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OVERCOMING FEAR
OF FAILURE



Overcoming Fear Of Failure
Project No. 2020-3-NL02-KA205-003289

Overcoming Fear Guidebook For Youth Workers

2021-2023





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At a Glance

Brief Summary of the Guidebook

The Guidebook for Youth Workers "Overcoming Fear of Failure " offers an extensive step-by-step plan, providing guidance in preventing and mitigating the fear of failure among youth through a positive mindset.

Youth workers gain access to detailed descriptions of sessions, practical tools, exercises, and real-life examples that 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 practical tips, this program is easily accessible and adaptable Europe-wide.

The guide is generally short, clear, and practical.

The Main Aims of the Guidebook:

- Self-learning
- Positive mindset
- Motivating to take charge of your life



Where to find the existing training content & what trainers can expect from it?

Where to find the existing training content?

The "Overcoming Fear of Failure " train-the-trainer educational program offers an extensive training program, tailored to guide youth workers and youth leaders in their quest to prevent and mitigate the fear of failure among young adults through positive psychology.

Through the developed educational training program, Youth workers and youth leaders will be able to access detailed descriptions of sessions, practical tools, exercises, and real-life examples that 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. It can be accessed here:

Where to find the existing training content?

The train-the-trainer educational program is organized in a way to guide the youth workers through the process of fostering a positive mindset, considering a tailored pathway with descriptive sessions, practical activities, and other relevant information and tools, and is divided into six modules:

1st: "Software of the mind" - Thinking rationally for irrational stuff: covers creating awareness of a broader environment and concepts concerning fear of failure.

2nd: "Recognizing Fear of Failure" - Thinking rationally for rational stuff: aims to create awareness about Fear of Failure and the main reasons causing it, and its impact.





3rd: "Positive psychology and mindset" - Building a solid foundation: Focuses on creating a positive mindset.

4th: "Emotional intelligence and growth mindset" - Building a solid foundation: Offers activities that help to boost emotional intelligence and growth mindset.

5th & 6th: "Dealing with Fear of Failure" - Capacity building: Focuses more on creating skills on how to deal with Fear of Failure.

From the prepared content and organization of the training, youth workers can expect to

- Understand better the Fear of Failure, its causes, and effects
- Be able to identify young people with this issue
- Know how to work with a growth mindset model
- Have new tools and methods to engage young people in discussions about this topic

The training is adaptable according to different needs, but always with a focus on learning by doing, and offers practical tools, sessions, and exercises that can be implemented immediately with the young people.

This educational program is designed for trainers working with groups of youth workers/leaders, but can also be easily adapted for individual use.





Youth Initiative Center

Topic 2.



Preparation for Training Space and Participants

Preparation of the Training Space and Environment:

- Well-lit room, with windows and some preferably natural light to stimulate positive thoughts.
- Well-aired room, with some fresh air to breathe to stimulate the brains of participants in a healthy manner.
- Spacious activity room
- With multiple exit points if a big event with many participants, due to the risk of fire or emergency has multiple sets of exits.

Tip for Facilitator – if it's your first time doing an event in this space, beforehand get familiar with it, especially emergency exits and other relevant safety precautions.

- The toilet to use, must be nearby.
- Tables
- Chairs (preferably something comfy)
- The temperature should be regulated to be between 18-20C.

Depending on the Activity, prepare in advance and check if tools, equipment, and digital tools are working properly.

- Screen and Projector to view presentations and preparation material.
- Flyers
- Participant lists
- Flashcards
- Pens and paper to write on
- Material either paper version or online to be ready
- PowerPoint Presentations are already on and ready.



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Topic 2.



Preparation of the Participants:

Before The Activity

- Send a welcome email stating the objectives of the class. Provide an email address or phone number and welcome them to contact you if they have any questions.
- Send the agenda.
- Have a meeting or call with your team to go through step-by-step of the Activity.
- Talk about the possible risks and challenges that might occur unexpectedly and prepare for them.
- Prepare and send participants a pre-assessment survey and after the activity send a post-assessment. To measure the expectations and impact of the participants. So you can be certain that the activity actually was beneficial/successful.

Day of the Event.

- Welcome (Tip for facilitator – if possible one person to greet and welcome participants to the event, second and/or third of your teammates to get them busy, introduce, shake some hands, be quick, brief, and efficient with all(mingle)).
- Introduction of the Facilitator and your team.
- Introduction of the project.
- Introduction of the topic.
- Introduction of the Agenda.
- Moving on to the first activity on the agenda which is an icebreaker.



