

Table of content

- 1. Fixed Mindset vs. Growth Mindset**
- 2. Beliefs**
- 3. Gratitude**
- 4. Values**
- 5. Personal Mission**
- 6. Participation/ Community Involvement**
- 7. Key Competences and GREEN competences**
- 8. Exploring Different Jobs**
- 9. Exploring Green Jobs**

***These exercises require facilitation**

1. FIXED MINDSET VS. GROWTH MINDSET

Activity "Fixed Mindset vs. Growth Mindset"

Participants are divided into teams of 3-4 and receive one of the situations outlined below.

Examples of challenging situations:

- Achieving good results in an exam/test
- Carrying out detailed work, such as sewing buttons
- Starting a new sports activity
- Beginning a healthy eating regimen
- A friend criticizes you for how you behave with other friends
- An adult criticizes you for how you organize your time
- You have a difficult relationship with a teacher who threatens you with low grades or failing
- A classmate receives a higher grade than you on a test.
- A cousin or another family member of approximately your age has been accepted to university.

Duration: 40-45 minutes

Necessary resources:

- sheets with the proposed situations
- A4 sheets, pens
- flipchart sheet on mindset characteristics, scotch tape

Objectives:

- Familiarization with the type of mindset that characterizes them
- Identifying how they are equipped to handle difficult situations

Facilitating tips:

Task: Formulate sentences, one on each A4 sheet, to reflect the feelings you are experiencing or the thoughts that go through your head when you or your friends are in that situation.

10 minutes of shift time.

15 minutes presentation.

After the end of the working time, each team reads the situation they had and the thoughts, the statements written down. These will be pasted onto a flipchart sheet depending on the type of mindset they reflect.

15-20 min facilitated discussion.

Suggested questions for the debriefing:

- What are the behavioral consequences of each type of statement?
- Does inaction, renunciation increase or decrease performance, results?
- What do those similar to us who have overcome obstacles think? Do I know friends who have taken the ferry?
- What do they think? Friends who rejoice when their siblings or cousins are successful? What do they think?
- How does an individual who thinks in one way or another act and behave?
- What would help us develop or overcome the barriers we put on ourselves to move towards success?

FLIPCHART SHEET: FEATURES FIXED MINDSET VS GROWTH MINDSET

Fixed Mindset	Growth Mindset
Intelligence is static: The desire to always show that you are smart	Intelligence can be developed: The desire to learn
Avoid challenges	Accept the challenges.
Give up in the face of obstacles	He/She perseveres, insists, and continues when facing obstacles.
The effort is seen as meaningless	The effort is a path to knowledge.
Reacts badly to criticism and ignore helpful negative feedback	Learn from criticism.
They feel threatened by the success of others	The success of others inspires them
They are being limited prematurely and do not reach their full potential. A deterministic view of the world	Ever greater achievements: a sense of freedom

2. BELIEFS

Activity 1. Story about Limiting Beliefs

Description: We set the framework of the activity with an adapted example of a funny story/joke.

There is a funny story on the subject of limiting beliefs: it is said that once the bunny had 10 eggs, but he lacked a pan in which to prepare them. The only one in the forest who had a frying pan was the bear, so the bunny thinks of borrowing the frying pan from him.

On the way he realizes that as he knows the bear, he will surely ask him for at least 4 eggs out of the 10 in exchange for the pan. "Eh, I'm going to give him four eggs, I have six left and I'm enough because I'm younger and I'm full."

As he was walking on the road, he thought that this bear was a big businessman and might even ask him for six eggs in exchange for the pan, but he still said to himself: "There were days when I was tired of four eggs. I'll leave the bear six, but I'll have a pan in which to prepare them."

When he was very close to the bear's house, the bunny thought that the bear might even ask him for 8 eggs in exchange for the pan and that he could not accept at all. He knocks on the door. The bear opens the door and says with a smile: "What do you want, bunny?" The bunny answers: "Bear, do you know what!? I don't need your pan anymore."

