough space to move around the place, empty walls and floor, so there is the possibility of sticking the paper.

The walls must be covered entirely with paper.

Suggestions for the music:

https://www.youtube.com/watch?v=_wMOOHV_OSg_

https://www.youtube.com/watch?v=DBhB9gRnIHE_

https://www.youtube.com/watch?v=EJC-_j3SnXk

https://www.youtube.com/watch?v=SyBq_00Kr4Y

LEARNING OBJECTIVES

- To increase participants' awareness about their moment
- To promote mindfulness
- To experience painting as a tool for reflection.
- To experience a challenge.

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Affective domain /**attitude**/

DEBRIEFING

How did you feel while doing the activity?

What was one of the challenges of doing this activity?

How did it feel when you looked at other drawings. Did you find any similarities connections?

What did you learn about yourself by participating in this activity?

What are two or three words you can use to describe how you feel about this activity?

REFERENCES TO PR1

How to Strengthen Conscientiousness

KEYWORDS

Self-introspection



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OVERCOMING FEAR
OF FAILURE

Devil's Advocate



**ASPIRA,
MODUL 3**

TARGET GROUP (N):

Young people aged 13-30; minimum 12 participants

ACTIVITY (T) :

Creative method,
Simulation; 30 min..

PROCEDURE

Participants are instructed to act as the devil's advocate today.

1. Individual work - each participant thinks of situations where they think someone has acted in a way that has had a harmful, complex effect on the participant (they may have used hurtful words, demanded the impossible, etc.). The examples should be every day, without unacceptable actions (violence, crime, misdemeanor, etc. - as there is no excuse for them).
2. Snowball - each person meets with another participant - they look at their examples and try to find a point of contact - in the end, they choose an example that is common to both of them (they would both feel terrible about this example).
3. Each pair finds the other pair, and again they try to come up with an example that is common to all.
4. In the end, we want to have one or at most two cases.
5. Then, participants are divided into pairs, and all prepare a case presentation. They can use different methods to present the case (composing a rap song, a pantomime, dance, writing a haiku, etc.).
6. We give all participants the devil's advocate role and brainstorm a defence.
7. Debriefing.

EQUIPMENT/RESOURCES/WORK SPACE

- Flip chart
- Post-it

LEARNING OBJECTIVES

- To increase awareness that everything has two sides.
- To foster empathy
- To develop critical thinking

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Psychomotor domain /**skills**/
- Affective domain /**attitude**/

GROUP DIVISION/GIVING TASKS

Individual work, working in pairs and in the group

INTERACTIONS TRAINER/AUDIENCE

The trainer should pay focus on the cases that participants are working on and give them directions. Pay attention to all participants because bad emotions can occur during the activity, and some difficulties can arise for some participants. The facilitator needs to monitor all the processes all the time and gives guides and support.

DEBRIEFING

How did you feel while thinking about the situations that had a problematic impact on you?
Was it as difficult as in the time they occurred?
Was it challenging to find a common situation with other participants?
Was it hard to defend it? Why?
After this activity, do you look differently at the situation?

REFERENCES TO PR1

Practising Empathy And Optimism

KEYWORDS

Communication, empathy



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Tools / Exercises / Debriefing

ASPIRA, MODULE 3

5-4-3-2-1 COPING TECHNIQUE FOR ANXIETY

Anxiety is something most of us have experienced at least once in our life. Public speaking, performance reviews and new job responsibilities are just some of the work-related situations that can cause even the calmest person to feel a little stressed. This five-step exercise can be beneficial during periods of anxiety or panic by helping to ground you in the present when your mind is bouncing around between various anxious thoughts.

[Resource](#)

GRATITUDE JOURNAL

A tool that helps engage and boost a Positive Mindset.

https://ggia.berkeley.edu/practice/gratitude_journal

8 BREATHING EXERCISES TO OVERCOME ANXIETY

When we feel anxious or under stress, it's easier to breathe too much and end up hyperventilating — even if we're trying to do the opposite. That is why there is a great need to know and practice breathing techniques. Inhaling deeply may not always calm you down. Taking a deep breath is linked to the sympathetic nervous system, which controls the fight-or-flight response. But exhaling is linked to the parasympathetic nervous system, which influences our body's ability to relax and calm down. There is of great importance to do it in the right way.

[Resource](#)

SELF-REFLECTION USING DIXIT, OTHER PRINTS, CARDS, PAINTINGS, PHOTOS

One of the very efficient ways to spark self-reflection is by playing Dixit, which helps open communication between team members. You can also use other artistic pieces like botanical illustrations or classic paintings for this exercise to create a space where everyone has an equal voice and isn't on their own side - even if they don't know anything about what's going on! This game supports creativity while giving those who have nothing invested into the discussion some say so; it gives them chances that might otherwise never come along again because people aren't listening when you talk sensibly anymore... Picasso was able to make his point with just two words: "Yo lo vi" (This I saw).

SELF-REFLECTION WRITING

Reflective writing is a form of learning, and it is the process by which people gain knowledge and understanding about their thoughts, feelings, and perceptions. Reflective writing can help improve writing skills as well as develop critical thinking skills and the ability to analyze and evaluate information. It allows a person to explore their thoughts and feelings about experiences, events, or new information. It can help to improve communication skills and ability to concentrate, comprehend and retain information. It can develop problem-solving skills as it allows for recording individual perceptions and ideas about a topic or event.

SELF-REFLECTION USING OUR BODY

When we move, our brain releases endorphins, reducing our anxiety and stress levels. These endorphins can trigger "happy" chemicals like serotonin and dopamine, which can boost your mood. Research has shown that people can have difficulty identifying their emotions because we constantly feel things. However, controlled movement can help since it is a behaviour with a clear intention - to help identify whatever you might be feeling. When we are grounded in our body and its movement, we can connect with our intuition and inner wisdom. Our body is constantly giving us information. When we're able to read the signals our body is sending us, it can help us make better decisions in our lives. To create this connection, we need to be comfortable with being uncomfortable. This means accepting that it's okay to feel whatever we're feeling in the moment without trying to judge it or push it away.

DEBRIEFING QUESTIONS

- Now that our training is over, what are some of the first thoughts that come to mind?
- Are they mostly positive or negative?
- If negative, do you have any specific memories associated with them for example an argument we had during the training and why it made you feel this way?
- Or maybe one event happened recently where things didn't go well?
- What were some interesting discoveries while participating in the activities?
- What kind of strength do you feel at this moment?
- What was particularly challenging during the training?
- What were some of my most powerful learning moments and what made them so?
- Your AHA moments?
- Will this knowledge help you in the future, and how?
- What changes will you bring to your life? New routines?



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OVERCOMING FEAR
OF FAILURE

Targeting Your Values



**YOUTH INITIATIVE
CENTER, MODUL 4**

TARGET GROUP (N):

Young people, suitable for average participants; 18-25 years old

ACTIVITY (T): Creative method; 20 min

DESCRIPTION

Individually targeted values and goals assessment. To Construct a view about your values. Relate and compare values. Evaluate attitudes and skillse

PROCEDURE

STEP 1: Recognising values. Choose three values that describe you the best or what you seek the most.

STEP 2: Assessing actions and values:

What do you do for work/ study at this point in your life?