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Topic 2.



Few Trust-Building Games:

- To play an **egg drop game**, give each group a variety of stationery supplies, such as a pen, paper, masking tape, and an uncooked egg. Each group has 15 minutes to make the egg using office supplies. After time runs out, they drop their eggs from a predetermined height, and groups can see how well their cages are doing.

- For the **winner or loser**, put participants into groups of two and give them space to talk privately. Allow the first person to share an unexpected event that occurred in their life, allowing them to use as much detail as they want. After the discussion, allow the second person to tell the story, but ask them to focus on the positive aspects or the outcome of the event. Repeat the exercise and let the second person tell their story.

- To play the **trust box**, form a team of 10 to 15 participants and inform them of the activity limits. Ask participants to move close to each other. At any time, any party member can shout "I'm down" and fall in any direction. The other members try to catch them before they hit the ground..



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Inclusion of different Target Groups with fewer opportunities

One of the fundamental principles of youth work is to be actively inclusive and offer equal opportunities to all young people.

When implementing activities, we need to pay particular attention to involving all young people present in active participation in the activities - this is sometimes challenging as they are so diverse and (can) face many challenges.

The project in which we developed the program to address the fear of failure was primarily aimed at young people with fewer opportunities.

Young people who are faced with fewer opportunities often struggle to make it in life. This is because they often face difficulties other young adults don't have, such as financial constraints or personal problems. However, some can fit into more than one category at once, making them even more unique!

Obstacles (of course, being in one of the groups of people listed below does not automatically mean fewer opportunities. It is a fact that there are specific barriers, which can be inferred from the examples below, that can make it harder for young people to have the same opportunities in life, or to access them, as, for example, their peers. Only then we are actually talking about young people with fewer opportunities) that can influence young adult life to have fewer opportunities are:

Social: Young people who are faced with obstacles based on their gender, ethnicity, or religion often struggle to find success in life. They may come from broken families and live under difficult circumstances that make it hard for them to reach maturity properly (and thus have difficulty dealing with). Attention to communication in the implementation of activities - inclusive, non-violent, leaving room for individual well-being, voluntary participation or non-participation, respect for young people, etc.

Economic: Poor economic status is a barrier that limits young people's equal participation in life's diverse activities. Youth work is the one that can support young people or give them a space for inclusion.





The activities we will carry out with young people should remain free. Still, suppose there is a financial contribution to get to the place of delivery. In that case, we should organize shared transport for all the young people who want to participate (without singling out any individual) or carry out activities where the young people are (school, afternoon activities, street work).

Educational: The education of young people is a difficult task. There are many reasons why they might not have succeeded in schools, such as being from an underprivileged background or having learning difficulties that made it hard to keep up with the rest of their peers on tests and projects." If necessary, adapt the activities so that they can be understood by all the young people in the group. After each exercise, evaluate whether everyone in your group has understood the instructions for the activity. You know your target group best, or you have a good idea beforehand who the young people participating in the training will be. This is a pre-condition for implementation.

Cultural: The implementation of the activities may face different challenges, which may also be conditioned by the diverse cultural backgrounds of the individuals involved. Our task is to check before the activity where there might be challenges, think about possible solutions, and be aware of and discuss likely different perceptions resulting from different cultures. Keep the discussion about the fact that no one is above the other, that all thoughts are correct, that nothing is wrong, and that disagreements need to be discussed, argued, and, above all, respected. Finally, we may be unable to agree on a common position, and everyone will keep their own opinion without forcing others to agree.

Geographical: young people from remote, rural, or hilly areas; Do not let geographical barriers be a barrier to young people's participation in these activities. Consider transport options, delivery closer to young people, etc.

Young people with disabilities are often the most vulnerable in our society. They can face many challenges BUT are NOT LIMITED TO having quality in their life and fully and actively participating in all activities within youth work.

We recommend some essential steps to take (think about) before, during, and after the workshop regarding organization and micro-preparations. With this, we will support us in ensuring that everyone participates equally and actively in all the content. In this way



In this way, the effects of the activities aimed at overcoming fear will have the most significant impact.

Preparation phase:

- Check the date against major religious dates and holidays.
- Time to get to know your participants (applications if possible/in street work, you will have to figure it out on the spot itself).
- Timing of the training/workshop should provide support for all the needs. Also time for breaks.
- Preparation of the materials.

