

YKSE: Young Kreativ Social Enterprises through the mobilisation of Digital skills and Inter-cultural dialogue

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Methodological guide and toolkit Social Kreative Enterprises for Youth Workers

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Preface

This Guide was produced within the frame of the Erasmus+ Young Kreativ Social Enterprises through the mobilisation of Digital skills and Intercultural dialogue is a strategic partnership project which aims to boost and encourage creative social entrepreneurial learning of young people through upskilling and empowering youth workers, educators and mentors as primary vehicles of the professional development of youth.

YKSE Project counts on a multi-agent partnership, composed of 4 organisations from UK, Hungary, Italy and the Republic of North Macedonia with complementary skills and prior knowledge or experiences on the project field.

The main objectives of the YKSE Project are:

- to create a set of digital tools to boost and encourage the Creative Social Entrepreneurial learning of the young cohorts by empowering and upskilling youth workers, educators and mentors as primary vehicles of the professional development of young people.
- to avoid the increase in NEET rates, supporting youth mentors with an online/blended methodology and itinerary which assures the entrepreneurial skills acquisition of students at risk of drop-out and NEETs in order to increase their engagement to education and their employability in the new dynamic and digital labour market.
- to facilitate the labour market integration of young people out of employment and education (NEETS) or at risk of dropout, thanks to the development of a training for youth workers who will mentor the young cohorts in accessing the right information and training to start up a Social Creative Enterprise using digital solutions to create products or services.

Introduction

This methodological framework for youth workers to work with disadvantaged young people focused on emotional intelligence and self-awareness. This methodical guideline equips youth workers with the relevant skills and know-how to engage young people in training during the difficult moments in which we are living.

The methodological guide defines and describes a Coaching Methodology for Youth Workers to help young people approach the Cultural & Creative Industries (CCI) sector from an entrepreneurial point of view and by focusing on ICT tools to deliver services or products. The Toolkit can be used by Youth Workers (in this application the term includes youth trainers, youth leaders, and mentors of young volunteers of the European Solidarity Corps, as well as trainers and educators of young people) for the empowerment of youth with low educational performance, early drop-outs from school, and/ or NEET. The methodology provides hard and soft skills for youth workers to work in a hybrid setting and environment with the learners. This means that the methodology is aimed at providing the youth workers the skills and competences to conduct the coaching journey both online and offline. This aspect will make the youth workers more resilient and ready to adapt their coaching methodology to blended teaching and learning pathways.

Part I. - Learning methodological approach

I.1. Self-awareness

Self-awareness is the ability to see yourself clearly and objectively through reflection and introspection. Self-awareness involves being aware of different aspects of the self, including traits, behaviours, and feelings. Self-awareness skills, as the term indicates, refer to one's ability to be aware of or to recognise one's own emotions, behaviours, beliefs, motivations and other characteristics, such as strengths and weaknesses, which enable a person to identify and understand their self as a separate entity.

Having self-awareness skills means to understand your own personality, know other people, their perceptions about you, and your response to their actions, helps you to change your own thoughts and interpretations in order to alter some unwarranted emotions.

Developing self-awareness skills is important for learning about yourself and discovering your true capabilities, which may be vital for a successful career. The following examples are some of the most significant implications of self-awareness skills:

- **Improving emotional intelligence:** Developing self-awareness skills is the key to developing emotional intelligence as a skill. The self-analysis that you conduct will help you be aware of your own values which, if touched by any event or action, will generate certain emotional responses. When you have a better understanding of the problem, you can take more effective actions to address it.
- **Giving direction to your efforts:** Knowing your strengths enables you to utilise them more effectively and in appropriate situations. Whereas knowing your weakness helps you figure out when you need to draw on the strengths of others. Also, acknowledging our weaknesses prevents us from reacting inappropriately at any point in time and from making disastrous decisions.

It is an important factor in how we think, feel, act, and react to our thoughts, feelings, and actions. The main benefits of the self-awareness skill are the following characteristics: the power to influence outcomes; to assist you to become a better decision-makers; to develop more self-confidence in order to communicate with clarity and intention; to understand situations from multiple perspectives; to build better relationships; to give you a greater ability to regulate our emotions; and it decreases stress and make you a happier person.

The **World Health Organisation**¹ recognises self-awareness as one of ten life skills that promote well-being across all cultures. The other skills include:

- Empathy
- Critical thinking
- Creative thinking
- Responsible decision-making
- Problem-solving
- Effective communication
- Interpersonal relationships
- Coping with stress
- Coping with emotions

To be self-aware, you must be able to:

1. **Identify your emotions:** Learning the difference between frustration and anger will help students navigate their emotions. By recognising the link between their feelings, thoughts, and actions, they can then address these feelings and react to them appropriately.
2. **See yourself honestly:** Teaching your students to look at themselves honestly can help them respond to compliments, feedback, and criticism openly and earnestly. This sense of self will teach them to see and acknowledge both the positive and negative things in their nature.
3. **Recognise your strengths and weaknesses:** Your students' ability to see themselves, acknowledge their shortcomings, and embrace their strengths is a great confidence booster. Knowing that it's okay to admit they're wrong or do not understand something supports them to develop and grow as individuals. Acknowledging aptitude also builds confidence.
4. **Work towards growth:** All of these skills lead students to self-efficacy. They understand that self-worth and growth are positive activities that result in healthy, happy people with a drive to achieve.

Having healthy self-awareness promotes emotional wellness and self-esteem, it provides students insight into who they are, why they react as they do, and gives them a direction for self-improvement. Self-awareness for students is crucial for success. Self-aware people have a fundamental belief in their ability to achieve a goal, and this trait helps students thrive in everything they do.

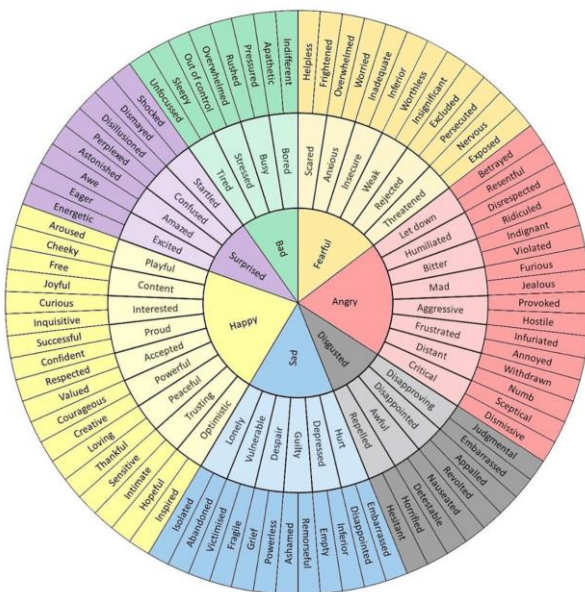
¹ <https://www.positiveaction.net/blog/teaching-self-awareness-to-students>

I.2. Self-regulation

Self-Regulation is an important part of ‘The Emotional Quality’, it can also be defined as self-management, depending on circumstances.

Aristotle described it as an ability of a person to understand when to express anger and other emotions, however today there are even broader definitions.

Self-regulation is linked to self-awareness and asking yourself, ‘How do you feel about certain things’, the below image (the Emotion wheel) can be helpful for understanding one’s emotions:



So what is self-regulation?

According to Mark Connely from the Change management coach platform, self-regulation is about being able to control your emotions and responses to situations and other people.

But it is also about feeling positive emotions and expressing positive emotions to others.

Some of the abilities (also known as competencies) that are part of self-management are:

- **Emotional self-control:** controlling impulsive emotions.
- **Trustworthiness:** being honest and taking action that is in line with your values.
- **Flexibility:** being able to adapt and work with different people in different situations.
- **Optimism:** the ability to see opportunities in situations and the good in other people.

- **Achievement:** developing your performance to meet your own standards of excellence.
- **Initiative:** taking action when it is necessary.

According to Goleman, Self-regulation is based on the following pillars:

- Self-Management
- Emotional Self-Control
- Transparency
- Adaptability
- Achievement
- Initiative
- Optimism

Based on Goleman, self-Management, or self-regulation can be defined as the ability to manage one's actions, thoughts, and feelings in flexible ways to gain the desired results. Optimal self-regulation contributes to a sense of well-being, a sense of self-efficacy or confidence, and a sense of connectedness to others. The goal is for a self-regulating individual to be able to take his or her emotional responses as cues for both action and coping effectively in relationships. It is important to have an understanding of self-awareness first in order for this to be possible. Emotions can swamp the brain causing feelings of frustration and overwhelming thoughts. This is due to what Goleman² calls an "amygdala hijack". The amygdala is the area in the brain that is the centre for emotions and emotional behaviour. This area of the brain goes into overdrive resulting in high activity and causing us to focus and obsess about whatever is causing our distress. It makes it very difficult to be able to think about anything else.