Duration: 20 minutes

Resources needed:

- Fact sheet with the story above
- Characteristics Limiting vs Generative Beliefs (for the facilitator)

Objective:

- Identifying the characteristics of limiting vs. generative beliefs
- Familiarization with the effects that a limiting vs. generative belief can have on personal and professional development

Facilitating tips

- Story sheets can be distributed to participants so that they can study the situation individually
- Prepare a series of questions to identify how the character reacted
- Identify a range of characteristics of limiting vs. generative beliefs to discuss with participants.

Activity 2. Limiting and generative beliefs

Individual exercise + facilitated discussion

Participants receive affirmations on large chapters of life (cf. Handout): Money, Career, Health, Relationships (friends, love, parents). The task is to rate them with YES/NO based on how true they are to them.

Resources needed:

- Handout, pens.

Duration: 30 minutes (10 minutes individual work + 20 min - facilitated discussion)

Objectives:

- Identifying the type of belief that characterizes each participant
- Analyze to what extent the aspects discussed influence their decisions in choosing a job in the future

Facilitating tips:

The facilitator can select the affirmations from the handout to be analyzed by the participants or to integrate other more suitable for their target group

Suggested questions for the debriefing (discussion time 15-20 minutes):

- Which beliefs suit you best? Give some examples.
- What EMOTIONS do you have when you have such a conviction? How do you feel?
- What BEHAVIOR do you have when you have such a belief? How do you act?
- What RESULT will you get with this conviction?
- As a result of the result obtained, what CONVICTION will you continue to have and what result will it have?

- How do we reformulate limiting beliefs?
- How do you feel when you go on the road with one type of conviction or another?

Handout Beliefs:

Belief	Is it true/valid or not for me? (Rather YES, Rather NO)
I trust that I will find a person I will love and with whom I can have a beautiful life.	
I got a low grade in the last evaluation because I will never be able to learn well enough.	
I got a low grade in the last evaluation because I didn't give enough time to that subject.	
I need health in everything I do and I always take care to do everything necessary to be healthy.	
Money is never enough.	
I know people who have been together for a long time, love and respect each other and I will have such a relationship at the right time.	
If I was born into a wealthier family, I could have had more good results.	
If you work hard, you will surely find a way to earn the money you need.	
Love is only in movies, in reality it doesn't exist.	
It's difficult to choose a profession because nowadays it's hard to get a job.	
It is very difficult to have good relations with teachers.	
It's very difficult to find a job after you finish school.	
It is very difficult to have a decent salary through honest work.	

I don't understand at all how literary commentaries are made.
I will never be able to be good at math.
There are people who like the work I do and that's what I want for myself
My happiness and well-being depend on others and on the fact that I was born here.
My happiness and well-being depend on myself.
No one in my school manages to get a good grade in the evaluations at the end of the school year.
I don't feel like going to the doctor for periodic tests or for any pain I have.
Relationships with parents are always stressful and annoying.
I can also constantly exercise and do sports.
All people have health problems: either they are overweight, or they have blood pressure, or they do not exercise, or they are sick with their stomachs.
I will get to have the occupation I want and for that I will learn and work with perseverance.
I'll have enough money to afford the things I want
I got a low grade in the last evaluation because I didn't give enough time to that subject.

3. GRATITUDE

Activity 1. The Tree of Gratitude.

Individual exercise. Participants write on a card things for which they are grateful. Each one then chooses 2 examples to write on 2 post-its and puts them in the tree drawn on a flipchart sheet.

Duration: 20 minutes

Resources needed:

- A4 sheets, pens
- Colorful post-its, markers/markers
- Drawing on flipchart with a tree, scotch

Objectives:

- Becoming familiar with the concept of "gratitude" and the positive elements around them that they appreciate in others or that those around them appreciate in them
- Exploring the elements they are grateful for

Facilitating tips:

Debriefing questions:

- What was the contribution of each one to have that thing for which he is grateful?
- How would you feel without these elements?
- Can you identify moments when you and your family or friends express your gratitude?
- In your family, how does gratitude manifest itself towards those around you, family members?
- How will this change from now on?
- What is the added value that showing gratitude could bring to your family?

Follow-up activity: HOW TO MAKE A GRATITUDE JOURNAL on the topics: goods, relationships, traits and skills, events and activities, etc.