Are you moving away or towards your values?

STEP 3: Committed Action

A short-term goal (something I will do before the end of the year or this month):

EQUIPMENT/RESOURCES/WORK SPACE

- Pen and paper
- Whiteboard
- Stay in a well-lit room, where you feel safe and confident

LEARNING OBJECTIVES

- To increase participants' awareness about their values. If and How much their current environment (work, studies) improves their values.
- To extend participants' knowledge about the need to focus on work and studies areas that contribute and have shared values to your values and bring you closer to your goal.

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Construct a view about your values
- Relate and Compare values
- Evaluate attitudes and skills

GROUP DIVISION/GIVING TASKS

This can be implemented if there's a need for feedback, that people divide into pairs and discuss for 2-3min. And then present to the group.

INTERACTIONS TRAINER/AUDIENCE

The trainer double-checks if the instructions have been understood correctly—support interactions with participants to raise discussion.

DEBRIEFING

- Do all your values match your current job, studies and family?
- If not, what kind of changes do you think you will need to implement?

TIPS FOR TRAINERS

To conclude with this method, you will improve and develop your self-awareness, creativity, and resilience

REFERENCES TO PR1

Advice for finalizing activity: You can try this exercise once every year to see if you're still on the right course.

KEYWORDS

Values, Attitudes, Goals, Results



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Power of Visualisation



**YOUTH INITIATIVE
CENTER, MODUL 4**

TARGET GROUP (N):

Young people, suitable for average participants; 18-25 years old

ACTIVITY (T): Creative method; 10 min

DESCRIPTION

This brief guided meditation script will guide you through a healing visualisation process. You can use this meditation script to experience a deep feeling of peace, tranquillity, and transcendence.

PROCEDURE

- Sitting comfortably or lying down with eyes closed, let's begin by becoming aware of the breathing
- Feel the breath as it enters with an incredible feeling and then warm as it gently travels down into the lungs.....
- As you exhale, feel the body releasing toxins, stress and any negativity that has accumulated.....
- Stay with this breathing, focusing on the feeling of deep peace for ten deep inhalations and exhalations....
- Feel the energy that is in the body....
- Become aware of the warmth and tingling of every cell.....
- Feel the energy that is in the extended environment, in every part of nature and in every living thing.....
- Bring all those energies together and feel them as one.....
- Visualize all of that energy shining brightly, as the sun.....
- Bring the shining glow of bright energy over the crown of the head.....
- Feel it starting to travel down into your body from the top of your head, slowly going down into your face and neck, traveling down into the shoulders, all the way down into the arms, down to the fingers.....
- Feel the healing energy and light going down into your chest, all the way down to your hips.....
- Feel it continue traveling down your legs all the way down to your toes.....
- Your whole body is now filled with divine healing light and energy.....
- Feel it warming, healing and expanding through the area.....
- Allow the healing light to bring peace and healing to any emotional issues or traumas.....
- Bring your awareness to any intentions or desires that you may have.....
- Hold the thoughts of those intentions or desires as you allow the healing energy to bring your deepest desires to life and your intentions into reality.....
- Feel your connection to divine energy and light, and know that all is ONE.
- Stay with this deep, relaxing, peaceful feeling of bliss

EQUIPMENT/RESOURCES/WORK SPACE

- Place where you feel safe and can relax. No distraction or too much noise.
- [The Power Of Visualization And How To Use It \(forbes.com\)](https://www.forbes.com).

LEARNING OBJECTIVES

- To improve self-esteem and empower.
- To increase self-awareness.
- To find your safe, trustful, and empowering environment.

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Construct a view about your values.
- Evaluate attitudes and skills.
- Implement the knowledge you gain today to your lifestyle.

GROUP DIVISION/GIVING TASKS

This can be implemented if there's a need for feedback, that people divide into pairs and discuss for 2-3min. And then present to the group.

INTERACTIONS TRAINER/AUDIENCE

Read the script very slowly, with a deep and relaxing voice, be as clear and smooth as possible for the best experience

DEBRIEFING

Did we manage to bust your confidence a little bit?

TIPS FOR TRAINERS

To conclude - Emphasize learning result and the benefit of visual concentration

REFERENCES TO PR1

The creation of connections and the return to the global picture is important for remembering and better perception.

KEYWORDS

Visualization, Empowerment, Self-Awareness



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Cognitive Restructuring



**YOUTH INITIATIVE
CENTER, MODUL 4**

TARGET GROUP (N):

Youth workers

ACTIVITY (T): Creative method; 30 min

DESCRIPTION

The participant can learn what reinforces the inner critic and how some of their important needs can be met in healthier ways and a more positive mindset.

PROCEDURE

Step 1 is to introduce yourself to your inner critic.

Because we all criticize the decisions and actions we make, it is beneficial to learn to understand. Why is your inner critic saying this?

Step 2

What was the critic saying when you were meeting new people?

What do you think the critic was trying to protect you from?

How was the critic doing this?

What are you scared might happen if the critic were silenced?

Step 3 Personal evaluation

EQUIPMENT/RESOURCES/WORK SPACE

- Paper and pen
- Preferably no distraction or too much noise

LEARNING OBJECTIVES

- To increase awareness of participants about their own mindset.
- To extend knowledge of participants about what are the benefits of this criticism

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Construct a view about your values
- Relate and Compare values
- Evaluate attitudes and skills

GROUP DIVISION/GIVING TASKS

This can be implemented if there's a need for feedback, that people divide into pairs and discuss for 2-3min. And then present to the group

INTERACTIONS TRAINER/AUDIENCE

The trainer double-checks if the instructions have been understood correctly. Support interactions with participants to arise discussion

DEBRIEFING

Did you manage to understand the main obstacles that hold you back and get some ideas to overcome them?

TIPS FOR TRAINERS

To conclude, it's an easy exercise for personal growth that anyone can easily use.

REFERENCES TO PR1

The creation of connections and the return to the global picture is important for remembering and for better perception.

KEYWORDS

Evaluation, Empowerment, Self-criticism



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Meditation Breathing Exercise



**YOUTH INITIATIVE
CENTER, MODUL 4**

TARGET GROUP (N):

Youth workers, 18-25 years old

ACTIVITY (T): Creative method; 2 min per task

DESCRIPTION

Meditation and breathing exercise for focus and stress relief to boost your energy and self-esteem and empower you to overcome your fears.

PROCEDURE

- Sit up tall with your back straight and relax your shoulders.
- Begin inhaling and exhaling rapidly through your nose. Keep your mouth closed but relaxed. The in and out breaths should be equal in duration but as short and quick as possible. The bellows breath is a noisy breathing exercise.
- Try for three complete breath cycles per second. As you breathe, you will notice a quick movement of the diaphragm, like a bellows.

EQUIPMENT/RESOURCES/WORK SPACE

- Place where you feel safe and can relax. No distraction or too much noise.
- [Breath Meditation](#) | [Mindful Breathing Technique](#) | [Master Sri Avinash](#)

LEARNING OBJECTIVES

- Meditation can help you to focus on being more self-aware.
- Relax and let go of stress.
- To increase self-awareness.
- To find your safe, trustful, and empowering environment

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Support your empowerment
- Use this method for relaxation and self-awareness

GROUP DIVISION/GIVING TASKS

This can be implemented if there's a need for feedback, that people divide into pairs and discuss for 2-3min. And then present to the group.

