



Strategies to Utilise and Cultivate positive  
Characteristics & Employability Skills in Schools

## SUCCESS HANDBOOK

### Activities & Instructions

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How to Develop Employability Skills through the use of Positive Psychology Methods and Approaches. A Guide for Career Counsellors and other Specialists who work with Adolescents and Young Adults.

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## Positivity

### Synoptic Table of Activities

Title	Objectives	Overview	Evaluation & Reflection
<b>Recipe of Positivity</b>	<ul style="list-style-type: none"> <li>Self - Awareness</li> <li>Self - Regulation</li> <li>Decision Making Skills</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	This is a Group Activity which prompts the participants to define what they think are the ingredients of a successful Academic or Professional path and how they can acquire them.	By the end of the activity students will realize that there many situations in life that we have a clear choice on how to handle, but there are also many situations that we cannot predict or have a control. However, by acquiring some specific skills we can be prepared for almost any life-scenario.
<b>Identifying Positive Intention</b>	<ul style="list-style-type: none"> <li>Communication</li> <li>Negotiation</li> <li>Decision-Making Skills</li> <li>Problem-Solving Skills</li> <li>Self - Awareness</li> <li>Self - Regulation</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	This Group Activity aims to help the participants to use the skills needed in order to identify positive intentions in any given scenario.	Through this activity participants will understand that almost always behind every disagreement, reluctance and resistance that is expressed through a negative statement lies something else hidden, probably not negative as firstly perceived.
<b>Positive Mirroring</b>	<ul style="list-style-type: none"> <li>Communication</li> <li>Self - Presentation</li> <li>Negotiation</li> <li>Teamwork</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	This Group Activity will help students to identify and put in use skills that can better facilitate non-verbal communication and can promote influence, persuasion and negotiation. That will be achieved through mirroring and reflection.	Upon completing this activity, students will be in a position to use Reflection and Mirroring in order to enhance their capacity and understanding of empathy, as well as verbal and non-verbal communication skills.
<b>Skill of Meta - Position</b>	<ul style="list-style-type: none"> <li>Problem-Solving Skills</li> <li>Analytical Thinking</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	This Group Activity prompts students/participants to pay close attention to the way another person talks and expresses himself or herself, in order to find ways to better communicate with each person according to their way of understanding and interaction.	The completion of this activity should prove beneficial in boosting student's ability to understand the message given to them by others through communication and how to better negotiate if needed and solve and/or avoid any conflict.
<b>Where Are You Going to Park?</b>	<ul style="list-style-type: none"> <li>Creativity</li> <li>Problem-Solving Skills</li> <li>Communication</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	This Group Activity aims to help students/participants unlock their creativity whilst being a part of a team.	In many occasions "two heads are better than one" and by the completion of this activity the participants will come to understand and treasure the value of successful teamwork.
<b>Myself As a Context</b>	<ul style="list-style-type: none"> <li>Self-Awareness</li> <li>Critical Thinking</li> <li>Task Engagement</li> <li>Problem Solving Skills</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	This Activity given to participants as Homework, derives from Acceptance and Commitment Therapy (ACT) and helps participants to perceive "the self" as a context through guided mindfulness that facilitates self-observation and self-reflection.	Self-Observation undoubtedly can be a useful skill in any kind of situation, through mindful repetition of this activity the participants will gain the capacity of understanding the mechanisms behind every function that consists "the self" as a context – mentally, emotionally and physically.
<b>Play Ball</b>	<ul style="list-style-type: none"> <li>Creativity</li> <li>Problem Solving Skills</li> <li>Critical Thinking</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	This Group Activity illustrates that through teamwork and collective effort to surpass challenges creativity can flourish and expand.	Creativity can be elevated through the use of teamwork and brainstorming if all people are equally invested in the same goals and objectives.
<b>Positive FM</b>	<ul style="list-style-type: none"> <li>Self - Awareness</li> <li>Critical Thinking</li> <li>Analytical Thinking</li> <li>Task Engagement</li> <li>Problem Solving Skills</li> </ul>	This Individual Activity's origins derive from Acceptance and Commitment Therapy (ACT). Participants are encouraged to	By the end of this activity, participants will understand that we are not powerless when it comes to emotions and thoughts, on the