Activity 2. Video Analysis - Kindness

Watch the video with your attendees

[Life Vest Inside - Kindness Boomerang - "One Day" \(youtube.com\).](#)

Duration: 20-25 minutes

Resources needed:

- laptop, internet access, video
- list of questions for the facilitator

Objectives:

- exploring situations of manifestation of kindness
- identifying good deeds that they do/situations in the community to which the participants contribute in the present or want to do so in the future

Facilitating tips:

Questions for the debriefing:

- What did you notice in the video?
- Who is the character whose action or behavior you have identified?
- What are the acts of generosity you do in way ?
- What is the EMOTION you have? How do you feel when you help someone?
- What is the Thought that motivates you to do acts of generosity?
- How do you think GENEROSITY can help you in the process of personal development?

Activity 3- The Tree of Acts of Kindness

Make a tree of acts of kindness with the participants.

Duration: 25-30 minutes

Resources needed:

- A4 sheets, pens
- colorful post-its, markers/markers
- Tree drawn on a sheet of flipchart, scotch

Objectives:

- identifying an area in which they want to volunteer or a problem in the community that they would like to solve through their contribution

Facilitating tips:

Task: Individual work: Participants have 5 minutes - time for reflection - to think about acts of kindness that they are currently doing or would like to do - recommended at least 10 individual examples.

Group exercise: They choose 3 examples from them that they write on separate post-its and that they will stick on a tree drawn by the trainer/facilitator on a flipchart. These can be examples of acts of kindness that they plan to put into practice next week - post-its with acts of kindness that they will do next week

Recommendation: This activity can be connected with the motivation to volunteer, to contribute to helping those around them, but also to find activities that are complementary to the personal mission or for a future profession - professional training.

Example: if I am a person who likes to work with people, to support people in a vulnerable situation, a possible job could be in the area of social work, psychology, counseling, etc.

4. VALUES

Activitate. Personal Values

Brainstorming "What does a personal value mean?", making a personal top and identifying the most important elements and facilitated discussion

Duration: 30 minutes

Resources needed:

- A4 sheets with the list of values
- pens, markers
- Colorful Post-It Notes

Objectives:

- familiarity with the notion of 'personal values'
- identifying personal values for each participant
- identifying jobs that could best integrate personal values

Facilitating tips:

- Brainstorming definition/ keywords about values

Examples of definitions:

"Values provide an internal benchmark about what is good, beneficial, important, useful, beautiful, desirable, constructive."

Online dex: What is important, valuable, worthy of appreciation, esteem (materially, socially, morally, etc.)

Personal values are the fundamental principles and beliefs that guide your life and take part in shaping your identity. They represent what you consider important and valuable in your life and help you make decisions and act according to these beliefs. (source: authenticmind.ro)

- After brainstorming you will distribute the Handout for the task by values- HO_Valori

Task for participants:

Step 1 - 5 min: Pay attention to your inner dialogue when analyzing this list. How you relate to these values will reveal interesting truths about yourself.

Put a star next to each value that is important to you, including values that you have added, if it is not on the list.

This is your set of personal values.

Step 2 - 3 min: Reduce your set of values to 8. Cut out the less important values and circle the most important ones. It doesn't mean that you throw away the values you have cut, but just make a short list to get to the core values.

Step 3- 3min: In the same way reduce the list to 5 values.

Step 4- 3 min: Reduce the list to 3 values.

Debriefing questions:

- Please share with us what values you have reached.
- How did you choose your values?
- What do core values mean to you?
- How do you express your core values?
- How can you make these values more present in your daily life?

Handout - Values

Achievement, Adventure, Beauty, Being the best, Challenge, Comfort, Courage, Creativity, Curiosity, Education, Environment, Family, Freedom, Friendship, Financial independence, Good physical condition, Health, Honesty, Independence, Intelligence, Inner peace, Integrity, Intimacy, Joy, Leadership, Learning, Love, Performance, Personal development, Play, Productivity, Trust, Personal relationships, Respect, Safety, Spirituality, Success, Variety, Kindness, Modesty

5. PERSONAL MISSION

Personal Mission Activity - COLLAGE

Classic, print collage. Participants are given magazines, printed images or access to the printer to bring out the images that best represent their personal mission (the guiding questions can be offered to participants to guide them in shaping their personal mission). I glue them on an A4 sheet and an exhibition is made.