INTERACTIONS TRAINER/AUDIENCE

Encouragement. Support interactions with participants to raise discussion

DEBRIEFING

Did we manage to boost your confidence a little bit?
Did you manage to relax, focus and concentrate?
This technique should leave you feeling invigorated and alert

TIPS FOR TRAINERS

Simple, and takes so little time and effort to implement in your daily life, but so beneficial for the long term, health, improved mindset and empowerment

KEYWORDS

Concentration, Empowerment, Relaxation



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Embrace the Mistakes



**YOUTH INITIATIVE
CENTER, MODUL 4**

TARGET GROUP (N):

Youth workers, 18-25 years old

ACTIVITY (T) : Discussion, Group work,
Creative method; 20-25 min

DESCRIPTION

Writing down your mistakes and fears is the perfect first step in overcoming them. You recognize and establish. You focus only on what you can control and change. Lastly, just start, take step-by-step every day. Even with the smallest achievements every day, you are moving forward in the right direction.

PROCEDURE

Take a pen and paper and write on it.

1. Identifying your mistakes and failures
2. Go deeper into understanding how this happened and how it makes you feel?
3. Establish what you can control and what you can not.
4. Make a plan to improve your abilities. Some kind of step-by-step program. Focus and worry only about the things you can control for less stress and more motivation and knowledge to overcome your fear of failure.

EQUIPMENT/RESOURCES/WORK SPACE

- Paper and pen
- Place where you feel safe and can relax. No distraction or too much noise.
- List of values to concentrate on: Realism, Resilience, Keeness

LEARNING OBJECTIVES

- To boost self-esteem and empower youth.
- To increase awareness of participants about their abilities, communication, and teamwork skills.
- To extend knowledge of participants about their own abilities, assets, and weaknesses

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Identify a view about your mistakes and failures.
- Evaluate attitudes and skills.
- Change your mindset

GROUP DIVISION/GIVING TASKS

Group division is unnecessary for the activity, but for the feedback, you can put participants in pairs to have a more private and safe experience when sharing about yourself. Share in pairs for 6min(3min per participant)

INTERACTIONS TRAINER/AUDIENCE

Encouragement, the reflection of fear of failure

DEBRIEFING

Did you manage to understand which are the main obstacles that hold you back and to get some ideas to overcome them?

TIPS FOR TRAINERS

Do an example first by doing it yourself first and explaining. You reach a better result. It's essential to take it slow - to talk slowly, loudly, and clearly for the best experience for the participants.
Quickly share your own experience to establish trust and transparency for better results from participants.

REFERENCES TO PR1

Showing the connections between the parts of the material supports the logic of the training process and reinforces what was learned.

KEYWORDS

Self-awareness, Creativity, Mindset



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Tools / Exercises / Debriefing

YOUTH INITIATIVE CENTER, MODULE 4

REAL-LIFE EXPERIENCE / NARRATIVE

I started exercising this activity a year ago. Every few months, I do it. To keep me on track with my values and goals, keep count of my achievements and new set goals. With the goal not to lose focus on my goals and if they are what I genuinely want to accomplish. This activity gave me structure, better time and tasks management, knowledge, and self-awareness. After successfully using this method for a year, I see a significant improvement in my skills, abilities and knowledge.

Author: Lukas, Kaunas, January 2022

REAL-LIFE EXPERIENCE / NARRATIVE

Personal experience of a volunteer from Youth Initiative Center. When I met him, he was genuinely lost in his mind and work. No will or motivation to do anything. He told us how after a few years of such an unmotivated life and no achievements and goals reached. He noticed that his fear became stronger and stronger. Anxiety and depression become a problem, thoughts on being afraid not to achieve anything, being afraid to start, fear of missing out on opportunities. These thoughts tortured him every day for about a year, and he has never felt more miserable. After participating in one of our online sessions about positive mindset, he told us his story and asked for help. Now he's a much different person than he was before, and he's considering dedicating his life to helping others.

Author: Mantas, Kaunas, December 2021

DEBRIEFING QUESTIONS

1. Did you gain a new perspective of your fears after these exercises?
2. Can you see how to implement newly gained knowledge in your everyday life?
3. Will this knowledge help you in the future, and how?
4. How will you implement lessons you learned here in your personal/work life?
5. What was the most helpful thing you gained during these activities?
6. What kind of strength do you feel at this moment?



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Personal SWOT Analysis



**JUMPIN HUB,
MODUL 5**

TARGET GROUP (N):

Youth workers, 8-24 participants

ACTIVITY (T) : Discussion, Presentation;
60 min

DESCRIPTION

Individual work. Participants do their personal swot analysis. In pairs, participants share their answers. Debriefing in a large group.

PROCEDURE

Individual work:

The personal SWOT analysis is presented in four quadrants. Firstly, internal factors: strengths and weaknesses. Secondly, external factors: opportunities and threats.

Ask yourself questions to complete your SWOT analysis.

Strengths:

- What am I enjoying doing?
- What are my unique skills?
- What are the most vital skills that I have?
- What do others see as my strengths?

Weaknesses:

- What stopped me from achieving my goal?
- What do I need to improve to achieve my goal?
- What are my bad habits?

Opportunities:

- How can my network help me with my future?
- How can my skills be an advantage for me to achieve my goals?

Threats:

- Is my personality harming my choices?
- Do I have the emotional skills to face my fears?
- Is my financial situation impact my goal?
- Why do I tend to procrastinate?

List all your answers.

This is where you have to be honest with yourself. Keep in mind that this step is a self-analysis; the more you list down your points, the better chance to determine your future improvements and overcome your fears. Work in pairs: Share your analysis with your partner and discuss your weaknesses, strengths, assurances, and fears. Debriefing in a large group: Do you think that young people can do this self-reflection and take advantage of it to become aware of their weaknesses and fears to face and overcome them? By sharing with the other participants, they will realize that many of their weaknesses and fears are the same as those of their peers.

[Link to the picture.](#)

EQUIPMENT/RESOURCES/WORK SPACE

- Paper and pen
- Projector

LEARNING OBJECTIVES

- To increase awareness of participants about their strengths, weaknesses, opportunities and threats.

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Cognitive domain / **knowledge**

GROUP DIVISION/GIVING TASKS

Individual work
Work in pairs
Work in a large group.

INTERACTIONS TRAINER/AUDIENCE

Trainer double-check with the group, but do not interrupt too much, as it is a silent activity for the first 20 minutes, where participants should be concentrate to do their self-evaluation.

DEBRIEFING

Have you recognized your weaknesses and fears responsible for not allowing you to move forward?
Did you realize common fears in your peers?

TIPS FOR TRAINERS

It is recommended to start this activity only after building a safe environment within the group.

REFERENCES TO PR1

Module 5 - Dealing with fear of failure - To think of fear as a natural feeling everybody experiences.