For example, you are working with your fellow teen leaders on planning an upcoming camp. Another youth worker takes credit for your idea when sharing with the group. You get so focused on the unfairness of this that you miss what was said in the rest of the planning session. The goal of self-management is to be able to recognise these feeling as a hijack and bring the brain back to mental clarity and concentration to the task at hand. It is important to learn strategies to allow your brain to do this before responding to the negative emotions.

Controlling negative reactions

Sometimes it is okay to let emotions control us, especially when it comes to positive emotions.

Your excitement and joy at passing an exam, or achieving a target for the month, are appropriate expressions of emotion. But it is worse to be controlled by negative emotions such as anger, fear or frustration.

² Goleman 1995

You can improve your self-regulation, and below are some ideas which can be helpful:

1. Become more aware of your emotions (self-awareness) and how you react to them.
2. Keep disruptive emotions and impulses in check.
3. Try to handle changes flexibly.
4. Make time to think about situations and your emotions. Think of ways you could change what you do or the way you react.
5. Try to pursue your goals and objectives despite obstacles and problematic situations.

Below are also some more methods for self-regulation:

- *When experiencing negative emotions, continue to summarise the situation to determine triggers and critically observe your behavioural reactions.*
- *Discuss additional strategies for altering a negative mood with a family member, friend or trusted advisor. Determine what works best for you.*
- *Choose a co-worker to discuss opportunities to further advance your Self-Regulation abilities. Ask them to help discover ways to regulate in current trigger areas.*
- *Keep a log of your effective self-regulation skills, as you may find yourself in situations in the future that are harder for you to regulate.*
- *Reflect on times you demonstrated appropriate use of relaxation and emotions; effective communication requires both.*
- *Discuss with a trusted advisor what may keep you from expressing emotions or trigger points for an upcoming situation.*
- *Put your feelings in perspective with the big picture; ask yourself "How will I feel about this one week from now?"*
- *Use regular exercise to manage your emotions and relax both body and mind.*
- *Given your behavioural preferences, consider ways to express emotions authentically.*

I.3. Self-motivation

In general, more than 140 definitions and five different theoretical perspectives exist on motivation, and all differ in concept and scope. A summary of all these perspectives is provided through a simple and yet comprehensive definition stating that *"motivation is a set of forces within or external to the person that create enthusiasm and persistence to pursue a certain course of action"*³

³ Linstead 2004, 302

In its essence all motivation is self-motivation: the force that persuades people to do things, whether this be for themselves or others. The capacity to motivate oneself—self-motivation—is an essential skill. Self-motivation pushes people to keep going even when facing setbacks, to fight for better opportunities, and to show commitment to the thing they want to achieve or person they want to become.

Evidently, self-motivation is an important driver for young people making their lives worth living and pushes them to achieve remarkable things. However, self-motivation is challenging for young people who are more insecure and uncertain about the course of action they plan to pursue and they should be supported to undertake new challenges and be fearless. This confidence and certainty develops through experience.

However, the topic of self-motivation is far from simple. People can be motivated by many things, both internal and external to themselves, such as a desire to achieve something, love of someone, or need for money, and usually motivation comes as a result of several factors.

Understanding the principles of self-motivation can support youth workers when working with NEET young people. According to Daniel Goleman, there are four elements supporting this process which involve:

- **Helping young people in identifying their personal drive to achieve** the desire to improve or to push oneself to certain standards;
- **Strengthening their commitment** to personal or organisational goals;
- **Encouraging them to take initiative**, defined as 'readiness to act on opportunities';
- **Building up Optimism**, showing them the benefits of pursuing goals in the face of setbacks. This is also known as resilience.

To improve NEETs' self-motivation, it is therefore helpful to understand more about these individual elements.

1. Personal drive to achieve

A personal drive could be thought of as achievement, as ambition, or perhaps personal empowerment. However, it is also worth thinking about it in terms of mindset. **There are two types of mindsets, fixed and growth.** Those with a **fixed** mindset believe that talent is ingrained, and that we cannot change our level of ability. Those with a **growth** mindset believe that they can improve their skills through hard work and effort. Research shows that those who believe that they can improve—that is, who have a **growth mindset**—are far more likely to achieve in whatever sphere they choose. A growth mindset is one of the most important elements in a personal drive to success. Therefore, youth workers should focus on developing a growth mindset among the young people they work with.

2. Commitment to goals

There is considerable evidence, even if much of it is anecdotal, that goal-setting is important to personal general well-being.

“If you want to live a happy life, tie it to a goal, not to people or things”.

Albert Einstein

“You should set goals beyond your reach so you always have something to live for”.

Ted Turner

“The greater danger for most of us isn’t that our aim is too high, and we miss it, but that it is too low and we reach it”.

Michelangelo

It makes sense that *‘if you aim at nothing, it is easy to achieve it’*, and that most of us need something present in our lives to aim towards. Developing an awareness among young people of where they see themselves and wish to be, and an understanding of how to plan to get there, is a key part of developing self-motivation.

3. Initiative

Initiative is the ability to take advantage of opportunities when they occur. Sometimes it is all too easy to hesitate, and while doing that the opportunity may be missed. However, the old sayings *‘look before you leap’* and *‘fools rush in where angels fear to tread’* have a lot of truth in them. It is also important to take a step back from time to time just to think things through and ensure that you are making the right decision for you. Initiative can also be considered as a combination of courage and good risk management:

- **Risk management** is necessary to support young people to recognise the right opportunities to consider;
- **Developing courage** is necessary to overcome the fear of the unknown inherent in new opportunities.

4. Optimism or resilience

Optimism is all about the ability to look on the bright side or think positively. Resilience on the other hand is the ability to ‘bounce back’ after a setback or keep positive when facing challenges. The two are closely related, although not exactly the same. Resilient people are often using their ability to think as a way to manage negative emotional responses to events. To put it another way, they use positive or rational thinking to examine, and if needed, overcome reactions that they understand may not be fully logical. They are also prepared to ask for help if necessary—as well as to offer their own help generously to others in need. We are not all born as optimists, and many times it might be difficult to open young people to healthy optimism. Working with examples, showing the relative nature of events, working with change in perceptions, even when events might be perceived as

unfavourable for the young person, are good starting points in shaping an optimistic worldview and developing resilience.

Types of Motivators: Intrinsic and Extrinsic Motivators

In thinking about self-motivation, it is helpful to understand what motivates young people to do things and step out of their comfort zone. There are two main types of motivators: 'intrinsic' and 'extrinsic'.

- **Intrinsic** - related to what we want to do.
- **Extrinsic** - related to what we have to do.

A more detailed definition is:

Intrinsic: To perform an action or task based on the expected or perceived satisfaction of performing the action or task. Intrinsic motivators include having fun, being interested and a personal challenge.

Extrinsic: To perform an action or task in order to conquer some sort of external reward, including money, status, power and good marks or grades.

Different people are motivated by different things, at different times in their lives. Most tasks have a combination of the two types of motivation, but the same task may have more intrinsic motivators at certain times and more extrinsic motivators at others.

Becoming self-motivated, or even just improving self-motivation a little, will not happen overnight.

In this process there are many skills involved, and young people will not develop them all instantly. However, to increase their skills should help by gaining a better understanding of the elements of motivation, and particularly how they fit together.

It is important to remember as youth workers when engaging with young people that '*Rome was not built in a day*':

Youth workers should support young people to develop their self-motivation skills over a long period of time and in small and stable steps.

I.4. Social awareness

What is social awareness?

As we grow, social awareness skills and societal awareness helps us to understand how one fits into and contribute to the community and the society around us, as well as how we can gain what we need from the world.

In the long term, social awareness skills will help us understand professionalism in the workplace, as well as making it easier to share information, communicate, and collaborate with others. From a

personal point of view, social awareness is a fundamental part of creating friendships and relationships - helping us to lead happy and fulfilled lives.

Although social awareness continues to develop beyond a child's school years, it's a vitally important skill to foster in adults and especially youth workers, who take responsibility for skill development in the community as well.

Theories

Social awareness requires competency in areas such as emotional intelligence and empathy.

Theoretically, social awareness is the interworking of multiple concepts at once:

- **Social sensitivity** is empathy for others and the ability to understand others' feelings as well as our own;
- **Social insight** is moral judgment and the ability to comprehend situations quickly;
- **Social communication** is the ability to interact appropriately with others, including problem-solving interactions.

Some even equate the theory of emotional intelligence with social awareness. If the acquaintance had noticed that the group of friends seemed to be having a serious discussion, he may have refrained from telling a crass joke. He might even have asked if everything was okay in the group before bringing the attention to himself. This would have shown a high level of emotional intelligence.

Additionally, others, like Howard Gardner, equate social awareness with a theory of **social intelligence**, which relates to a person's interpersonal skills and ability to motivate others into cooperative behaviours.

What are the types of social awareness?