Individual working time 30 min.

Duration: 30- 40 minutes

Resources needed:

- colored A4 sheets, markers, glue/scotch, magazines, newspapers, printed sheets, printer access, old books

Online collage. Applications such as Canva, Adobe Express, photo collage, Lumen 5 etc.

Aspects to be taken into account when using an application – the type of account to be created, the costs involved, access to the personal data of the participants during the activity, the functions covered by the application chosen/proposed to the participants.

Duration: 30 minutes

Resources needed:

- devices with the proposed application already installed - laptop, tablet
- Internet access
- online space - Padlet type for the final exhibition, video projector - for displaying all the collages at the end

Objectives:

- Stimulating creativity
- Encouraging reflection on the topic of "Personal Mission"
- Identifying the personal mission and how it is found in the future career

Facilitating tips:

The activity can start with a facilitated discussion on the topic of "Personal Mission" - what does the concept mean to them? How would their personal mission help them in their future career?

Discussion facilitated during the exhibition:

- How did the creation of the personal mission in the form of a collage work?
- How did the guiding questions help you while creating the collage?
- Do you feel that the collage created represents you?
- How do you plan to put into practice as many of the elements highlighted in the collage as possible?

To guide participants during individual work, you can use the question sheet to clarify their personal mission.

PERSONAL MISSION QUESTION SHEET

15 Questions to Identify Personal Mission

1. What makes you smile? (activities, people, events, hobbies, projects, etc.)
2. What things do you like/prefer to do? In the past and now.
3. What flow activities do you have? Activities that make you lose track of time.
4. What makes you feel good about yourself, to have a good opinion of yourself?
5. Who inspires you? (Anyone you know personally or not. Family, friends, authors, artists, leaders, etc.) What qualities inspire you in each person?
6. What are you good at, what skills and talents do you have?
7. Why do other people ask you for help?
8. If you were to teach others, what would you teach them?
9. What would you regret if you did not do in your life, if you were not or did not have in life?
10. You are now 90 years old and you sit in a chair on the porch of your house. You feel the summer breeze on your face. You are satisfied and happy. You are grateful for the wonderful life you have been blessed with. Looking back at your life, at what you have achieved and accumulated, at all the relationships you have developed, what matters most to you?
11. What are your deepest values? (Three values)
12. What challenges, difficulties have you overcome or are you in the process of overcoming? How did you do that?
13. What causes do you strongly believe in? What causes do you have a great connection with?
14. If you could deliver a message to a large group of people, who would those people be, and what would your message be?
15. Given your talents, passions, and values, how might you use these resources to help, help, or contribute? (for people, beings, causes, organizations, environment, planet, etc.)

6. PARTICIPATION/ COMMUNITY INVOLVEMENT

Activity Participation/ Community Involvement

Description: Participants are invited to list at least 5 activities in which they have been involved in the last year, in the context of school, after school, youth center, day center, etc. and to analyze for each of them on a scale from 1 to 5, where 1 means "not at all", 5 means "very much", the following aspects:

- the degree of information regarding the activity in which he was going to participate:

I received enough information about the activity I was going to participate in

- the degree of interest he had in the respective activity:

I liked the theme addressed during the activity

The type of activity was to my liking and that of the friends/colleagues with whom I was going to participate

I was attracted by the working method/way of working

- the degree of active involvement during the activity

I was able to contribute my own ideas

I felt that my opinion was taken into account

I appeared in the pictures and I don't know what it was about

The ideas of the young people involved in the activity were appreciated and valued

Duration: 30 minutes

Resources needed:

- Activity sheet for centralizing responses
- A4 sheets, pens / markers
- The Ladder of Participation by Roger Hart

Objectives:

- Familiarization with the Participation Ladder - Roger Hart
(<https://organizingengagement.org/models/ladder-of-childrens-participation/>)
- Identifying the degree of participation in the community and representation of children and young people in decision-making

Roger Hart's Ladder of Young People's Participation



Rung 8: Young people and adults share decision-making

Rung 7: Young people lead and initiate action

Rung 6: Adult-initiated, shared decisions with young people

Rung 5: Young people consulted and informed

Rung 4: Young people assigned and informed

Rung 3: Young people tokenized*

Rung 2: Young people are decoration*

Rung 1: Young people are manipulated*

*Note: Hart explains that the last three rungs are *non-participation*

Facilitating tips:

The types of activities listed by the participants and how they answered each engagement analysis question will be analyzed.