KEYWORDS

Self-reflection, Self-evaluation



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The Bull's Eye Values Survey



**JUMPIN HUB,
MODUL 5**

TARGET GROUP (N):

Youth workers, 6-24 participants

ACTIVITY (T) : Discussion; 60-90 min

DESCRIPTION

The bull's eye dartboard is divided into four areas of living that are important in people's lives: work/education, leisure, relationships, and personal growth/health:

1. Work/Education refers to your career aims, your values about improving your education and knowledge, and generally feeling of use to those close to you or to your community (i.e., volunteering, overseeing your household);
2. Leisure refers to how you play in your life, how you enjoy yourself, your hobbies, or other activities that you spend your free time doing (i.e., gardening, sewing, coaching a children's soccer team, fishing, playing sports);
3. Relationships refer to intimacy in your life, relationships with your children, your family of origin, your friends and social contacts in the community;
4. Personal growth/health refers to your spiritual life, either in organized religion or personal expressions of spirituality, exercise, nutrition, and addressing health risk factors like drinking, drug use, smoking and weight.

EQUIPMENT/RESOURCES/WORK SPACE

- Paper and pen
- Projector

LEARNING OBJECTIVES

- To increase awareness of participants to identify and measure personal values, values attainment, and persistence in the face of barriers.

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Affective domain /**attitudes**

PROCEDURE

In this exercise, you will be asked to look more closely at your values in each of these areas above and write them out. Then, you will evaluate how close you are to living your life in keeping with your values. You will also take a closer look at the barriers or obstacles in your life that stand between you and the kind of life you want to live. Don't rush through this; take your time.

Part 1. Identify Your Values Start by describing your values within each of the four values areas. Think about each area in terms of your dreams, like you could get your wishes wholly fulfilled. What qualities would you like to get out of each area, and what are your expectations from these areas of your life? Your value should not be a specific goal but instead, reflect how you would like to live your life over time. For example, getting married might be a goal you have in life, but it just reflects your value of being an affectionate, honest, and loving partner. To accompany your son to a baseball game might be a goal; to be an involved and interested parent might be the value. Write your value for each area:

- Work/education; Relationships; Leisure; Personal growth/health

Now, look again at the values you have written above. Think of your value as the “bull’s eye” (the middle of the dartboard). “Bull’s eye” is precisely how you want your life to be, a direct hit, where you are living your life in a way that is consistent with your value. Now, make an X on the dartboard in each area that best represents where you stand today. An X in the bull’s eye means that you are living entirely in keeping with your value for that area of living. An X far from the bull’s eye means that your life is way off the mark in terms of how you are living your life. Since there are four areas of valued living, you should mark four Xs on the dartboard. [Link to the picture.](#)

Part 2. Identify Your Obstacles. Now, write down what stands between you and living your current life as you want to, from what you have written in your areas of value. When you think of the life, you want to live and the values you would like to put into play, what gets in the way of you living that kind of life? Describe any obstacle (s) on the lines below.

Now estimate to what extent the obstacle (s) you just described can prevent you from living your life in a way that is in keeping with your values. Circle one number below that best describes how powerful this obstacle (s) is in your life. [Link to the picture.](#)

Part 3. My Valued Action Plan: Think about actions you can take in your daily life that would tell you that you are zeroing in on the bull’s eye in each vital area of your life. These actions could be small steps toward a particular goal, or they could be actions that reflect what you want to be about as a person. Usually, taking a valued step includes being willing to encounter the obstacle(s) you identified earlier and taking action anyway. Try to identify at least one value-based action you are willing to take in each of the four areas:

- Work/education; Relationships; Leisure; Personal growth/health

Part 4. Sharing of information and results of the exercise, only for those participants who feel comfortable doing it.

GROUP DIVISION/GIVING TASKS

45 min individual work
15 - 45 min group work

INTERACTIONS TRAINER/AUDIENCE

The trainer should not intervene while participants are in their reflective moment.

DEBRIEFING

Have you ever invested 45 minutes of your time to think about these questions?
Have you discovered something new about yourself?
Which point did you find most difficult to answer? And the easiest?
Can you see where your actions do not align with your priorities?
What are the steps you can make right away to make a change in your life according to your "Bullseye"?
Do you see any activities that you do that are distracting you from your "bullseye" life?

TIPS FOR TRAINERS

While participants are working individually, put on some peaceful music to create a reflective atmosphere.

It is recommended to start this activity only after building a safe environment within the group

KEYWORDS

Values, Self Reflection, self-awareness



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Fear in a Hat



**JUMPIN HUB,
MODUL 5**

TARGET GROUP (N):

Young people, 18-25 years old;
8-20 participants

ACTIVITY (T) : Discussion, Group work,
Game; 30-90 min

DESCRIPTION

Individuals write their fears (anonymously) on sheets of paper which are then collected in a hat and read aloud. Each person tries to describe their understanding of the person's fear. This leads to a good discussion centered around the fears.

PROCEDURE

Distribute a sheet of paper and a pen to each person. Instruct them to anonymously write a fear or worry that they have. Tell them to be as specific and as honest as possible, but not in such a way that they could be easily identified. After everyone writes a fear/worry, collect each sheet into a large hat.

Shuffle the sheets and pass out one per person. Take turns reading one fear aloud, and each reader should attempt to explain what the person who wrote the fear means. Do not allow any sort of comments on what the reader said. Simply listen and go on to the next reader.

After all, fears have been read and elaborated, discuss as a whole group what some of the common fears were. This activity helps build trust and unity, as people come to realize that everyone has similar fears

EQUIPMENT/RESOURCES/WORK SPACE

- Paper and pen
- Hat

LEARNING OBJECTIVES

- To increase awareness of participants about their fears.

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Affective domain /**attitudes**

GROUP DIVISION/GIVING TASKS

5 min individual work

20 min to read and explain what the person who wrote the fear means

20 min debriefing

DEBRIEFING

When you wrote about your fear, what did you think about?

Did you think any other peer would write the same fear?

REFERENCES TO PR1

This activity is related to the sub-theme "To think of fear as a natural feeling that everybody experiences" from module 5

KEYWORDS

Recognizing fears



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OVERCOMING FEAR
OF FAILURE

The Greatest



JUMPIN HUB, MODUL 5

TARGET GROUP (N):

Young people, 18-25 years old;
8-24 participants

ACTIVITY (T) : Presentation, Discussion
20 min

DESCRIPTION

The Greatest is all about perspective. Just when you think you are failing when things seem to be going wrong a change of perspective shines a bright light on the realization that you just might be succeeding in other ways.

- 1 min video
- 5 min work in pairs or groups
- 14 as a whole group min debriefing in a large group

PROCEDURE

Show the video to participants without prior explanation. After the visualization, ask participants (divided into pairs or groups) to discuss what they just saw. Finally, each group will present their impressions of the video.

VIDEO TRANSCRIPT

Boy: I'm the greatest hitter in the world!

Strike One.

I'm the greatest hitter in the world!

Strike Two.

Hmmm.

I'm the greatest hitter in the world!

Strike Three.

Wow!

I'm the greatest pitcher in the world! Yes!

EQUIPMENT/RESOURCES/WORK SPACE

- Projector
- VIDEO - [The Greatest](#)
- During the video, the room should be in low light

LEARNING OBJECTIVES

- To increase participants' awareness of how best to face our weaknesses.

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

- Affective domain /**attitudes**

GROUP DIVISION/GIVING TASKS

Participants can work individually if the group is small. If the group has more than ten people, you should work in pairs or groups of 3.