Social-emotional learning theory is underpinned by the work of Daniel Goleman, who builds the idea of social and emotional intelligence (EQ) around a number of key social awareness components, they include:

- **Emotional self-awareness:** Being emotionally aware is the skill behind understanding what one is feeling and appreciating how different moods can impact those around us.
- **Self-regulation:** is the art of controlling the response to emotions - anticipating outcomes in an effort to avoid being emotionally reactive in personal and social situations.

- **Motivation:** involves understanding how to use emotional factors to learn and achieve personal goals.
- **Empathy:** is the skill of considering the emotions and circumstances of other individuals.
- **Respect:** is best defined as having a regard for another person or group's experiences, emotions, wishes, or rights.
- **Kindness:** is the idea of being friendly and considerate to other people and is especially important even if you don't share their views or standpoint.
- **Listening Actively:** is the skill of truly being able to listen - paying attention and taking time to understand what is being said.
- **Cooperation:** is an important part of finding a resolution or a way of working with other individuals or groups. It often involves compromise - but helps to achieve shared goals.

It is also important to consider the wider skills within social awareness competency. See below a list of core skills that develop Social Awareness:

- Identifying social cues (verbal, physical) to determine how others feel;
- Considering others' perspectives;
- Demonstrating empathy and compassion;
- Showing concern for the feelings of others;
- Understanding and expressing gratitude;
- Recognising strengths in others;
- Identifying diverse social norms, including unjust ones;
- Recognising situational demands and opportunities; and
- Caring about and being motivated to contribute to the well-being of one's family, friends, school, community, the environment, and the greater good.

Developing social awareness is a lot about Communication, so below are some ideas how to use communication tactics for better reflecting on others feelings:

What makes a good listener?

Nancy Kline, the author of *Time to Think* says that “*Giving good attention to people makes them more intelligent. Poor attention makes them stumble over their words and seem stupid. Your attention, your listening is that important*”.⁴

The attention, energy and focus you offer young people will aid in resolving the issues at hand more effectively, efficiently and effortlessly. It reduces their feelings of uncertainty and helps them create greater clarity. Good listening is made up of both verbal and non-verbal forms of communication.

Guidelines to being a good listener – 10 key points⁵

- 1. Show genuine interest and be present.** Concentrate your energy on listening. The more interested and focused you are the more animated and interested the young person will become.
- 2. Minimise distractions.** Create an environment that will allow both you and the young person to focus with minimum interruptions. If you are expecting an unavoidable interruption during the session, let the young person know at the beginning of the session.
- 3. Be patient and do not interrupt.** Let the young person finish what they have to say. Be aware of when they need a moment to collect their thoughts. Pauses in the conversation can be very useful, so give them time to pause and reflect.
- 4. Keep up with the speaker’s flow of ideas.** Focus on their ideas, by giving attention to not only what they say, but what they are not saying. When you focus on their ideas, your attention is less likely to be side-tracked.
- 5. Provide clear feedback to show you are listening.** This is usually accomplished by agreeing (e.g. ‘I see’, ‘Uh-huh’, ‘mmmm’) and encouraging (e.g. ‘go on’, ‘tell me more about that’ etc.) and by nonverbal signals such as nodding.
- 6. Identify the central issue.** In your own mind, separate the main points, summarise, and build up a clear understanding of what is really being said.

⁴ Farrington 2008

⁵ Bertolucci 2006

7. Avoid labelling, judging, or evaluating. It is important to hear the whole story, as what may seem obvious at the start of a story can often be quite different to outcome. Seek to understand the young person's own words, in their own time.

8. Take notes that are not intrusive or distracting for the young person. The young person will feel you are taking them seriously if you do take notes. The notes should provide you with a memory aid for the session and for future coaching sessions.

9. Analyse and reflect on what you have heard. During the discussion you can paraphrase and restate what the young person has said. Clarify your understanding by asking questions, or simply state your interpretation of what has been said. This also allows the young person to know that their message is being understood.

10. Summarise the conversations key points at the end. Summarising allows you to check in with the young person that you actually understand what has been said and it gives the young person an opportunity to clarify any points – sometimes the clarification is for their benefit as much as your own. Always ask if the young person agrees with your summary, as this gives them ownership. Sometimes it can be useful to ask the young person to summarise what has been said. This assists them to take the 'story' and highlight only the key points.

How to accelerate rapport and trust

Building rapport in any relationship is very important. It's about developing a relationship with your young person that is based on mutual respect, influence and trust. Rapport is an honest attempt to understand the other person on their terms, to see the world from their point of view, to feel what it would be like to walk in their shoes.

Having rapport with your young person will encourage them to open up and share their thoughts and feelings. They will feel comfortable discussing issues they encounter. It also helps you know how you can support them. Your young person will grow and develop, and you will be looked upon as a trusted friend.

You can build instant rapport with someone by simply having something in common. However, the finer details of rapport building are listed below.

Some techniques for building rapport have already been covered:

- Using good listening skills.
- Asking effective questions.

- Being present and focused on the needs of the young person.

Other rapport building techniques you can use when supporting young people, whether face to face, by telephone or by email, include:

- Finding out what you both have in common and talking about it.
- Taking an interest in the whole person, and their wider interests.
- Matching (or mirroring) their behaviour.
- Matching (or mirroring) the words they use.
- Matching (or mirroring) the way they are thinking.

Matching Behaviour

People like people who are like themselves. Building rapport by matching (or mirroring) behaviour is actually a very natural occurrence that happens with people who have a very good relationship.

Matching someone's behaviour gives them the sense that you are similar to them, that you understand them and, as a result, this helps them relax. Some things to be aware of and try to match would include:

- General posture.
- Speed of movement.
- Amount of Eye contact.
- The speed at which they talk.
- The volume of their voice.

Matching Words

People's words reflect their thoughts, and their thoughts represent their reality. Building rapport by matching words gives evidence that you are listening. It also demonstrates to the young person that you understand their thoughts and it aids in clarifying the ideas that are being presented. You need to be aware of how often you are using this technique, as over-use will be perceived as 'parrotting'.

- Pay attention to which words or phrases that are being emphasised, either by the tone of their voice or their gestures.
- Reiterate key points by using their own words. You can also include the gesture.

Matching Thinking

Matching your young person's thinking is a very powerful way of building rapport. In each of our minds, the world is represented differently by using different senses. For some people their thinking is represented by images in their minds (visual), while others base their thoughts on how they feel (kinaesthetic) and then there are people who think by using an internal voice, which is represented either by words or sounds (auditory). Although we use all these senses in our thinking, there is a tendency to favour one.

Building trust

Although rapport can be built and lost quickly, it takes time to build trust. Some key points to be aware of when building trust include:

- Be authentic. Be yourself.
- Be sincere and keep your promises.
- Be competent and confident.
- Be honest and tell the truth in a respectful manner.
- Be congruent by matching your words with your actions.
- Be there by being on time and giving your full attention.

Understanding permission

In many everyday conversations, we express a thought or opinion, and then the listener will express a differing thought and opinion. This can leave us with a feeling of not being heard or understood.

Asking permission:

- Demonstrates respect.
- Builds rapport.
- Minimises assumptions.
- Frames the situation.
- Creates trust and cooperation. Gives a clear indication of where the conversation is going.
(Use permission when you are: Sharing an experience.)
- Sharing your thoughts, ideas or opinions.
- Changing the direction of the conversation.
- Wanting to spend more or less time on an issue.

I.5. Social skills

What are social skills?

There have been many definitions of social skills put forward over the years, but in general, most agree that social skills are socially appropriate learned behaviours that facilitate positive communication and interactions with other people.⁶

Social skills cannot be easily defined as a single skill you have or do not have, but rather consist of a constellation of abilities and behaviours.

Social competency refers to the judgments of others about how good people are at putting their social skills into practice. Essentially, social skills are all the behind-the-scenes abilities and behaviours that lay the foundation for socially competent conduct.

Why do we need social skills?

Social skills allow us to interact and communicate with others. These skills include verbal and non-verbal communication, such as gestures, facial expressions, body language, and personal appearance. People who are socially competent are able to:

- Show empathy for others
- Participate in group activities
- Be generous
- Be helpful
- Communicate effectively with others
- Problem solve and negotiate

A person with strong social skills knows how to behave in social situations and understand both verbal and non-verbal cues when communicating with others.

Skills for youth workers

Youth worker skills are the skills necessary to guide and support young people in their educational, social and personal development to enable them to reach their full potential. The work involves setting, organising and running community programmes targeted at young individuals aged between 11 and 25 years. These programmes help the young individuals to explore and understand their

⁶ Little, Swangler and Akin-Little 2017

beliefs, values and ideas to develop their life skills and confidence to ensure they transition well into adulthood.

What skills does a youth worker need?