	<u>Level of Difficulty:</u> Beginner	closely observe their thoughts in order to replace any negative thoughts with more positive.	contrary through observation we can pin out the thoughts that they do not serve us and replace them with more productive ones.
<b>Pace and Lead The Way</b>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Self-Presentation</li> <li>• Negotiation Skills</li> <li>• Teamwork</li> <li>• Critical Thinking</li> </ul> <u>Level of Difficulty:</u> Intermediate	This Group Activity is linked with mirroring. Mirroring is used in this activity in a way that will help participants to deepen their knowledge and understanding of the general notion of empathy and self-reflection.	Upon completing this activity, the participants will be able to use mirroring together with empathy and non-verbal or verbal reflection in their personal or professional-academic life. These skills are extremely helpful for the maintenance of healthy relationships of any kind and effective interaction.
<b>Introjection</b>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Problem - Solving Skills</li> <li>• Communication</li> <li>• Critical Thinking</li> <li>• Negotiation Skills</li> </ul> <u>Level of Difficulty:</u> Intermediate	This Individual Activity is designed to help participants to comprehend in a more advanced level the notion of "thoughts" and "beliefs" and how these can hold us down when their connected with negative content, feelings or assumptions.	Through the implementation of this activity participants will become aware that thoughts create beliefs. Hence thoughts and beliefs both influence the way we think, feel about ourselves and others and subsequently shape our behavior as well.
<b>Say Positive Go!</b>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Creativity</li> <li>• Problem - Solving Skills</li> </ul> <u>Level of Difficulty:</u> Beginner	This Homework Activity invites participants to replace negative words with more positive ones.	At the end of this activity the participants will realize that words are powerful and can shape our thoughts, feelings and behaviors. Thus, is of outmost importance to be mindful when it comes to connecting specific words (especially if they are negatively charged) with meaning as well as with certain situations or even people.
<b>Well-Being and Goal Engagement</b>	<ul style="list-style-type: none"> <li>• Self - Regulation</li> <li>• Self - Awareness</li> <li>• Goal Planning</li> <li>• Engagement</li> <li>• Creativity</li> <li>• Problem - Solving Skills</li> </ul> <u>Level of Difficulty:</u> Beginner	This Activity is given to participants as Homework. The main purpose of this activity is to help participants to improve their overall well-being by enhancing their positive attitude towards life in general.	By the end of this activity participants will have a clear idea and a vivid vision on where they are currently in life and where, they want to be. In order to achieve that, they are encouraged to plan their steps accordingly by simultaneously constantly working on keeping their positive attitude and optimism towards life occurrences.
<b>Handling My Stress</b>	<ul style="list-style-type: none"> <li>• Self - Awareness</li> <li>• Self - Regulation</li> <li>• Resilience</li> <li>• Problem - Solving Skills</li> <li>• Critical Thinking</li> <li>• Creativity</li> </ul> <u>Level of Difficulty:</u> Beginner	This Homework Activity is designed in a way that will help students to become more mindful and aware of their own feelings and sensations that are connected with anxiety and stress, in order to regulate their emotions and behavior more efficiently.	Upon completing this activity, participants will realize that each and everyone of us experiences anxiety and stress most probably on a daily basis. It is an integral part of life and it can not be avoided but with the right tools and skills it can be
<b>Changing My Mindset</b>	<ul style="list-style-type: none"> <li>• Self - Regulation</li> <li>• Self - Awareness</li> <li>• Analytical Thinking</li> </ul> <u>Level of Difficulty:</u> Intermediate	This Individual Activity aims to help participants replace negative words and negative thoughts that we typically use when we are under stress, disappointed or feeling depressed.	By the end of this activity, participants will become aware that experiencing feelings of sadness or feeling sad are only temporary situations and we shouldn't take as absolute the thoughts and the wording we use at those specific moments to translate the world around us.
<b>Six Simple Ways to Make a Good Impression</b>	<ul style="list-style-type: none"> <li>• Self - Presentation</li> <li>• Communication</li> <li>• Negotiation Skills</li> <li>• Self - Awareness</li> <li>• Self - Regulation</li> </ul> <u>Level of Difficulty:</u> Advanced	This Group Activity follows Dale Carnegie's Theories and attempts to teach participants how they can better present themselves in a positive and inviting manner in all kinds of situations, using just six simple steps.	After this exercise, participants will be aware of the suggested six key points that will enable other people to engage in more meaningful and effective interaction thus boosting their self-confidence, communication skills and subsequently achieve personal and professional success.