DEBRIEFING

- Have you seen this video before?
- Can anyone describe what we have just seen?
- What skills do we need to have to adopt this attitude in our day?
- Is it easy to always have this attitude in the face of adversity?

REFERENCES TO PR1

This activity is related to the sub-theme "How to turn failure into motivation" from module 5

TIPS FOR TRAINERS

It can be a good activity for the end of the session because it is an inspiring video.

KEYWORDS

Failure, perspective, self-confidence, positive attitude



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Positive Monologue



**JUMPIN HUB,
MODUL 5**

TARGET GROUP (N):

Young people, 18-25 years old;
8-24 participants

ACTIVITY (T) : Presentation, Discussion,
Group work; 45-60 min

DESCRIPTION

This activity provides tools to help participants train positive thinking and communication.

PROCEDURE

The activity is organized into three parts:

1. The moderator presents three sentences, which are written in a negative sense:
 - I've never done any of this!
 - It'll never work!
 - It's too complicated!
2. Each group discusses and writes four different ways of saying each of the sentences presented, but with a positive meaning.
3. Each group will present their positive sentences and stick their post-it on the flipchart for everyone to see.

EQUIPMENT/RESOURCES/WORK SPACE

- Flipchart
- Post-it and pen
- Move chairs to work in pairs or groups.

LEARNING OBJECTIVES

- To increase awareness of participants of the impact that positive thinking can have on their lives.
- To self-reflect and be conscious of our thinking patterns.

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

Affective domain /**attitudes**

GROUP DIVISION/GIVING TASKS

Work in pairs or in groups, depending on the number of participants.

DEBRIEFING

- Do you realize that you often have negative communication?
- Do you usually do this mental exercise in your daily life?
- Do you recognize the benefits of positive thinking?
- Do you think this influences the way your daily life goes?
- Was it hard/easy to change the sentences positively?
- Can you see the connection between this task and your everyday life?
- Are there any areas of your life where you can see the negative thinking pattern the most?

REFERENCES TO PR1

This activity is related to the sub-theme "What does it take to pass any failure" from module 5

KEYWORDS

Positive thinking, emotional intelligence, positive attitude



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Tools / Exercises / Debriefing

JUMPIN HUB, MODULE 5

FRUSTRATION TEST OF ROSENZWEIG

This projective test was developed by Rosenzweig and aimed to understand the reactions of a particular individual to situations that cause some frustration or stress. In this test, it is also possible to assess the individual's aggressiveness in these situations. This test consists of 24 drawings, each with two or more human figures in situations that generate frustration in everyday life. [Source](#)

FEEL THE FEAR AND DO IT ANYWAY

With dynamic techniques and profound advice, “Feel the Fear and Do It Anyway” is a book that has guided so many readers worldwide to turn their fear, indecision and anger into power, action and love. Learn the tools that will vastly improve your ability to handle any situation so that you can become assertive and decisive in the face of your fears. Discover that everyone has the same fears, but by applying the wisdom that Susan Jeffers offers in this breakthrough book, you can literally feel the fear...and do it anyway! [Source](#)

TEST YOUR ENTREPRENEUR PROFILE

This questionnaire, originally published on the website of IAPMEI and authored by SPA Consultoria, may serve as a parameter for your self-assessment and definition of your profile. There are no right or wrong answers and the accuracy of the results depends on your honesty. There is no time limit for completing this questionnaire. Using a scale from 1 to 7, indicate how strongly these statements describe your opinion. To do this, mark the chosen alternative with an X on the answer sheet (the one that best describes your reality and opinion), using the following source: [Source](#)



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LEARNING ASSESMENT TECHNIQUES

Learning Assessment Techniques can be used to provide feedback that is frequent, immediate, discriminating, and loving to students. These techniques can provide short-term feedback on participants' learning and instructor's teaching when it is still possible to make changes. The techniques involve a much lower time investment than tests, papers, and other traditional means of learning assessment.

Here are some techniques that can be useful and efficient to gather participants' feedback:

- Minute Paper: Ask participants to write on a piece of paper or index card their responses to two questions:
 - "What was the most important thing you learned during this module?"
 - "What important questions remain unanswered?"
- Misconception/Preconception Check: To uncover specific instances of incorrect or incomplete knowledge, attitudes, or values that may hinder new learning.
 - The facilitator creates a questionnaire on common misconceptions or preconceptions about fear of failure participants bring to the course and seek information about participants' ideas and beliefs.
- One-sentence summary: participants should summarize knowledge of the topic by constructing a single sentence that answers the questions:
 - "Who does what to whom?"
 - "When?"
 - "Where?"
 - "How?"
 - and "Why?"

DEBRIEFING QUESTIONS

1. What is the most important thing you've learned with this module?
2. What do you want/feel the need to learn more about?
3. What made you curious today? How does learning feel different when you're curious?
4. How do you think this knowledge can be helpful?
5. How will you use what you've learned in the future?
6. How would you improve this learning experience?



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My Productive Day



**YOUTHFULLY YOURS,
MODUL 6**

TARGET GROUP (N):

Youth leaders, professionals in the field of youth Activity is appropriate also for beginners; 8-24 participants

ACTIVITY (T) : Discussion, Group work;
45min

DESCRIPTION

Activity consists of 3 stages:

1. Participants work individually. They assess their common day hour by hour, reflecting on their usual activities.
2. Participants work in pairs sharing the results of individual work. Their task is to find common similarities.
3. Debriefing in a large group. Trainer leads a discussion on the results of the work in pairs. The trainer directs the discussion toward how this activity should be used with young people. Group discusses how it should be adapted for young people with special needs.

- 10 min individual work
- 15 min work in pairs
- 20 min debriefing in a large group

PROCEDURE

1. Individual work:

Please go through your usual day hour by hour, from the moment you wake up until when you go to bed. Try to identify activities you consider as procrastination activities. Think about the following questions:

What motivates you to do them? What benefits do they bring to your life? Are you motivated to avoid these activities? If not, please explain why. If Yes - What would help you to avoid these activities? Who would help you? With what can you start today?

2. Work in pairs:

Please share your findings with the partner. Are there any similarities among you? How can you support each other?

3. Debriefing:

Would you like to share the results? How could this activity be delivered to young people? What are its potential learning outcomes? What should be adjusted for disadvantaged young people?

EQUIPMENT/RESOURCES/WORK SPACE

- Flipchart
- Stationery: 1 sheet of paper and pen per participant
- Possibility to work in pairs and later to move chairs in the circle.

LEARNING OBJECTIVES

- To increase participants' awareness about the tasks they usually procrastinate on.
- To apply the NFE method aimed to stimulate young people's understanding of procrastination in their daily life

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

Cognitive domain /**knowledge**/

GROUP DIVISION/GIVING TASKS

- Individual work
- Work in pairs / in case of high number of participants, you can divide participants into small groups - up to 4 people
- Work in whole group

DEBRIEFING

- Have you learned something new about yourself?
- Was it easy to identify procrastination activities you are usually guilty of?
- How could you apply this activity in your community?

REFERENCES TO PR1

Read more in Overcoming Fear of Failure Educational Content/module 6 / How to recognize procrastination?