- Commitment to young people and an understanding of the factors affecting their lives
- The ability to act with integrity in times of stress
- Interpersonal skills, with the ability to establish good relationships with a range of people
- Patience, tolerance and flexibility
- Organisational skills
- Listening skills
- Presentation and report writing skills
- The ability to treat young people's concerns with respect, tact and sensitivity, whilst remaining confidential and professional
- Resilience.

The role of communication in social skills

Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance.

It is almost impossible to talk about social skills without talking about communication. Clear, well-timed, and socially appropriate verbal and non-verbal communication is a social skill.

That being said, communication is only one slice of the social skills pie. For example, Constantino, Przybeck, Friesen, and Todd⁷ identify five components of social skills:

- **Social awareness** — Picking up on social cues, such as when it's your turn to speak in a conversation
- **Social cognition** — The capacity to understand and make sense of social cues
- **Social communication** — Reciprocal expressions of communication, verbal and non-verbal
- **Social motivation** — Drivers or inhibitors for responding in socially appropriate ways, such as empathy or social anxiety

⁷ Constantino, Przybeck, Friesen, and Todd 2000

- **Autistic mannerisms** — Behaviours typical of autism spectrum disorder (e.g., repetitive behaviours and restricted interests)

Social awareness, social cognition, social motivation, and autistic mannerisms could all influence social communication. Communication is the stuff we see out in the open, but this could be influenced by many other interweaving processes happening below the surface.

For example, if you have low social awareness, this may hamper your ability to communicate at appropriate times or respond to other people's expressions in socially acceptable ways.

If you have high levels of empathy, you may be particularly skilled in the art of communication because you're acutely sensitive to the feelings and experiences of others and well equipped to respond to them in appropriate ways.

Social skills for youth workers

Collaboration

It's important to know how to work with others if you want to have a successful career as a youth worker. This is because helping to empower and support young people requires the input of numerous stakeholders. You might have to work with government agencies and institutions, not-for-profit groups, educators, healthcare specialists and numerous other groups. You have to know how to liaise with them and collaborate your efforts to offer holistic solutions that suit specific youth cases.

Communication skills

Engaging young people requires you to communicate with them in a wide variety of ways. This can include using verbal and written methods to send messages. You ought to be capable of listening actively and expressing yourself in a manner that others can understand you easily. This enables you to clearly communicate while also being able to understand what others are telling you (or also not telling you). This enables you to create an environment where young people feel safe and able to share without getting judged, which allows you to better counsel them.

Rapport

Rapport refers to a close environment that fosters a harmonious relationship between all the members of the concerned group. The members tend to be in sync with each other and as such feel comfortable sharing stories, ideas or feelings. You ought to be able to build rapport with the groups of young people you work with to engage them effectively. This requires you to know how to promote mutual respect and trust between individuals of all backgrounds and age so that they can enjoy each other's company.

Psychology knowledge

Knowledge of psychology will help you understand why people act the way they do. When working with young individuals, you will be able to understand some of their feelings better. Just like youth work, psychology helps to strengthen people's capabilities to help themselves. Psychological knowledge will enable you to help them make better decisions, manage their stress and even behave well by understanding how their past behaviour can properly forecast how they will behave in the future.

Sensitivity and patience

In youth work, it is common to come across young individuals who have experienced physical and emotional trauma. Such experiences could have caused them to develop trust issues and even affect how they behave towards other people, including you. Being patient, compassionate and sensitive means that you can acknowledge their pain and have a better approach when trying to get them to open up. These skills will also help you build relationships with young people even during their most traumatic moments.

Attention to detail

In youth work, listening carefully goes hand in hand with paying attention to all details. This allows you to learn about a young person when speaking with them and easily recall what they said later on. Being attentive enables you to know the main issues that affect the life of a certain young individual or what you can do to support them. Recalling key details about their lives or conversations also shows them that you really care and were listening which gives them more reason to trust you. This then fosters a positive relationship and leads to effective counselling.

Humility

Humility allows you to maintain an interpersonal stance that is open to other individuals and allows you to relate to the things that are important to them. It is essential in youth work because you will work with young individuals from different backgrounds. You should be able to understand their stories from their perspectives and seek ways of helping them without being too imposing or insensitive. It is also important to acknowledge when you are wrong and be willing to learn and grow. You can seek out personal and professional growth opportunities to improve your capabilities to help young people.

Part II. – Practical guide

II. 1. Activities for Self-awareness

Sparks: Peer-to-Peer Interview worksheet

Duration

30 minutes for self-reflection and fill the worksheet

20 minutes to share and evaluate the activity with the trainer

Objective

The basis of this exercise is the exploration of a young person's passions, interests, and talents, otherwise known as **sparks**.

The activity can be delivered by a single participant with the support of a facilitator.

Distribution of a worksheet that can help someone delve into these ideas. Ask everyone to read the questions first and then answer or write their responses.

Description

These are the six simple questions which can be addressed to meet the needs of the young people. They are focused on personal interests, talents, and passions.

1. What is one of your sparks (passions, interests, talents)?
2. How did you discover that this is one of your sparks?
3. How do you feel when you are doing your spark?
4. Think of somebody who is really into their spark/passion. Describe what you see?
5. Do you have a spark champion (an adult who helps you explore and develop your **self-awareness skills**)? If yes, describe how this person helps you.
6. Do you set goals and make plans to get better at your spark/talent? If yes, give me an example.

In addition, the following questions can be included that help to reflect on personal skills and emotions and how a person can overcome the stress encountered.

1. I am strong in these areas...
2. I struggle with...
3. My favourite thing about school/education/training is...
4. The most stressful part of my day is...
5. I'd like some help with...
6. When I need help, I'm comfortable asking for it in the following ways...

Preparation/skills

Share the concept of self-awareness and explain the goal of the activity, give support to the participants, be flexible and create a good atmosphere that helps to reflect on themselves.

Technical requirements

Paper, colours post it, images, board or flip-chart paper, markers

Possible difficulties

The youth worker may find some difficulties related to the self-reflection activity that each young person has to do on his/her own. The youth worker should facilitate this activity, encourage the participants to have a creative and positive approach, give the right time for self-reflection and exchange in group the work done.

At the end it is important to evaluate the activity and see if it was useful for them and if they feel more self-aware.

Source: <http://www.actforyouth.net/resources/yd/sel-peer-interview.pdf>

(Materahub)

Write a BioPoem

Duration

30 minutes for self-reflection and fill the worksheet

20 minutes to share and evaluate the activity with the youth worker

Objective

This activity helps young people clarify important elements of their identities by writing a poem about themselves or about a historical or literary figure.

The activity can be delivered by each participant or in a group with the support of a facilitator.

Distribution of a worksheet that can help someone delve into these ideas. Ask everyone to read the questions first and then answer or write their responses.

Description

Bio-poems help students get beyond the aspects of identity that are often more obvious and familiar (such as ethnicity, gender, and age) by asking them to focus on factors that shape identity, such as experiences, relationships, hopes, and interests.

By providing a structure for young people to think more critically about an individual's traits, experiences, and character, bio-poems are a way for students to demonstrate what they know about historical or literary figures. Having young people share their bio-poems is a great way to build peer relationships and foster a cohesive classroom community.

1. Select the focus of the bio-poem. Participants typically write bio-poems about themselves, but the poems can also be written about historical or literary figures. You can assign participants a specific individual to use as the focus of the bio-poem or you can allow participants to choose an individual relevant to the current unit of study.
2. Select what you want included in the bio-poem. A poem typically includes the following information:
 1. Adjectives that you would use to describe yourself
 2. Relationships in your life (e.g., friend, brother, daughter)
 3. Things you love
 4. Important memories
 5. Fears
 6. Accomplishments

7. Hopes or wishes
 8. Home (location)
3. You can adapt this format to include other items, such as important moments, heroes, beliefs, and special sayings or words.
4. **Participants think about ideas**
Before they begin writing, it is helpful to give participants an opportunity to think about ideas they might include.
5. **Participants Write Their Poems**
Explain the format of a bio-poem to your participants. You can also share with them a sample bio-poem, such as the one included in the example section.
6. **Participants Share Poems**
There are many ways that participants can share their bio-poems. They could post them around the room as part of a gallery walk, for example, or share them with a partner. Or you might want to try one of these sharing strategies:
- Participants can read their poems to the whole class. Each reader is assigned a “responder.” After the bio-poem is read aloud, the responder has to comment about something he or she heard that was particularly interesting or surprising.
 - Ask participants to pass their poems to their neighbour. Give time for a thorough reading. Have participants silently write comments or questions in the margin. Every three to five minutes, have participants pass the poems on to the next person. Repeat as time allows. At the end of the allotted time, participants should have a poem filled with comments and questions. Be sure to remind participants about expectations for appropriate comments.

Preparation/skills

Provide the concept of self-awareness and explain the goal of the activity, give support to the young people, be flexible and create a good atmosphere that helps to reflect on themselves.