Planning a venue:

- Easy to reach by public transportation.
- Vehicle drop-off is available close to the building (50m).
- Step-free access and egress (level, ramped, or lift access).
- Enough space available inside the meeting area.
- Accessible toilets are suitable.
- Sign language interpreter.
- If using PowerPoint, will the screen be visible for everyone (large enough)?
- Sufficient light levels in the room where activities will be held.
- Possibility to use a sound system to amplify the sound.

Materials:

- Printed materials - meets the principles of accessibility for all possible barriers faced by participants.
- Maps and directions provided.
- Telephone numbers for
- Taxis and public transport information for getting home.

The most important thing is to examine the activities we intend to carry out from different angles, considering the constraints our participants face. It is essential to ensure that everyone can participate equally and actively, which means that the activities listed in our manual are carefully adapted in an inclusive way for each participant





Chronology of the sessions - training timetable

The aim of this chronology is to support trainers in delivering the Overcoming Fear of Failure Training Program.

Herewith, you can find a schedule of the full training course. In case of less time, you can refer to the Overcoming Fear of Failure Train the Trainer Program. There you can find a grading system of the activities to support you to plan wisely. You can choose activities according to their applicability. You can find generally applicable, balanced, or directly relevant ones. However, we strongly recommend browsing the Overcoming Fear of Failure Train the Trainer Program to find activities suitable to your specific purposes and style.

The timetable flows as follows:

- a) Theoretical background is allocated at the beginning of each section. However, you can allocate smaller portions of it between activities. It depends on your style and preferences. You can refer to Overcoming Fear of Failure Educational Content for theoretical background.
- b) Activities come next. You can find them in the Overcoming Fear of Failure Train the Trainer Program.
- c) Additional tools, reflection part, tests, etc. Again, you can find them in the Overcoming Fear of Failure Train the Trainer Program.
- d) Debriefing session. You can find proposed questions for conducting in Overcoming Fear of Failure Train the Trainer Program.

Note:

Please, bear in mind that there are no breaks allocated in the timeline! they depend on your purpose, prolongation of training, and target trainees. We would recommend a 20-minute break every 90 minutes, as a minimum.



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Timetable

Module 1 "Software of the mind" - Thinking rationally about irrational stuff

Aim of the module: This module covers creating a broader environment and concepts concerning the fear of failure.

Timeline Module 1 - overall estimation 4 hours:

Theoretical background - 30 min.

Activities

My Identity card - 30-40 min.
What do you see? - 40-50 min.
Mr. Baseball - 30-40 min.
Mr. Baldoni - 30-40 min.
My surrounding people - 20-30 min.
Debriefing session - 30-40 min.

Module 2 "Recognizing Fear of Failure" -

Thinking rationally for rational stuff

It aims to create awareness about the Fear of Failure and the main reasons causing it, and its impact.

Timeline Module 2 - overall estimation 4 hours:

Theoretical background - 40 min.

Activities

Lichtman experiment - 45 min.
Coping with uncertainty - 35 min.
Finding Fear of Failure in Persona(s) - 20 min.
Fear of Failure Characteristics Self Reflection / Mind Map - 20 min.
Tools/ exercises
CIRCLE EXERCISE, FOUR CORNERS EXERCISE - 30 min. Upon Trainers choice
Debriefing session - 30-40 min.

Module 3 "Positive psychology and mindset"

- Building a solid foundation

Focuses on creating a positive mindset.

Timeline Module 3 - overall estimation 6 hours:

Theoretical background - 40 min.

Activities

Discussing Good Life Through Debate - 90 min.
The Mighty Self - 60 min.
The Dance of My Life - 45 min.
What is Your Line? - 20 min.
Devil's Advocate - 30 min.
Tools/ exercises

5-4-3-2-1 Coping Technique for anxiety, Gratitude Journal, 8 Breathing Exercises to Overcome anxiety, self-reflection using DIXIT, other prints, cards paintings, photos, self-reflection writing
Self-reflection using our body - 30 min. Upon Trainers choice
Debriefing session - 30-40 min.



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Module 4 "Emotional intelligence and growth mindset" - Building a solid foundation

Offers activities that help to boost emotional intelligence and growth mindset.

Timeline Module 4 - overall estimation 3 hours:

Theoretical background - 40 min.

Activities

Targeting Your Values - 20 min.

Power of Visualisation - 10 min.

Cognitive Restructuring - 30 min.

Meditation Breathing Exercise - 15-30 min.

Embrace the Mistakes - 30 min.

Tools/ exercises

REAL-LIFE EXPERIENCE, REAL-LIFE

EXPERIENCE - 20 min. Upon Trainers choice

Debriefing session - 30-40 min.