TIPS FOR TRAINERS

It is recommended to do this activity during initial parts of the training dedicated to Procrastination topic

KEYWORDS

Prioritization, procrastination, recognition of procrastination activities



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Blind Trust



**YOUTHFULLY YOURS,
MODUL 6**

TARGET GROUP (N):

Young People; 8-24 participants

ACTIVITY (T) : Game; 30 min

DESCRIPTION

The activity consists of 3 stages:

1. Participants walk in pairs. It is up to them what path and final destination they will choose. The only limit is time. One of the participants is blinded by a scarf, and the other provides help and directions.
 2. After the time limit, participants change positions. The one who led is now blinded and guided.
 3. Debriefing in a large group. Trainer leads discussion toward previous experience.
- 10 min 1. person leading 2. following
 - 10 min 2. person leading 1. following
 - 10 min debriefing in a large group

PROCEDURE

Participants are divided into pairs.

Your task is to have a pleasant walk in a pair. However, one of you will be blinded by a scarf. The second in the pair might provide help and guidance. You can decide how to provide this support; you can hold hands with other body parts or give verbal instructions. It is up to you what direction and what destination you will choose. Keep in mind that after a time limit, your roles will swap.

Debriefing: Would you like to share your experience?

EQUIPMENT/RESOURCES/WORK SPACE

- Flipchart
- Stationery
- One scarf per every pair of participants

Possibility to work in pairs. Activity is recommended for venues with direct access to open areas such as playgrounds, streets, or gardens. It is required that open spaces are isolated, there is no traffic or other external threats.

REFERENCES TO PR1

Activity is connected with all Modules that require safe space and established trust among participants

TIPS FOR TRAINERS

It is recommended to do this activity after previous light trust-building sessions like mirroring, where participants can practice being led by others.

It is recommended to double-check if all participants are cool with being blinded by a scarf. If some of them feel uncomfortable this should be taken into consideration.

KEYWORDS

Trust building



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River of Life



**YOUTHFULLY YOURS,
MODUL 6**

TARGET GROUP (N):

Young People; 8-24 participants

ACTIVITY (T) : Creative Method; 60 min

DESCRIPTION

The activity consists of 5 stages:

- Participants work individually. They reflect on their past life.
- Participants work individually, focusing on their future.
- Participants work in pairs sharing the results of individual work. Their task is to find common similarities.
- Pairs are combined into small groups sharing similarities they found together.
- Debriefing in a large group. Trainer leads a discussion on the results of previous work.

8 min individual work

7 min individual work

15 min work in pairs

15 min work in small groups

15 min debriefing in a large group

EQUIPMENT/RESOURCES/WORK SPACE

- Flipchart
- Stationery: 1 sheet of paper and pen per participant
- [River of Life PDF](#)

Possibility to work in pairs and later to move chairs in the circle. It is recommended to work in a more extensive training room with cosy elements like sofas comfortable chairs where participants can work individually and find their own space is recommended. Calm, reflective music can bring significant support to this activity

LEARNING OBJECTIVES

- To recognize external and internal support for overcoming Fear of Failure.
- To empower participants in order to face challenges in their future life.

PROCEDURE

Individual work 1:

Think about your so far life experiences. Draw your life as a river.

- Where does it start?
- From what environment are you coming?
- Were there any moments when you felt fear of failure?
- When were they?
- What kind of fears were they?
- Please mark them down on your river using symbols or icons to demonstrate them.
- What helped you to overcome these fears?
- What external factors?
- What internal factors?
- Who helped you?

Please draw symbols or icons to represent those factors.

Individual work 2:

Think about your future? Where is the river of your life heading? Do you have any fear of failure? What might help you to overcome them? Please draw symbols or icons to represent those factors.

Work in pairs:

Please share your findings with the partner. Are there any similarities among you? Have you identified similar factors? How can you support each other?

Work in small groups:

What similarities have you found in your pair?

Debriefing:

Would you like to share the results?

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

Affective domain /**attitudes**/

GROUP DIVISION/GIVING TASKS

- Individual work.
- Work in pairs / in case of high nr. of participants, you can divide participants into small groups - up to 4 people.
- Work in the whole group.

DEBRIEFING

- Was it easy to identify the moments when you have faced the fear of failure? What was more complex: going through your past or facing the future?
- How have you identified what helped you?
- Was it comfortable to share that information in pairs?
- How did you enjoy drawing? Do you think drawing instead of writing helped your reflection process?
- Have you learned anything new about yourself?

REFERENCES TO PR1

Activity is connected to Module 6 of PR1, dedicated to dealing with Fear of Failure. This reflection activity provides a base for further activities aimed at procrastination and motivation. Activity can also be used in connection with Module 2

TIPS FOR TRAINERS

- It is recommended to do this activity only after establishing a safe environment in the group. Preferably not as an initial activity.
- It is recommended to start with a brief meditation session enabling participants to reflect on their past.

The trainer would double-check with participants if they understood the instructions given.

KEYWORDS

Recognition of fear of failure, identification of support and empowerment for overcoming FoF



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The Letter of Power



**YOUTHFULLY YOURS,
MODUL 6**

TARGET GROUP (N):

Young People; 8-24 participants

ACTIVITY (T) : Creative Method; 30-45 min

DESCRIPTION

Trainer moves chairs in the space. Participants form a circle and place one chair in the middle or form a semicircle and place one chair in front of it, where everybody can easily see and access the chair (the main chair). The trainer invites individual participants to sit at the primary chair and close their eyes at a slow pace. If calm music plays, the person can listen and enjoy the environment. The rest of the group writes them a supportive message on the blank cards. The message should emphasize the qualities and strong sides of the person sitting on the main chair. Participants place written cards in their hands.

PROCEDURE

Think about the person sitting on the main chair. During the activities, you had opportunities to get to know each other and go through many challenges this program has presented. Time to say goodbye is getting close. Please think about positive qualities you have noticed about this person. What are their strengths? What do you admire about them? Is there a message you would like to say to help them overcome difficult moments in life? Please write it down on the card in front of you and place it in the person's hands.

EQUIPMENT/RESOURCES/WORK SPACE

- Stationery: 1 blank card (format A6/A5) and pen per participant.

Possibility to work in pairs and later to move chairs in the circle. The trainer should place one chair in the middle of the circle. It is recommended to work in a cosy training room to support the thinking process. Calm, reflective music can bring significant support to this activity.

LEARNING OBJECTIVES

To enhance the ability to empower and support our peers to face challenges in their future life.

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

Affective domain /**attitudes**/

GROUP DIVISION/GIVING TASKS

- Individual work.

TIPS FOR TRAINERS

- Trainer double-checked with participants if they understood instructions given.
- Trainer calls out participants one by one to sit on the main chair.
- This activity is recommended to close your training activities. It is not recommended to do it initially or in the middle of the training.
- It is recommended to start with a brief meditation session about experiences participants had during the training.

KEYWORDS

Support and empowerment for overcoming FoF



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Eisenhower Matrix



**YOUTHFULLY YOURS,
MODUL 6**

TARGET GROUP (N):

Young People; <30 participants

ACTIVITY (T):

Discussion, Presentation;
20-90 min

DESCRIPTION

The activity consists of 5 stages:

1. Participants assess their typical day.
2. Participants are introduced to the Eisenhower Matrix.
3. Participants sort and organize the tasks listed according to the Eisenhower Matrix.
4. Participants in pairs share the results of individual work.
5. Debriefing in a large group. Trainer leads the discussion on the results of the work in pairs.