Technical requirements

Paper, colours post it, images, board or flip-chart paper, markers

Possible difficulties

The youth worker can find some difficulties related to the self-reflection phase that each participant has to do by themselves. The youth worker should facilitate this activity, encourage the participants to have a creative and positive approach, give the right time for self-reflection and share in group.

At the end, it is important to evaluate the activity and see if it was useful for them and if they feel more self-aware.

Source: <https://www.facinghistory.org/resource-library/teaching-strategies/biopoem-identity-poetry>

(Materahub)

Build on emotional intelligence

Duration

1 hour

10 minutes of theory

20 minutes of assessment

30 minutes of discussion and evaluation

Objective

Learn how to identify the participants' preferred intelligences and their skills, in particular to identify their strengths. This activity can help the participants to discover more about themselves and how to use their intelligence and be more self-aware.

Description

"Intelligence is the capacity to do something useful in the society in which we live. Intelligence is the ability to respond successfully to new situations and the capacity to learn from one's past experiences." **Dr. Howard Gardner, author, *Frames of Mind* and *Multiple Intelligences: The Theory in Practice***

There are eight different types of intelligence, a trainer or youth worker can begin to adjust teaching/tutoring methods to match participants' strengths. This form can help participants determine which intelligences are the strongest or which one they use most often.

<http://www.literacynet.org/mi/assessment/findyourstrengths.html>

Once the youth worker discovers the participants' individual mix of strengths, they can begin tailoring the teaching methods. There are a number of ways to accomplish this, but it helps to begin with an overview of general strategies for engaging each intelligence. Here are some explanations of each type of intelligence.

<http://www.literacynet.org/mi/practice/index.html>

Preparation / skills

Provide the concept of self-awareness and emotional intelligence, explain the goal of the activity, give support to the participants, be flexible and create a good atmosphere that helps to reflect on themselves. Introduce some theoretical parts of multiple intelligences by Gardner, ask to take notes, be prepared for questions.

Technical requirements

Laptop, internet connection

Possible difficulties

The youth worker can face issues if the participants' are confused about discovering their different types of intelligence and how this can be used later. You should support the participant in finding their skills and how to work and enhance their strengths by providing some concrete examples.

Source:

<https://www.literacynet.org/mi/assessment/findyourstrengths.html>

<http://www.actforyouth.net/resources/yd/sel-multiple-intell.pdf>

<https://characterlab.org/playbooks/emotional-intelligence/>

<http://www.literacynet.org/mi/home.html>

(Materahub)

II. 2. Activities for Self-regulation

Wheel of Life

Duration

30 minutes for individual self-reflection

20 minutes of discussion

Objective

1. Identify the areas, dimensions or aspects of your life
2. Evaluate on each part of your life
3. Set key priorities
4. Evaluate where you need to work more on personal and professional development
5. Evaluate frustrations and where they come from

The purpose of the wheel of life exercise is to make sure our wheel, the whole of our life, is balanced, all aspects or needs fulfilled in the right way. When one aspect of your life becomes the focus and the others are neglected, the wheel is out of balance. We know what happens to an out-of-balance wheel. It gets wobbly and is likely to crash. The wheel, your life, needs to be balanced around the centre and this exercise will help you achieve this.

Description

Individual work

This wheel contains eight sections that, together, represent one way of describing a whole life. You, as a youth worker or a mentor, or your young person or mentee may have other labels or categories or may wish to split friends and family into separate categories. The structure is up to you and your young person. The exercise measures your young person's level of satisfaction in these areas on the day they complete this exercise.

It is not a picture of how it has been in the past or what the young person wants it to be in the future. It is a snapshot taken in the moment.

It is not a report card on how well the young person has performed or what he or she has achieved. The emphasis is on the young person's level of satisfaction in each area.

The Wheel of Life provides a unique model for young people. The wheel shows young people what balance in their life looks like. Youth workers use this tool with youth in the discovery session, sample sessions and to get a sense of fulfilment in their lives.

How to proceed

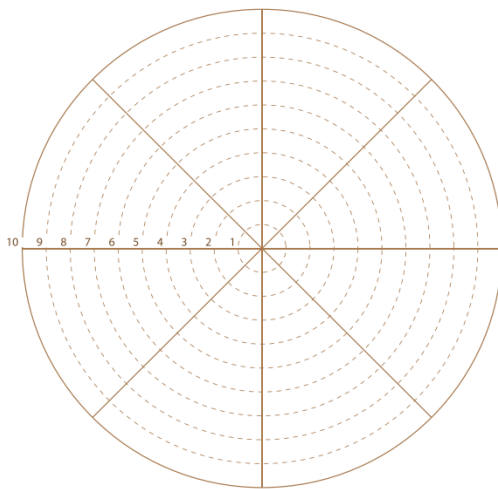
Step 1: Briefly explain the wheel and what it signifies to participants. The wheel of life is a tool youth workers use to get a snapshot of how satisfied a youth is in their own life. There are eight areas on the wheel. You may want to change the categories to reflect the areas of your life.

Step 2: For example: The young person may choose to break the category of friends and family into two separate categories. The young person may wish to add a category.

Step 3: Ask the young person to rate their level of satisfaction in each of the areas.

“I am going to ask you to rate your level of satisfaction in eight areas of your life. Zero means not satisfied and 10 means highly satisfied.”

The eight sections in the Wheel of Life represent different aspects of their life. Seeing the centre of the wheel as 1 and the outer edges as 10, rank your level of satisfaction with each area by drawing a straight or curved line to create a new outer edge. The new perimeter represents the wheel of your life. If this were a real wheel, how bumpy would the ride be?



Technical requirements

Pen and paper, board, markers

Source: Mentoring for Women’s empowerment, Un Women Georgia, 2020

(Asfar)

Analysing emotional intelligence

Duration: 1 hour

Objective

Learn how to identify the participants' preferred intelligences and their skills, in particular to identify their strengths. This activity can help the participants to discover more about themselves and how to use their intelligence and be more self-aware.

Description

Ask your participants to fill in this questionnaire and mark ones where they answer yes.

Reflection/Session Evaluation

When participants finish working on the questions, analyse the results and assess where they have a challenge in their life and discuss how to work on these challenges.

- I know when to speak about my personal problems to others
- When I am faced with obstacles, I remember times I faced similar obstacles and overcame them
- I expect that I will do well on most things I try
- Other people find it easy to confide in me
- I find it hard to understand the non-verbal messages of other people
- Some of the major events of my life have led me to re-evaluate what is important and not important
- When my mood changes, I see new possibilities
- Emotions are one of the things that make my life worth living
- I am aware of my emotions as I experience them
- I expect good things to happen
- I like to share my emotions with others
- When I experience a positive emotion, I know how to make it last
- I arrange events others enjoy
- I seek out activities that make me happy
- I am aware of the non-verbal messages I send to others
- I present myself in a way that makes a good impression on others
- When I am in a positive mood, solving problems is easy for me
- By looking at their facial expressions, I recognise the emotions people are experiencing
- I know why my emotions change
- When I am in a positive mood, I am able to come up with new ideas

- I have control over my emotions
- I easily recognise my emotions as I experience them
- I motivate myself by imagining a good outcome to tasks I take on
- I compliment others when they have done something well
- I am aware of the non-verbal messages other people send
- When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself
- When I feel a change in emotions, I tend to come up with new ideas
- When I am faced with a challenge, I give up because I believe I will fail
- I know what other people are feeling just by looking at them
- I help other people feel better when they are down
- I use good moods to help myself keep trying in the face of obstacles
- I can tell how people are feeling by listening to the tone of their voice
- It is difficult for me to understand why people feel the way they do.

Technical requirements

Pen and paper, board, markers

Source: Emotional Intelligence exercises, 2019 by Positive Psychology Program,
<https://www.airuniversity.af.edu/>

(Asfar)

Identifying False Beliefs about Emotions

Duration

30 minutes for individual self-reflection

20 minutes of discussion

Objective

This exercise is designed to help participants identify dysfunctional or false beliefs about emotions.

Description

Many people have implicit beliefs about emotions. These beliefs operate outside conscious awareness, and strongly determine the way people cope with their emotions.

Firstly, people hold beliefs about the “acceptability” of emotions. People vary in the degree to which they believe that experiencing and expressing negative feelings is acceptable.

Beliefs about the unacceptability of experiencing or expressing negative thoughts and emotions have been suggested to play a key role in the development and maintenance of clinical problems⁸ and can be associated with a worse prognosis and treatment outcome⁹. In general, beliefs about the unacceptability of emotions have been found in people with a range of different problems, such as depression¹⁰, eating disorders¹¹, social phobia¹², post-traumatic stress disorder¹³, and borderline personality disorder¹⁴.

These beliefs may lead to the avoidance of emotions, which prevents the individual from developing self-awareness and self-understanding and, hence, the ability to take care of oneself appropriately¹⁵. Growing up in an environment where the expression of difficulties or negative feelings was met with punishment, or a lack of sympathy has been suggested as a potential cause for the development of beliefs about the unacceptability of emotions¹⁶. People may also hold beliefs about the malleability of emotion. For instance, one may believe that no matter how hard one tries, one cannot really change emotions.