Module 5 "Dealing with Fear of Failure" - Capacity building 1

Focuses more on creating skills on how to deal with Fear of Failure.

Timeline Module 5 - overall estimation 6 hours:

Theoretical background - 40 min.

Activities

Personal SWOT Analysis - 60 min.

The Bull's Eye Values Survey - 60 -90 min.

Fear in a Hat - 30-90 min.

The Greatest - 20 min.

Positive Monologue - 45-60 min.

Tools/ exercises

Frustration Test of Rosenzweig, feel the

fear and do it anyway, test your

entrepreneurial profile, learning

assessment techniques - 30 min. Upon

Trainers choice

Debriefing session - 30-40 min.





Module 6 "Dealing with Fear of Failure" -
Capacity building 2
Focuses more on creating skills on how to deal with Fear of Failure.
Timeline Module 6 - overall estimation 6 hours:
Theoretical background - 40 min.

Activities

My Productive Day - 45 min.
Blind Trust- 30 min.
River of Life - 60 min.
The Letter of Power - 30-45 min.
Eisenhower Matrix - 20-90 min.
Trust Fall - 40-60 min.
Treasure Field - 30-50 min.

Tools/ exercises

FEAR OF FAILURE MURAL, LETTER TO FEAR, PERSONALISED PRODUCTIVITY: WHAT'S YOUR PERSONALITY TYPE? WHAT IS YOUR PERSONAL PRODUCTIVITY STYLE? PERSONAL PRODUCTIVITY ASSESSMENT, HOW DO I PROCRASTINATE TEST- 60 min. Upon Trainers choice
Debriefing session - 30-40 min.



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Smart Idea Topic 5.



The Power of Accountability Groups

We all have fears. Fear of failure. Fear of success. Fear of the unknown. Besides the training, there is a way of overcoming that fear. That way is through accountability groups.

An accountability group is a group of like-minded individuals who come together to support and encourage each other to reach their goals. These groups allow you to be honest about your struggles and celebrate your successes with people who understand what you're going through.

Accountability groups are a potent tool, but they only work if you're committed to showing up and doing the work. This is a short guide on starting and maintaining an influential accountability group.

How to Start an Accountability Group

The first step in starting an accountability group is finding like-minded individuals interested in achieving similar goals. This can be done by reaching out to friends, family, or even strangers who share your interests. Once you've found a few potential members, setting some ground rules is next.

You'll want to consider the frequency of meetings, meeting length, meeting location, and what type of accountability you're looking for (i.e., financial, health/ wellness, personal development, etc.).

One way accountability groups might work to overcome the fear of failure is by providing a space for people to share their fears and anxieties about failing in a supportive and non-judgemental environment. This can help people feel less alone in their fears and give them some support and encouragement to keep trying despite setbacks. Additionally, accountability groups can help people to stay on track by providing regular check-ins and goal-setting sessions. This can help people to feel more accountable to their peers and can help to keep them focused on their goals. You can also set specific goals that members want to achieve together or share experiences and strategies to overcome their fears.

Maintaining an Accountability Group

Now that you know how to start an accountability group, it's time to talk about how to keep one going strong. The most important thing is consistency; if you want your group to be influential, you must show up and do the work. That means attending every meeting and being honest about your progress (or lack thereof)

Another critical component of maintaining an influential accountability group is providing support and encouragement to others in the group. This doesn't mean that you have to be best friends with everyone in the group, but it does mean being respectful and understanding that we all have different journeys toward our goals.



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Smart Idea

Topic 5.



Steps to start the Group

1. Define the purpose of the accountability group.

The first step in setting up an accountability group is to define the group's purpose. What is the goal of the group? What do you hope to accomplish by having an accountability group? Once you have a clear purpose for the group, it will be easier to determine who should be a part of it.

2. Choose members for the accountability group.

The next step is to choose members for the accountability group. When choosing members, it is important to consider people who will be committed to the group's success and willing to hold each other accountable. Additionally, you should choose people who have complementary skills and can provide different perspectives on the issues discussed in the group.

3. Set ground rules for the accountability group.

Before beginning to meet as an accountability group, it is essential to set some ground rules. These rules will help ensure that everyone in the group is on the same page and knows what is expected of them. Some ground rules that could be set for an accountability group include confidentiality, respect for others' opinions, and active listening.

4. Schedule regular meetings for the accountability group.

Another critical step in setting up an accountability group is to schedule regular meetings. The frequency of meetings will depend on the group's goals and members' availability. However, it is generally recommended that accountability groups meet at least once per week to stay on track and progress towards their goals.