PROCEDURE

1. Individual work: (10 min)

Please go through your usual day hour by hour, from the moment you wake up until when you go to bed. List all your activities one by one on the piece of paper. At the same time, think about your tasks planned in the near future and list them on the same piece of paper one by one.

2. Brief presentation of Eisenhower's Matrix theory. (10 min)

Eisenhower Matrix is a method of prioritizing your tasks based on their urgency. It helps to determine the important activities and the ones that do not deserve your attention at all. Eisenhower matrix categorizes your tasks into four quadrants according to what you need to do at a particular time during your day. These four quadrants are: Do, Schedule, Delegate, Eliminate.

[Link to the picture.](#)

3. Individual work: (5 min)

Please sort and organize your previously listed tasks and activities according to Eisenhower's Matrix.

4. Work in pairs: (10 min)

Please share your findings with the partner. Are there any similarities among you? What type of tasks do you spend most of your time on? After getting familiar with this theory, what are the changes you would like to make in your daily life?

EQUIPMENT/RESOURCES/WORK SPACE

- Flipchart,
- Stationery: 1 sheet of paper and pen per participant

- [Eisenhower matrix 1.pdf](#)
- [Eisenhower matrix 2.pdf](#)
- [The Eisenhower Matrix: Introduction & 3-Minute Video Tutorial](#)

Possibility to work in pairs and later to move chairs in the circle.

LEARNING OBJECTIVES

- To systematize participants' daily tasks.
- To increase awareness of participants about the tasks they usually procrastinate on.
- To reflect on daily tasks and recognize the priorities of participants.

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

Cognitive domain /**knowledge**/

GROUP DIVISION/GIVING TASKS

- Individual work
- Work in pairs / in case of high number of participants, you can divide participants into small groups - up to 4 people
- Work in the whole group

DEBRIEFING

- Have you learned something new about yourself?
- Did this activity help you to prioritize your tasks?
- Did this activity help you to identify procrastination activities you usually use?
- How could you apply this activity in your community?

REFERENCES TO PR1

Read more in Overcoming Fear of Failure Educational Content/module 6 / How to recognize procrastination?

TIPS FOR TRAINERS

Trainer double-check with small groups if the instructions have been understood correctly

It is recommended to do this activity during the initial parts of the training dedicated to the Procrastination topic.

KEYWORDS

Prioritization, procrastination, recognition of procrastination activities



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Trust Fall



**YOUTHFULLY YOURS,
MODUL 6**

TARGET GROUP (N):

Young People, Professionals in the field of Youth; <25 participants

ACTIVITY (T):

Discussion, Presentation;
40-90 min

DESCRIPTION

The activity consists of 5 stages:

1. In pairs.
2. In fours
3. In 6-8 people groups
4. All group
5. Group debriefing.

EQUIPMENT/RESOURCES/WORK SPACE

- Flipchart,
- Stationery: 1 sheet of paper and pen per participant

- [Eisenhower matrix 1.pdf](#)
- [Eisenhower matrix 2.pdf](#)
- [The Eisenhower Matrix: Introduction & 3-Minute Video Tutorial](#)

Possibility to work in pairs and later to move chairs in the circle.

LEARNING OBJECTIVES

- To systematize participants' daily tasks.
- To increase awareness of participants about the tasks they usually procrastinate on.
- To reflect on daily tasks and recognize the priorities of participants.

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

Cognitive domain /**knowledge**/

PROCEDURE

1. In pairs:

One person has to fall on purpose in the Trust Fall activity while the other has to catch him. One of the partners has to stand in front of the other and make his body go stiff. He has to give a signal that he is about to fall backward. The catcher responds, saying that he is ready to catch. As one person falls, the partner has to catch him gently and prevent him from hitting the ground. The activity begins with less distance between the partners. As the levels increase and the partners start trusting each other, the distance increases. Throughout the activity, it is essential to emphasize the importance of communication between faller and catcher.

2. In fours:

One person stands in the middle (faller), and three people stand around this person. The person in the middle has to make his body go stiff and signal that he will fall. People standing around have to respond and ensure that they are present and ready to catch the faller. Faller can drop in any direction, and people everywhere gently catch him, preventing him from falling on the ground. Catchers can gently transfer from one person to another. It is important to communicate during this activity and make sure everyone is comfortable. It is beneficial to gather all participants and debrief about how the process is going.

3. In groups of 6-8,

Despite the same activity, it increases the number of people standing around the faller.

4. All group

One person is selected (or volunteers) to try the challenge first. They stand on the raised platform, waiting for their teammates. The rest of the group should form 2 vertical lines facing each other on ground level. The volunteer (faller) should stand with their back to the rest of the team, with their arms crossed. The team use their arms to protect the faller.

Once everyone is ready and in position, the volunteer should freely fall in the direction of the catchers. The catchers aim to catch the faller, so they may need to adjust themselves to ensure the volunteer lands safely in the landing area.

[Link to the picture.](#)

GROUP DIVISION/GIVING TASKS

- work in pairs
- work in groups of 4
- work in groups of 6-8
- work in the whole group

DEBRIEFING

- Have you learned something new about yourself?
- Have you enjoyed this activity?
- How challenging was it?
- What helped you to trust your partner/s?
- What was the biggest challenge for you as a faller?
- What were your emotions when you were catching?
- Do you feel confident conducting this activity with young people?
- How could you apply this activity in your community?
- How should this activity be adjusted for a specific target group you work with?
- What should be considered when working with young people with fewer opportunities?

REFERENCES TO PR1

Activity is connected with all Modules that require safe space and established trust among participants

TIPS FOR TRAINERS

- Trainer double-checks with small groups if the instructions have been understood correctly.
- The trainer should not participate in the activity because he should check the safety of the activity.
- The trainer should always emphasize the importance of communication between fallers and catchers.

- It is recommended to do this activity after previous light trust-building sessions.
- A trainer should make sure that participants feel safe and are ready for each phase of the activity.
- It is beneficial to have a short debriefing after every activity stage.

KEYWORDS

Trust building, making safe space.



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Treasure Field



**YOUTHFULLY YOURS,
MODUL 6**

TARGET GROUP (N):

Young People; 9-41 participants (Should be divided by 3)

ACTIVITY (T) : Game; 30-50 min

DESCRIPTION

Set up:

This activity is played in the field with determined borders. There are randomly placed objects in the field. The number of different objects must be the same (or more significant) as the number of teams. There should be approx—ten pieces of each object type. (10 pens, 10 cups, ten slippers, ten balls, etc.).

Goal:

The goal for each team is to collect one type of object (team one - all cups, team two - all balls, etc.) dedicated to them by the trainer.

Roles:

- Mute participant is watching the field and giving instructions to the communicator about the direction and actions of the blindfolded person. Instructions have to be made without using vocal sounds.
- Communicator is watching the mute participant and decoding his instructions into verbal instructions for the blindfolded participant in the field.
- Blindfolded participant receives instructions from the communicator and, according to the instructions, collects necessary objects bringing them back to his team.