This belief that emotions are outside personal control is likely to result in fewer efforts at regulating the emotion¹⁷. Because the individual does not engage in active attempts to regulate emotions and will therefore not know from experience that emotions can be regulated, the belief will remain unchallenged. Moreover, research has shown that people who believe that emotions are less changeable experience fewer positive emotions and more negative emotions, decreased psychological wellbeing, lower perceived emotion regulation self-efficacy, and higher levels of depression.¹⁸

By contrast, a person who believes that emotions are changeable will display a more assertive and active pattern of coping¹⁹. Over time, this active pattern of coping with emotions will confirm that emotions are indeed changeable and thus strengthen the very belief regarding the changeability of emotions. This exercise addresses clients’ basic and often unconscious assumptions about their emotions.

⁸ Surawy, Hackmann, Hawton and Sharpe 1995

⁹ Corstorphine 2006

¹⁰ Jack 1991, Cramer, Gallant and Langlois 2005

¹¹ Corstorphine 2006

¹² Clark and Wells 1995

¹³ Ehlers and Clark 2000

¹⁴ Linehan 1993

¹⁵ Kennedy-Moore and Watson 2001

¹⁶ Linehan 1993

¹⁷ Dweck 2000; Dweck and Leggett 1988

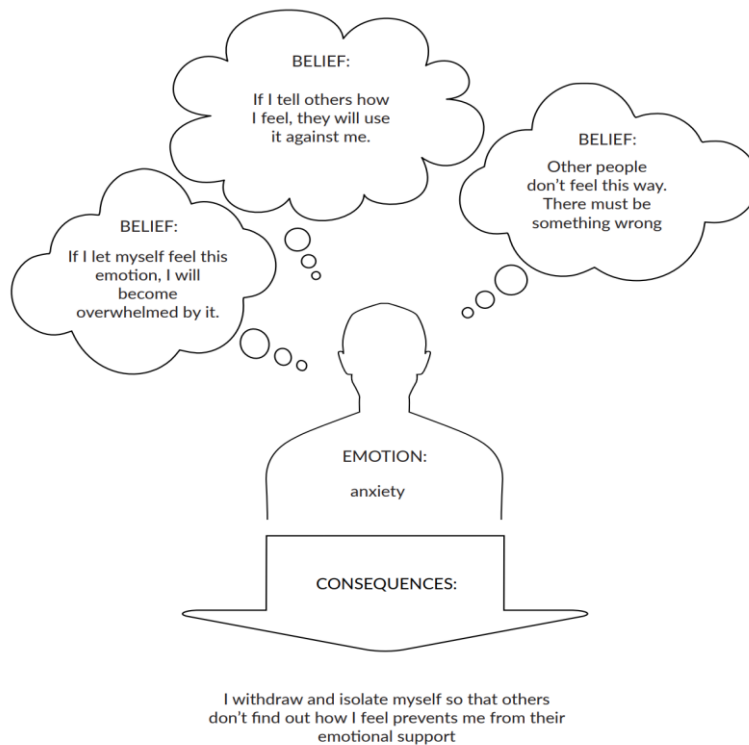
¹⁸ Kappes and Schikowski 2013; Tamir, John, Srivastava, and Gross 2007

¹⁹ Dweck and Leggett 1988

How to proceed

Step 1

For the purpose of this exercise, choose one particular difficult emotion to work with. Perhaps choose an emotional state you are struggling with at the moment; for instance, you might be feeling anxious about an upcoming event, or regretful about a recent transgression. Write down the emotion you have chosen to work with in the centre of the person outlined in the Core Beliefs About Emotions worksheet (Appendix A).



Step 2

Read through the below list of common false beliefs about emotions and see which resonate most with you. Tick those statements that ring true for you. Pay particular attention to those that sound familiar, as these may be thoughts/beliefs that exist outside your awareness. Please add any personal beliefs that are not listed at the end. Then, write down your core beliefs about emotions in the thought bubbles outlined in the 'Core Beliefs About Emotions' worksheet (Appendix A).

- If I lose control of my emotions in front of others, they will think less of me.
- I should be able to control my emotions.
- If I let myself feel this emotion, I will become overwhelmed by it.
- If I tell others how I feel, they will use it against me.

- If I tell others how I feel, they will think I am weak.
- Other people don't feel this way. There must be something wrong with me.
- Only an immature person would get so emotional.
- I should be able to cope with difficulties on my own without turning to others for support.
- To be acceptable to others, I must keep any difficulties or negative feelings to myself.
- This emotional state is not a normal response. I have to get rid of it.
- A happy person would not feel this way.
- That person responded differently than I did, therefore my emotional reaction is wrong.
- If I let myself feel this pain, it will kill me.
- Letting myself feel bad would mean falling to pieces, being a total mess, or wallowing in self-pity.
- If I show signs of weakness then others will reject me.
- Being an adult means not getting carried away by emotion. I'm supposed to be rational!
- Showing my emotions to others makes me look like a "drama queen."
- I'm stupid for feeling this way. I should just suck it up!
- I should not let myself give in to these feelings.
- Other:

Step 3:

Now let's look at what happens as a consequence of holding these beliefs about emotions. What impact do these beliefs have on how you feel, behave, and talk to yourself when faced with this emotion? Write down as many outcomes (positive and negative) as you can think of in the 'Consequences' section of the 'Core Beliefs About Emotions' worksheet (Appendix A).

Reflection/Session Evaluation

Discuss the following:

- What was it like to do this exercise?
- Looking at the consequences part of the exercise, how adaptive is it for you to hold such beliefs about your emotions?
- What was easy or difficult about the exercise?
- What insights have you gained about your personal beliefs around emotions?

Technical requirements

Pen and paper, board, markers

Source:

Emotional Intelligence exercises, 2019 by Positive Psychology Program,
<https://www.airuniversity.af.edu/>

(Asfar)

II. 3. Activities for Self-motivation

The Bucket List

Duration

20 to 30 minutes

Objective

To create a personal vision board consisting of goals and visions

Description

- **Vision:** what you want to be when you grow up? How you see the future?
- **Mission:** telling the world who you are, what you do, and how you do it? in 25 words or less
- **Goals:** general statements of your direction for the next few years
- **Objectives:** specific tasks and tactics to accomplish your goals; typically, objectives follow a SMART (i.e., specific, measurable, attainable, realistic, time-bound) concept

Distribute one sheet of flip chart paper to each person to create his or her vision board.

Ask everyone to consider what their goals are for the next three to five years. With their goals in mind, invite everyone to cut out any words or pictures from the magazines that resonate with those goals and dreams to create their personalised vision board.

Next, have the team members write out their own personal vision statement, mission statement, and goals for the next three to five years based on their vision boards. While this is largely an individual activity, working with a team and being able to share ideas helps clarify ideas and provide insight for the individuals. Since the vision boards, vision statements, and mission statements can be a source of inspiration for the team members, have them present to the group or post them in appropriate locations in their work areas. If you use a high-quality heavy-weight paper, the overall look and feel of the finished product will be a high-quality reminder of the goals they set that day.

Preparation/skills

You can easily adapt this activity to reflect the team's vision and mission. Then it's essential to create a high-quality product that can be posted for the team to see on a regular basis.

Technical requirements

Various magazines (a large variety to provide inspiration), scissors, glue stick or adhesive tape, poster board or flip-chart paper, markers.

Possible difficulties

1. Even though our goals and vision or mission statements are highly personal, what impact could it have to open up and share this information as we are doing today?
2. Now that you have created this vision for yourself, what is the next step?
3. How can you implement that step and future steps?

Encourage accountability by scheduling a follow-up. Have each person exchange contact information with at least one other person and commit to getting in touch with that person in two weeks to follow up with each other's progress. Have them put it on their schedules right away.

Source: Scannel, M. and Scannel, E. E. 2009. The Big Book of Team-Motivating Games. McGraw Hill
(CKM)

Personal Inspiration Brainstorm List of Questions

Action planning & reflection on personal ideals, goals and life objectives.

Duration

15 to 25 minutes

Objective

To motivate young people to acknowledge their goals and prioritise them in their everyday life.

Description

When working with the young people, ask the following questions in order to initiate a self-reflection session in which they will explore and clarify their vision of their future, goals and objectives. Each

person should write the answers on a sheet of paper and later discuss them with you or in a group. Motivate them to set a plan to become the best version of themselves.

Questions you can use for the session can follow the following order:

1. What words would best describe the person you would truly like to be?
2. What character traits would you like others to see in you and respect?
3. What subjects would you like to learn more about?
4. What skills would you like to acquire?
5. How would you like to be regarded by others? (Write out what you would like them to say or think about you.)
6. In what places (and among which groups) would you like to be accepted and feel comfortable?
7. What life experiences would you like to have? (Take your time and make a bucket list.)
8. What credentials would you like to acquire?
9. What would you like to do for the world? How would you like to make a difference?