Depending on the answers given for each one, they will try to position themselves on the scale of participation and analyze to what extent that activity represented them and if there were projects/activities for young people and, especially, with young people.

- How did you work?
- What did you discover from the analysis?
- Where do you most often position yourself on the Participation Ladder?
- If you're on a lower tier of the ladder, how can you change or improve this?
- If you're high on the ladder, how can you maintain this?
- How can you evaluate the degree of representation in the community? is your voice heard?

7. KEY COMPETENCES AND GREEN COMPETENCES

Activity 1. Key competences and green competences

Description: Research and production of poster-type presentation materials.

The activity can be carried out in 2 variants:

1. The group of participants can be given the general task of presenting as much information as possible on the given topic in teams.

Task: Make a collage/poster presenting "Key Competences and Green Competences at European level". Explain and provide practical examples for at least one of the identified competences.

2. The activity can be carried out in groups with a maximum of 5-8 participants, and each group should receive a key competence and a green competence to explain to their colleagues.

Duration: 45 minutes

Resources needed:

- laptop with internet connection or participants' phones
- flipchart, colored sheets, post-its, pens, markers, markers, glue

Objectives:

- Familiarisation with the types of key and green competences according to the European documents in force
- Development of research skills, filtering of information
- Developing skills to work in a team, to make decisions in a group

Facilitating tips:

Provide multiple sources of information for participants that are already open on the devices used for research.

Processing questions that are suitable for this activity:

- What are the key competences identified?
- What are green skills?
- What type of materials did you document from?

- What kind of skills have you developed by performing this task?
- How did you work on your poster?
- What were the sources of documentation?
- What was the most difficult / easiest in carrying out the task?
- What kind of skills have you developed by performing this task?

Choose the right questions for your group.

Activity 2. Key competences

Exercise: Each participant will receive a worksheet with 7 individual tasks, each task representing the correspondent of a key competence. They will be asked to complete the tasks in a record time of 15 minutes.

Tasks:

- Discover how to say "Thank you!" in 3 languages.
- Ask a colleague to tell you about a family tradition.
- Make a menu for a meal that you will have with 2 friends in the park. You have a budget of 30 EUR.
- Find a new use for a red marker.
- Prepare a drawing, as creative as possible, which includes at least: 3 people, a house, a dog, a wardrobe, 3 potatoes and 4 bees (drawing sheet);
- Discover at least 3 important steps for managing a conflict (step sheet);
- Learn from a participant how to cook their favorite recipe (recipe sheet);

Duration: 30 minutes

Resources needed:

- To-do list for each participant
- pens, A4 sheets
- Key Competences Overview on a flipchart

Objectives:

- Development of key competences among participants
- Familiarisation with the types of key competences at European level
- Identifying other contexts in which participants are constantly developing these skills

Facilitating tips:

- How did you solve the tasks on the sheet?
- How did you do it?
- What was the easiest/most difficult to achieve? Why?
- How did you manage to complete the tasks in a timely manner?
- What are the things you have learned about yourself by accomplishing this task?

After the facilitator has presented the key competences, he will ask the group:

- What are the skills you have developed by completing the 7 tasks in the exercise?
- In what daily situations can you still develop these skills?

8. EXPLORING DIFFERENT JOBS

Activity 1. "The Library of Crafts"

Option 1. "The Library of Crafts" is an adaptation of the Living Library method – which works on the model of a traditional library where books are people who share their life story in terms of their profession.

The Living Library is a complex method, with a role in the fight against discrimination of people belonging to vulnerable groups who face the stereotypes and prejudices of those around them.

Option 2: If there are not enough books for the number of registered participants for the reading to be done 1-on-1 or in small groups, a conference can be organized with the people invited to present their craft, and after each presentation, questions can be collected from the participants present in the room.