Additional rules:

- Blindfolded participants can hold only one object at a time.
- The communicator can not move his legs and can not turn his head.
- Mute participants can not use any sounds.
- The blindfolded participant can't step into hula-hoop (or other thing used for this purpose) or step out of the field.
- If any rules are broken - all collected objects are placed back in the field.

GROUP DIVISION/GIVING TASKS

- Each team should have 3 participants (can be adjusted if necessary)

PROCEDURE

The trainer prepares the field for the activity before participants arrive.

Trainer divides participants into teams and explains the roles.

Participants have 5 minutes to decide how to divide the roles among themselves.

The trainer explains the activity's process, goals, and rules when roles are divided. (listed above)

The time for participants to develop their strategy is given (approx. 7 minutes).

All team members find their starting position for the game.

Participants who chose blind roles put on blindfolds and stepped into the field. Communicators stand with their back to the field right next to its border so that they can't see what is happening in the field. Participants with mute roles stand right in front of the communicators. (trainer can demonstrate)

Trainer assigns each team a different object they have to collect (team one - balls, team two - cups, etc.).

Participants have 10 minutes to collect as many objects as they can. (The trainer can adjust time).

Trainer stops the game and instructs teams to have another strategic meeting where participants improve their strategy. Team members can change roles if they want to. (5 min)

The trainer puts all collected objects back into the field during the strategic meeting.

All team members find their starting position for the game, again.

Trainer assigns each team a different object they have to collect.

Participants have 10 minutes to collect as many objects as they can. (The trainer can adjust time).

Debriefing of the activity in the teams (5 min)

EQUIPMENT/RESOURCES/WORK SPACE

- Different objects (cups, pens, balls, bottles, scarfs, etc.) In 1 type, we need 15-20 pieces. The number of types should be no less than the number of teams playing.
- The defined field for the game (size depending on the size of the group) - The field could be defined by tape or marked by chalk.
- Minimum one scarf per team (3 people in one team)
- A couple of hula-hoops. Count depends on the size of the field and the size of the group. (Any other object you can step in can be used - e.g., towels, blankets.)

[Photos/videos from activity - LINK](#)

Activity is recommended for venues with direct access to open areas such as sports fields or gardens. It is required that open spaces are isolated, there is no traffic or other external threats. Activity can also be done inside, but it is necessary to have a spacious empty area.

LEARNING OBJECTIVES

- To activate a feeling of safe space.
- Improve comfort zone within the group.
- To encourage participants to give support to each other.
- To encourage participants to ask for help and guidance.
- To step into fear of failure.

LEARNING OBJECTIVES ACCORDING TO BLOOM TAXONOMY

Cognitive domain /**knowledge**/
Psychomotor domain /**skills**/

DEBRIEFING

- How did you feel playing your role?
- Did you feel responsibility/trust/fear?
- How did your team divide the roles, and do you consider which role you will feel more comfortable in?
- Did you change the roles during the second strategy making time? Why?
- What did you learn about yourself? How can this experience (and lessons learned) be taken to your everyday life?

REFERENCES TO PR1

Activity is connected with all Modules that require safe space and established trust among participants

TIPS FOR TRAINERS

- Trainer double-check with small groups if the instructions have been understood correctly
- The trainer checks the safety of the participants.
- This activity can be done during the first sessions after lighter team-building activities.
- Objects used in the activity should be safe to step on (hula-hoops, towels, shapes made out of string, etc.)
- There is a possibility to play as many rounds as the trainer sees fit according to the needs of participants.
- There can be a possibility of distinguishing the winner of the game or finishing the game without one winning team.

KEYWORDS

Trust building, team building, making safe space, communication, being aware of our comfort zone, taking responsibility.



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Tools / Exercises / Debriefing

YOUTHFULLY YOURS, MODULE 6

FEAR OF FAILURE MURAL

For basic instruction on navigating Mural and how to conduct online facilitation, check these [tutorials](#).

For the beginning, we propose this [Mural already designed for you](#). You can start a discussion about dealing with Fear of Failure with four prepared squares containing relevant questions. Ask participants to place their answers to each square. Answers can be in post-its, pictures, drawings, etc. [Link to the picture](#).

After that, start a discussion in small break-out rooms or with the whole group.

A brief presentation about RAS can follow a discussion. [Link to picture](#).

This presentation can proceed with the visualisation presented in module 2 / 3 - 5 pg./ (The Lichtman experiment).

[Mural Visitor link](#)

LETTER TO FEAR

This activity aims to practice courage, initiate creative processes and accept fear. During this activity, participants can talk about the difference between fear and common sense. It can be a great tool to help participants detach themselves from the fear and see it from a different perspective.

Slides 2-5 aim to spark a discussion among participants and find common ground within the group. It is also a great way to prepare the group before the next activity.

Slides 6-8 are individual work (In the form of a letter) that can take up to 15 minutes. [Link to the PPT](#)

PERSONALIZED PRODUCTIVITY: WHAT'S YOUR PERSONALITY TYPE?

The Enneagram, personality type theory, attempts to compile core pieces of an individual and complete the puzzle as a whole. Each type describes critical characteristics that are beneficial to understanding oneself and how to work best with others. The [Enneagram theory](#) reveals how emotions drive our decision-making and engagement with others. There are nine different personality types, but this test isn't about putting yourself in a box. Instead, Enneagram tests are about recognizing the box you're already in and finding growth opportunities.

[Link to The Enneagram Personality Test](#)

Additional material for personality types: Work Strategies Based On Your Enneagram Number: [How to Work Most Effectively, According to Your Enneagram Type](#)

WHAT IS YOUR PERSONAL PRODUCTIVITY STYLE?

One size doesn't fit all when it comes to personal productivity advice for knowledge workers. An individual's cognitive style—that is, the way they prefer to perceive and process information—can have a dramatic impact on the success or failure of time management techniques and performance enhancement strategies. This assessment is designed to help you understand your style—how you think, learn, and communicate best—and guide you toward productivity tips that like-minded people have found most effective.

[Assessment: What's Your Productivity Style?](#)

PERSONAL PRODUCTIVITY ASSESSMENT

This test shows you how productive you are. It gives a score of productivity. After taking the test, you can understand how to improve your productivity, hence the test score. It is advisable to retake this test after working on productivity improvements after a while.

[The Personal Productivity Assessment - Michael Hyatt Assessments](#)

HOW DO I PROCRASTINATE TEST

This test helps young people identify their procrastination activities - all the diversionary things that take them further away from the task or your goal. It is essential to become aware of what typically distract them from their task or goals.

After the test, it is essential to explain that doing these activities is not bad. We all need pleasurable things in our lives. Activities are only a problem when doing them is to our detriment because we don't complete important tasks or goals.

[Link to the test](#)

PERSONALIZED PRODUCTIVITY: WHAT'S YOUR PERSONALITY TYPE?

- What have you noticed about yourself during these activities?
- What would you say is the most important thing you learned about procrastination?
- How can you better support and encourage yourself in the situations where you have to face Fear of Failure?
- What constraints or barriers did you face? How did you overcome them, or did you overcome them?
- What are the things you already do to avoid/overcome the fear of failure and procrastination?
- How would you improve this experience?
- How will you implement lessons you learned here in your personal/work life?



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OVERCOMING FEAR
OF FAILURE