Preparation/skills

Picture yourself as the person you would like to be or become, so that you can be a role model for young people that you work with and help them through the same process of building themselves and their self-motivation, Identifying their personal and professional objectives and wider life values/goals.

Technical requirements

Pen and paper, board, markers

Possible difficulties

Some young people may find it difficult to start this task, especially if they have never done anything similar before.

Offer examples or talk with the young person about the questions and identify one answer for each question.

Then encouragement to think of other answers by themselves.

(CKM)

Understanding Self-Confidence Worksheet

Duration

25 to 35 minutes

Objective

Completing this worksheet will help NEETS explore their feelings in two very different situations, analyse their responses to these situations, and come up with an action plan for the next time they experience low self-esteem.

This exercise will help them take control of their development and give them a sense of ownership in their own well-being, a trait that will serve them well in the future.

Description

The worksheet is divided into three parts.

You can always use your worksheet and be reminded of your personal power and use it to transform situations in which you feel less confident.

The completed worksheet can be kept handy for the next time you are feeling low in self-esteem and need a boost.

The worksheet is divided into three parts:

Part A involves thinking of a situation in which you felt confident and experienced a sense of self-worth, and answering the following questions:

- What is the situation?
- What do you say to yourself about the situation (self-talk)? How do you feel physically?
- What sensations and feelings do you have in your body?
- What do you do as a result of this?

Part B involves thinking of a recent situation in which you felt lacking in self-confidence and answering the same four questions listed above.

In **Part C**, you are instructed to look at your answers to Parts' A and B, then use that information to answer these questions:

- What positive statement could I say to myself to be reminded of my power?

- What could I do that would help me feel differently? (For example, create a visualisation in which you remember how you felt in Part One.)

What could I do differently next time I am in this situation? What actions would empower me?

Preparation / skills

This worksheet can be completed by NEETS who wish to build up their self-esteem and self-confidence.

Technical requirements

Pen and paper, board, markers

Source: <https://positivepsychology.com/self-esteem-worksheets>

(CKM)

“I’m Great Because...” – worksheet

Duration

30 to 35 minutes

Objective

This worksheet can be an excellent way for NEETS to explore what makes them good and likable people, and to help them build a foundation of healthy self-esteem.

Completing this worksheet will give the NEETS an opportunity to list all of the good things about themselves without fear of being overly proud or self-absorbed.

It is good to be both realistic and positive about yourself, and this is a good way to begin a habit of positive realism.

Description

The instructions are to complete the statements — without worrying too much if the user cannot complete them all — and keeping the worksheet handy for the next time the user experiences feelings of low self-esteem.

The worksheet lists 20 sentences with prompts that young people fill out with something positive about themselves.

These prompts include the following:

- I like who I am because...
- I'm super at...
- I feel good about my...
- My friends think I have an awesome...
- Somewhere I feel happy is...
- I mean a lot to...
- Others reckon I'm a great...
- I think I'm a pretty good...
- Something I really enjoy is...
- I really admire myself for...
- My future goals are...
- I know I can achieve them because I'm...
- I'm naturally gifted at...
- Others often praise my...

Technical requirements

Pen and paper, board, markers

Source: <https://positivepsychology.com/self-esteem-worksheets>

(CKM)

Negative Self-Talk Exercise

Duration

25 to 30 minutes

Objective

Low self-esteem can be due to negative introspection, which can be reduced by this activity to a great extent and makes your young people more positive about themselves. The aim is for the young people to learn that negative thoughts are just an exaggeration and that they can be replaced with positive thoughts.

Description

When working with a group of young people or just one person, please ask them to think about themselves for 5 minutes and identify and reflect:

- Thoughts that trigger negative feelings, which should be written down in the first section.
- Ask participants to explain their thought process in detail and the feelings associated with it in the second section, followed by the things that oppose their thoughts in the last section.

Help them to come up with alternative thoughts which can be replaced by the original ones.

You may use plain paper, sticky notes, or jamboard (if online session).

Technical requirements

Pen and paper, board, markers

Source: <https://www.edsys.in/best-confidence-building-activities-and-games>

(CKM)

II. 4. Activities for Social awareness

Take a Step forward

Duration: 3 hours

Objective

- To raise awareness about inequality of opportunity
- To develop imagination and critical thinking
- To foster empathy with others who are less fortunate

Description

1. Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.
2. Ask participants to take a role play card out of the hat. Tell them to keep it to themselves and not to show it to anyone else.
3. Invite them to sit down (preferably on the floor) and to read carefully what is on their role play card.
4. Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:
 - What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
 - What is your everyday life like now? Where do you socialise? What do you do in the morning/in the afternoon/in the evening?
 - What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What do you do in your holidays?
 - What excites you and what are you afraid of?
5. Now ask people to remain silent as they line up beside each other (on a starting line)
6. Tell the participants that you are going to read out a list of situations or events. Every time something is true to them and they answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.
7. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around and take note of their positions.

8. At the end, invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role play before a debriefing.

Debriefing and evaluation

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

- How did people feel stepping forward - or not?
- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- Did anyone feel that there were moments when their basic human rights were being ignored?
- Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
- How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
- Does the exercise mirror society in some way? How?
- Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
- What first steps could be taken to address the inequalities in society?

Preparation / skills

Theoretical input on inequality could prepare participants better.

Technical requirements

Role play cards; an open space (a corridor, large room or outdoors); tape or CD player and soft/relaxing music; a hat

Possible difficulties

The youth worker can face some issues if the participants are confused about discovering their different types of intelligence and how this can be used later. You should support the participants in finding their skills and how to work and enhance their strengths by providing some concrete examples.

Further reading: <https://www.coe.int/en/web/compass/take-a-step-forward>

(Asfar)

Forum Theatre/Social theatre

Duration: 3 hours

Objective

Participants get into the perspective of other people's problems and challenges

Description

Introduction in Forum Theatre

Forum Theatre focuses on moments and situations people live every day without paying special attention to them.

Theatre offers the participants the possibility to watch a situation from the outside, as a hidden witness who watches the tragic situation, who understands where ignorance, prejudice and discrimination are leading to.

This time they can say 'STOP! I didn't like that. If somebody had said something it wouldn't have ended like that. If only we can turn back time...' But we can turn back time because we are in the theatre realm. The play starts again, scene by scene, offering the public the chance to become actors and to re-do the scene, bringing new attitudes and dialogues to improve what is wrong.

Forum Theatre should be as close to the audience as possible, this is why a stage or real theatre is not necessary.

It does not even need professional actors. Only a small group of very motivated people, a minimal setting (a marketplace, a park, a classroom) and basic Forum Theatre knowledge – these are the basics required to create a Forum Theatre play. Everything else is improvisation. There is no better way to talk about reality than talking to a public that interferes in a situation, the way they feel and understand, or even the way they have lived it.

It is clear, simple and natural. Most of all, Forum Theatre is a social intervention tool. It offers participants the unique chance to do and undo a real situation, to change the end and the whole play from the very beginning, to observe what happens after each intervention. A Forum Theatre play is like a laboratory where everyday life experiences are reproduced and the learning experience is oriented towards a positive ending.

We all like 'Happy Endings' but we all have the feeling that life and faith are to blame for our tragic stories.

So, all we have to do is go with the flow and follow the given path. The truth is that everybody makes their own luck, that we all have different options to choose from, that the path we are following is the one we chose. It is our responsibility to create our own 'Happy Ending'. But we can transform somebody's tragic ending in a happier one. Each of us can bring a small contribution to change somebody's desperate situation. Forum Theatre offers us this possibility!

Forming the work group and identifying the target group

These two steps can be tackled in whichever order best suits the activity. It may be the case that we are trying to discover and help solve certain issues in a community. In this situation, we would have to choose people who could help us accomplish this project, people who are attuned to the realities of their communities. From such a group, a facilitator can easily collect ideas and information that, when put into practice through a Forum Theatre play, would speak out to the members of the community which we are addressing.

An alternative to this approach is to form a team that would be trained in the Forum Theatre method and would then have to mould their acting to different situations, as the projects move between different issues and different target groups. Of course, it seems easy, sometimes, to just list the problems that the world we are living in is facing, to collect opinions about who the affected persons are, how they are dealing with it, where this is happening, and so on. Even though, on an intuitive level, it is simple to identify the problem, the difficulties usually arise from the details surrounding it:

- How serious the problem is?
- Whom is it affecting?
- In which way it is affecting theme?
- What are the differences between the various social groups affected by this problem?
- etc...

Establishing the global situation, identifying the characters and working on the script.

In the forum theatre, there must be certain relationships between the characters:

- Oppression – between oppressed and oppressor
- Support – between each main character and their respective allies.