Duration: min 3 hours

Resources needed:

- People with different trades to be the loan "books" (min 5 for a group of 25-30 participants).
- Library loan sheets, library permits, library catalog with description of "living books"

Objectives:

- familiarization with certain professions in the community, types of daily responsibilities, etc
- reducing stereotypes and prejudices related to certain professions

Facilitating tips:

In the case of our „Library of crafts” activity, the ”books” will be people with different professions: teacher, project manager, psychologist, accountant, engineer, commercial worker, doctor, entrepreneur, courier, policeman, priest, artist, etc.

Each participant in the activity will be able to choose a person with whom to have a

conversation for max 10-15 min.

The duration of the activity varies depending on the number of people who will present their job (number of books) and will talk to the participants in 1-on-1 conversations.

Usually, a Living Library activity in the traditional format lasts at least 2-3 hours, depending on the number of readers.

Group readings can be done – with a "book" and 2-3 readers (the participants who borrow the book).

The reading goes like this: The book tells its story – in this case how he/she chose his/her job, how he/she chose that job, what academic path he/she had, how he/she discovered that this is what he/she wants to do, what kind of knowledge, skills, attitudes his/her job requires, etc. Readers can ask additional questions at the end.

After experiencing the "Library of Crafts" Activity, the group facilitator can have a facilitated discussion with them:

- How did you find the activity?
- What did you learn about the jobs you discovered during your activity?
- What are the skills needed to do a certain job (from those presented)?
- What are the similarities or differences between the professions present in the activity?
- What was the most interesting path? What type of skills do you find more difficult to develop? And why?
- What did you think before the event about the jobs you discovered? Are the opinions still valid now after you have discussed with the professionals?

9. EXPLORING GREEN JOBS

Activity: Design of a sustainable city / community

Task: Children are invited to imagine that they have to build an ideal city that is environmentally friendly and sustainable for the future. They will create a sketch, either on paper or digitally, with buildings, means of transport, green areas and infrastructure.

Duration: 45 minutes or can be extended to several days in the case of an individual project

Resources needed:

- Drawing paper and colored pencils, glue, sticks or wooden boards: For sketching the city and highlighting different areas, such as parks, buildings and infrastructure.
- Cardboard and scissors: For building 3D models of the city, if they want to bring ideas to life in physical format.
- Lego or other building sets: These can be used to create quick and imaginative city structures.
- Post-its and markers: For writing down ideas, creative solutions and answers to processing questions.
- Posters with examples of green technologies: Such as solar panels, wind turbines or recycling systems.
- Brochures or images of real sustainable cities: Examples such as Masdar City (United Arab Emirates) or Freiburg (Germany) for inspiration.
- Short videos or educational animations: About ecological concepts and sustainability. They can be projected onto a screen to enrich the activity.

Objectives:

- stimulating creativity and ensuring interactivity
- developing critical thinking skills, innovation,
- improving teamwork skills - if this sustainable city is realized as a collaborative project
- developing the ability to solve complex problems, find innovative solutions

Facilitating tips

Processing steps and questions:

1. Identification of needs:

- What are the most important things people need in a city? (Example: energy, water, jobs, recreation spaces)
- How can we reduce resource consumption and pollution in this city?

2. Planning:

- What types of buildings are needed and how can you make them energy efficient?
- Where will you place parks and green areas to ensure clean air and relaxation spaces?
- Who would take care of this newly created space? What jobs would be necessary? What should the people who live in this community know to maintain this space in the way you created it?

3. Innovation:

- What creative solutions can you imagine for public transport that reduces carbon emissions?
- How could you integrate cutting-edge technologies, such as solar panels or wind turbines, into your city?

4. Reflection:

- What compromises have you made to build the sustainable city?
- What have you learned about the decision-making process and the importance of innovative design?

This activity not only stimulates their critical thinking and creativity, but also helps them to become aware of the challenges and solutions related to sustainability.

Other ideas for activities to discover green skills

- Creating a green corner in the classroom or at home: Children can plant seeds in pots and learn about the importance of plants for the environment. This activity helps them understand the life cycle of plants and their role in reducing pollution.
- Eco-friendly walk and waste collection: Organize a nature trip where children can collect waste and learn about recycling and protecting the environment