<b>Decision Timeline</b>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Decision – Making Skills</li> <li>• Self - Awareness</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	<p>This Individual Activity aims is to help participants to set up a timeline for carrying out decision-making process, boost their self – accomplishment feelings and alleviate any stressors that accompany procrastination and putting aside their personal goals no matter how big or small.</p>	<p>By the end of this activity participants will gain a useful tool on how to set goals with more ease and become more assertive, which will help them not to feel panic or overwhelmed when called to make an important decision. On the contrary they will enjoy long-lasting positive feelings of self-accomplishment, confidence and overall happiness.</p>
<b>Time Capsule</b>	<ul style="list-style-type: none"> <li>• Self - Awareness</li> <li>• Self - Regulation</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	<p>This Homework Activity is designed to remind participants how important it is to appreciate the little things in life and generate feelings of gratitude and positivity.</p>	<p>With the completion of this activity participants will become more mindful and grateful for each and every moment they experience and realize that what seems ordinary in the moment can take on unexpected significance down the road.</p>
<b>Decision Tree</b>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Decision – Making Skills</li> <li>• Self - Awareness</li> <li>• Self - Regulation</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	<p>This Individual Activity is used in order to generate sets-group of choices in order to closely examine and analyzing all different options a person has when called upon making an important presumably life-changing decision.</p>	<p>By the end of this activity participants will be in a position to handle being in a dilemma with more ease since they will have all the necessary skills and tools to evaluate their choices in depth and will be able to prevent any possible mishaps or unwanted aftermath.</p>
<b>Personal Manifesto</b>	<ul style="list-style-type: none"> <li>• Self - Awareness</li> <li>• Self - Presentation</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	<p>This Individual Activity will help participants to pin out their own core values and beliefs, the specific ideas and priorities they stand for, and how in general they plan to live their life serving the purposes they value as most important.</p>	<p>Through creating their own Personal Manifesto, participants will get a clear idea and written representation of where they are at the moment and where they would like to be and most importantly why. This acts as both a declaration of personal principles and a call to action.</p>

## Activities for Positivity

<b>Title of the Activity:</b>	<b>Recipe of Positivity</b>
<b>Duration:</b>	(45 minutes)
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Beginner
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• Help students develop their <b>self - awareness</b> in terms of the future program of studies and career and gain basic <b>self-management skills</b> with a focus on some very general, basic skills which are essential for successfully obtaining a diploma (e.g. bachelor), successfully adapting or achieving at a work - related environment and achieve in life in general.</li> <li>• Understand basic issues, which are essential and are considered as milestones before getting into the job market and finding a job (e.g. choosing the right program of studies).</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Pen / Pencils</li> <li>• Pot (s) or bowl(s)</li> <li>• Scissors</li> <li>• Flip chart or blackboard</li> <li>• Markers</li> <li>• Appendix: "Cooking the recipe of Positivity"</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Ask students to imagine their future life / future career. Then. ask them to tell you which are the most important "ingredients" for a successful life /successful career. "Imagine that a successful life filled with positivity is a recipe, what would be the most important ingredients of this recipe?". The school counsellor - facilitator should write student's answers on the</p>

blackboard or at a flip chart.