Rehearse, rehearse, rehearse

This phase is particularly important to the process of developing a Forum Theatre play. It can be likened to the glue, or cement, that will keep the performance together. This is the step where the non-acting participants “click” or engage with each other:

- Learning each other's way of moving about stage
- Learning each other's mannerisms and preferred ways of reacting
- Learning to complement each other's lines and/or participate in the scene

- Becoming accustomed to each other's assumed way playing their character

The performance and conclusions

The most important and interesting part of the Forum Theatre method is probably the performance. This is the moment that reflects the work of the whole team, the result of all the preparations. It is essential that the performance (through the non-acting participants and Joker) can mould itself around the audience's reactions. There are always cases when something has gone awry while documenting the target group. Or the audience is constituted by the target group, but they prove remarkably resistant to change.

Analysis and final evaluation

This is the last stage of the Forum Theatre method and should by no means be overlooked. The team should be involved in this discussion which is led by the facilitator and/or Joker, and relies heavily on feedback.

The Forum Theatre performances can bring important revelations to the non-acting participants. It is important to discuss how everyone perceived the team dynamics, the solutions to possible unexpected situations, and means for improvement. There will always be situations where different sides of the non-acting participants' personalities are brought out by their interaction with the spectators, and it is important for them to be ready for anything, to be willing to accept any new information they receive about themselves and the others.

Preparation / skills

Theoretical input on inequality could prepare participants better.

Technical requirements

Pen and paper, board, markers

Possible difficulties

It would be better to have good communication and ice breaking actions before introducing Forum Theatre.

Source: www.artfusion.ro , www.teatruforum.ro

(Asfar)

The Orange Battle

Duration: 1 hour

Objective

Participants understand importance of communication, asking questions and understanding other perspectives.

Description

Group exercise

1. Explain that the group is going to play 'the Orange Game'. Divide the participants into two groups.

Ask Group A to go outside and wait for you.

Tell Group B that in this activity their goal is to get the orange because they need its juice to make orange juice.

2. Go outside and tell Group A that their goal in this activity is to get the orange because they need the peel of the orange to make an orange cake.

3. Bring both groups together inside and ask each group to sit in a line facing each other.

4. Tell the groups that they have three minutes to get what they need. Emphasise that they should not use violence to get what they want. Then place one orange between the two groups and say, "Go".

Usually someone will take the orange and one group will have it, and how the groups deal with the situation will be a surprise.

Sometimes groups will try to negotiate to divide the orange in half.

At other times they will not negotiate at all.

Sometimes the groups will communicate further and realise that they both need different parts of the orange. Someone from one of the groups will peel the orange, taking the part they need.

Do not interfere.

5. After three minutes say, "Stop" or "Time's up".

Debriefing and evaluation

1. Debrief the activity by asking questions such as these:

- a. Did your group get what it wanted before the three minutes were up?
- b. What was your group's goal?
- c. What was the outcome of the conflict over the orange?
- d. What did you do to achieve this outcome?
- e. Why is it important for people to communicate to resolve conflicts?
- f. Do people always communicate with each other when they are in a conflict? Why or why not?
- g. Do people always want the same thing in a conflict?
- h. Have you ever experienced similar situations? What was the outcome?

2. Relate the activity to human rights by asking a question such as this:

- a. What are some of the human rights that are violated in a conflict?

Technical requirements

Pen and paper, board, markers

Source: http://www.eycb.coe.int/composito/chapter_4/pdf/4_30.pdf

(Asfar)

II. 5. Activities for Social skills

Snakes - A Trust and Team Building Activity

Duration

15 to 20 minutes

Objective

To create a personal vision board consisting of goals and visions.

Description

Divide the participants into smaller groups – approximately 5 to 8 people.

The task of each team is to stand in a queue, forming a snake and collect the objects in the buckets.

1 member of the team = 1 object collected.

All the members of the team are blindfolded except the last one, who will lead the group.

The head of the snake (the first in the queue is the person that will pick up an objective from the floor and put it in a bucket.

Once the participant has successfully picked up an object, the participant will go back to the queue/snake and become the next leader.

It is mandatory that there is non-verbal communication among the players.

Give each group 15-20 minutes to figure out a strategy to solve the task, but not in the workshop room, because they should not be able to see in advance how the objects and buckets are positioned in the room.

Spread the objects on the floor of the workshop room and put the buckets far from each other and assign them 1 bucket to each team.

After each group completes the activity, change the location of buckets and objectives to ensure the activity remains challenging.

Once the participants are ready with their strategy lead them to the entrance of the workshop room and start the activity.

Preparation/skills

From 5 to 30 people.

Arrange the training room so as to clear any obstacles or prevent any dangerous situation.

Technical requirements

Various magazines (a large variety to provide inspiration), scissors, glue sticks or adhesive tape, poster board or flip-chart paper, markers.

Possible difficulties

Make sure that each participant does not see through their blindfolds. Be careful that during the activity the participants do not hurt themselves.

Source: <https://paradigmshiftleadership.com/snakes-a-trust-team-building-activity-that-focuses-on-non-verbal-communication/>

(Anthropolis)

Cooperative puzzle

Duration

10 to 15 minutes

Objective

To stretch meta-communication and cooperation skills.

Icebreaker, cooperative game

Description

Mix the puzzles and divide them into piles, there should be the same amount of piles as the number of groups.

Put the pieces upside down and cover them with something until it's time to get started. Use an open space so everybody can see each other.

Divide the main group of people into smaller groups with 3-4 persons in each. You should instruct each group to solve this problem as a group and without talking to each other.

The aim of this training activity is to highlight that sometimes you need to look beyond your usual boundaries. We need each other to succeed and to quite literally see what other pieces of the puzzle that can be found in other constellations and groups.

Questions to discuss afterwards:

- How many groups were there and how many puzzles did we solve?

- How were the groups defined?
- What was your role in your group?

If you do not have any big enough puzzles you can easily cut your own.

Preparation/skills

Basic facilitation skills

Technical requirements

Puzzles made of pictures that are similar to each other. The size of the puzzles should be about the size of a poster (i.e. not smaller than 30x40 cm). There should be one less puzzle than the number of groups.

Paper to cover the puzzles with.

An open space.

Possible difficulties

Make sure that each participant does not see through the blindfold. Be careful that during the activity the participants do not hurt themselves.

Source: <https://www.nvet.com/>

(Anthropolis)

Refugee drama

Duration

35 to 40 minutes

Objective

Through the workshop "Refugee Drama," the activity aims to demonstrate that communication between human beings is not just based on words but primarily on the tone of the voice, volume of sounds, facial expression and body language.

In this context, drama promotes a holistic engagement of the body and mind totally removed from traditional learning, tests and stress. All these aspects contribute to enhancing the attention, curiosity and motivation in participants.

Moreover, most importantly this experience will help people not just to do or to say something but to feel something.

Role play game

Description

Each participant takes the identity of a character far from their point of view, behaviour, thinking and tries to act as much as possible as if they are this character.

A participant can be in somebody else's shoes, such as a doctor, a rescue guard, a police officer, a citizen, a pregnant migrant, a red cross volunteer, a strong migrant, a sick migrant.

Before starting the drama, it is important to do an exercise which aims to promote trust within the group. Or complete this workshop near the end of an activity.

The only forms of communication you can use are:

- Sound of your voice (but non-verbal)
- Gestures
- Facial expressions
- Body language

No verbal communication is permitted.

After the workshop, youth workers with participants will discuss their impressions on the "Refugee Drama". Questions that can be asked include:

- How did it feel to be in someone else's shoes?
- What was the main thing you noticed from your behaviour?
- Did the other participants understand you without speaking?
- Were you in control of the situation?
- What bothered you the most?
- What did you find frustrating?
- Did you feel empathy for any other character?
- Did you feel uncomfortable playing this character?

Preparation/skills

The youth worker or facilitator has to be prepared to handle sensitive questions and also coordinate group dynamics, if needed.

Technical requirements

- An object representing each character (a policeman, an employer, a volunteer, an immigrant, etc), it could be one item to wear or any object or garment representing the character
- Poster are written, as only non-verbal communication is allowed

Possible difficulties

As the activity tackles sensitive issues, emotions and feelings, some participants may feel uncomfortable.

Youth workers or facilitators should be prepared to communicate in these situations and help the participants and discuss the key issues.

Source: <https://www.acle.org/>

(Anthropolis)

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Appendix A

Appendix A Core Beliefs About Emotions worksheet

The diagram consists of a central silhouette of a person's head and shoulders. Above the silhouette are three thought bubbles, each containing the word "BELIEF:" followed by three horizontal dotted lines for writing. Below the silhouette is a large downward-pointing arrow shape containing the word "EMOTION:" followed by one horizontal dotted line. Below the arrow is a rectangular box containing the word "CONSEQUENCES:" followed by five horizontal dotted lines for writing.



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