5. Evaluate progress regularly and make adjustments as needed.

Finally, it is essential to evaluate progress regularly and adjust as needed. This evaluation can be done as a whole group or individually. It is essential to identify what is working well and what could be improved upon to ensure that the accountability group is influential and achieving its goals.



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Reflection on the learning process

As experienced trainers and experts in experiential learning, we consider reflection and debriefing as essential elements of activities applying a non-formal education approach.

Reflection allows learners to understand better WHAT they have learned during the activity and HOW they have done so. During training events, reflection helps participants to understand how various activities are connected to the training topic as well as the connection and correlation among activities. Therefore when building a training program, it is essential to leave sufficient space for the reflection of participants.

When speaking about reflection, we can differentiate between self-reflection - done individually by learners and group reflection - conducted in small groups of participants.

What to have in mind while guiding reflection?:



● Clear goal

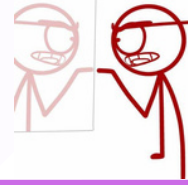
Reflection as a part of Non-formal education has to have clear objectives. By having clear objectives, we, as trainers, understand where to guide learners and what they should realize by reflecting. These objectives should match the overall learning goals of the activity. Knowing objectives helps us to prepare better questions and apply various techniques to stimulate participants' thinking processes.



● Solid Preparation

We recommend choosing reflection questions in advance and trying to answer them from the participant's position. With some experience, trainers should understand what participants experience during the activity and choose the questions accordingly. The prepared questions should have a clear, logical connection. However, trainers should be flexible enough to change the direction or adjust the questions if necessary. Each group and participant is a bit different, and something that hasn't been expected can happen during each activity. Solid preparation and flexibility are good prerequisites to overcoming a majority of problems.





● Taking into account different learning styles

Participants in training activities will have different learning styles and different reflection abilities. Some of them will be very reflective, deep thinkers, and others will not even notice they have passed through reflection activity. To tackle this, trainers should involve in activities with different reflection methods. **Thinking about the learning process can happen in various forms and environments:** while sitting in a circle, while moving, e.g. walking in pairs and talking. Trainers can apply guided meditation, visualization, or a set of photos or short movies from the training activities to bring up important moments. Participants can be encouraged to write their thoughts down or draw them. Enjoyable and creativity boosting is the usage of Lego cubes or play dough. To encourage the reflecting process, participants can bring materials from nature or select objects from the training room that demonstrate their learning success. Depending on the situation, calm music can play in the background. Music should be rather slow, preferably instrumental and in low volume, as some participants might find this disturbing.



TIP - Let participants have something in their hands

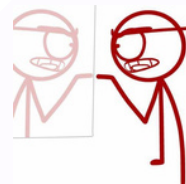
Sometimes, it is challenging for participants to speak about their personal reflections in front of the group. This happens especially during the first training days or when we tackle sensitive topics. If participants have a task to draw on a piece of paper, build a Lego, use a play dough or choose an object or picture before sharing their thoughts, this alone might help them significantly to focus their thoughts and express themselves in front of others.



● Sufficient time for thinking

Even when we choose reflection in small groups and discussions, it is crucial that participants have appropriate time for individual thinking before the start. The time for personal reflection varies depending on the activity's difficulty and participants' capacities. Generally, giving them a minimum of 2-3 minutes before jumping into the main reflection activity is good.





● Open-ended questions

Even though simple Yes / no questions might sometimes work to assess the immediate mood of the group, they are not very appropriate as reflection questions. Trainers should use questions enabling participants to answer in several developed sentences. Recommended pronouns are When? Where? How? What? The favourite for starting the reflection of our trainer Ieva Fridmane (YYSK) is: "what just happened"? This is an excellent compromise to check the group's immediate mood and begin a reflection on the activity.

Sometimes it happens that trainers just ask one question after another with brief replies from one or two participants. Here it is good to remember that questions are just our tool - a means to guide our group through the reflection process. The trainers' goal should not be to ask as many questions as possible but rather to allow more participants to think and answer. Moments of silence are generally fine as they enable learners to think.

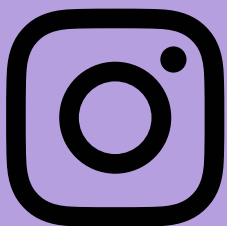
In our Overcoming the Fear of Failure Training program, we included Suggested reflection questions to facilitate the preparation process for leading reflection sessions and some tips for trainers to keep in mind during specific sessions. This will bring additional value to all trainers and facilitators beginning to work with presented topics.





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