Then, divide students into small groups (4 – 5 members) at each group and distribute the ingredients of positivity recipe. The ingredients should be given only to one member from each group. It is recommended, for practical reasons, that the school use a scissor to cut the “ingredients” (e.g. respect, small moments of happiness) of the Appendix: “Ingredients of Positivity recipe”.

The school counselor gives enough bowls or pots for all groups (one for each group) and ask students to discuss the ingredients of what they perceive as successful life.

As soon as all the groups complete the activity, the school counselors ask from each group to present their own recipe of success. When all the groups are finished with presenting their “recipes” then the school starts a guided discussion, with some questions and statements from the section below (“Evaluation and Reflection”).

### **Evaluation & Reflection:**

The school counselor can start the discussion by pointing out the similarities among the groups. Normally, there will be groups who have chosen similar ingredients (e.g. “being authentic”, “realistic positivity”, “respect”, “love” etc.). Also, it is expected that there might be some ingredients who have not been chosen by any group (e.g. “hate”, “negativity”, etc.).

Ask students to provide examples /definitions of the ingredients which they have chosen (e.g. “what do we mean by being authentic, any examples?”, “what do we mean by the term realistic positivity, any examples?”).

The school counselor can make differentiations of some “ingredients” on an internal level (self) and external level (others). More precisely ones need to have “realistic expectations” from itself and of course “realistic expectations” from others.

The school counselor needs to do a closure of the activity by explaining to students’ concepts such as “acceptance”, “emotional and experiential avoidance” and experiencing different “positive” aspects of life. Students need to challenge their thoughts about life, on what they can predict and on



what they cannot and that they can have an active role in shaping and transforming their own life.

By the end of the activity students have to realize that in life “there many things that which can choose, monitor and predict, but there are also things that we cannot predict or have a control. Unfortunately, life does not come as a manual, movie script or a recipe. Sometimes we can build our own personal success by focusing on the good aspects of our life, and on how we are shaping our experiences into more helpful, and beneficial from us. For example, someone who chooses to “share love in various ways, normally love will have a positive impact on his/her development, probably by making him/her feel happier, calm and experienced joy”.

The school counselor should ask some final reflective questions such as: “From all the aforementioned ingredients of your recipes which are those that you will choose and implement in the real life?”.

### Reference:

Adaptation from: Positive Psychology Exercises to Do with Clients or Students. Best Possible Self: (<https://positivepsychologyprogram.com/positive-psychology-exercises/>)

### Additional Recourses:

The Recipe for SUCCESS <https://www.youtube.com/watch?v=jyCfkI3coB8>

Appendix: Cooking the Recipe of Positivity

### APPENDIX:



LOVE	HATE
ANGER	CALM / RELAXATION
RESPECT	BEING JUDGMENTAL, HARSH, CRUELTY
POLITENESS	BEING RUDE
SET BOUNDARIES	DO EVERYTHING / ANYTHING
REALISTIC EXPECTATIONS	EXPECT EVERYTHING / NOTHING
INSPIRE OTHER PEOPLE	GET INSPIRED
BEING REALISTICALLY POSITIVITY	NEGATIVITY
AUTHENTIC	FAKE
OPEN MINDED	CLOSEMINDED
EMOTIONS AND THOUGHTS EXPRESSION	KEEP EVERYTHING TO MYSELF

<b>Title of the Activity:</b> <b>Identifying Positive Intention</b> <b>Duration:</b> (45 minutes)	
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• Introduce to students / participants the necessary skills for identifying "positive intentions" (if any) on other peoples' negative statements, so that they can manage to change those negative beliefs and statements into positive ones by overcoming, disagreement, resistance and reluctance.</li> <li>• The activity aims to enhance: <b>communication, negotiation, decision making</b> and <b>problem solving</b>.</li> <li>• Also, the activity aims to indirectly enhance the skill of <b>self-awareness</b> and <b>self-regulation</b> as the person who has to apply the skill of positive intention needs to recognize and manage his / her own feelings.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Pen / Pencils</li> <li>• Papers</li> <li>• Flip chart or Blackboard</li> <li>• Markers</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>The school counselor / facilitator is encouraged to conduct a brief introduction as it is described in paragraph (A) and then proceed by applying step (B), (C) and (D):</p> <p>(A) During our school and future professional life, we (will) discuss with people who have their own beliefs and feelings and come to conclusions and jump into assumptions based on these beliefs and feelings. the times</p>

disagreement, reluctance and resistance.

One of the most important and useful principles for managing disagreement, resistance and reluctance which is usually expressed through words relates to the notion of “positive intention.”

(B) The school counselor can use four different flip charts to note the principles of positive intentions:

(i) Separate the negative aspects of the statement from the positive intention behind it.

(ii) Identify and respond to the positive intention of the resistant person.

(iii) Offer the person other choices of behavior to reach an agreement.

(C) Ask students to work in pairs / groups and ask them to remember a real-life example of a challenging situation on which they came across a disagreement, resistance or reluctance. Then, they have to analyze this example by following the steps i, ii, iii.

(D) Finally, ask from some pairs/groups to present a role play to the whole class. One person will be the person who expresses disagreement, reluctance and persistence and the other person will try to find a solution by guiding the discussion and applying the steps i, ii, iii.

In case that the groups are facing difficulties in finding real life situations to which they had to deal with disagreement, resistance and reluctance the school counsellor can take a part in the role playing by being the reluctant person or the person who tries to find a solution by implementing the steps (i), (ii), (iii).

**Evaluation & Reflection:**

Students need to understand that behind every disagreement, reluctance and resistance that is expressed through a negative statement might be something else hidden.

This can be either (a) a secret secondary agenda of the person who expresses the negative statement (e.g.: a) different goals, b) their own genuine motives that they are doing the right thing or c) other assumptions, beliefs and feeling from past experiences.

We also need to keep in mind that by using positive intention we can somehow explore or investigate other people's thoughts and somehow find a common ground of understand and achieve a negotiation.

It is important to realize that one can acknowledge another person's point of view, without having to agree with that person, e.g. it is different to say "I understand that you have this perspective", then to say, "I agree with you". Saying, "I appreciate your concern", or "That is an important question" or "Thank you for bringing that up, it is a really important issue" is a way to acknowledge the person or their intention without necessarily implying that they are right.

**Reference:**

Dielts, R. B. (1999). The Magic of Conversational Belief Change, California: Strategy Group.

<b>Title of the Activity:</b> <span style="float: right;"><b>Positive Mirroring</b></span>	
<b>Duration:</b> <span style="float: right;">(45 minutes)</span>	
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Beginner
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>Introduce to students / participants some very important, basic skills which can be use during non -verbal communication and can promote influence, persuasion and negotiation.</li> <li>The activity aims to enhance the following skills: <b><i>non - verbal communication (including EQ), self-presentation, negotiation, team-work.</i></b></li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>Chairs</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>The career counselor / facilitator starts explain to the students /participants important information about mirroring as described in points 1 and 2 below</p> <p>(1) Mirroring is the process of reflecting or feeding back physical patterns of behavior of another person. Examples of mirroring include sitting in a similar posture as another person, using the same gestures as that person, or speaking in a similar speech tone and rate. Mirroring is one of the fundamental forms of ‘pacing’, and often leads to the development of profound rapport with the individual being mirrored.</p> <p>(2) Mirroring can establish rapport with the individual who is being mirrored, as the similarities in nonverbal gestures allow the individual to feel more connected with the person exhibiting the mirrored behavior.</p> <p>The skill of Mirroring can be much more effective by using the Empathy and Reflection:</p> <p><b><u>Empathy</u></b></p> <p>(1) Empathy is the ability to: (a) recognize and (b) understand the emotions experienced by another person, or being able to recognize and understand</p>

how specific situations, cause a specific emotion to someone. Empathy is a term closely linked to EQ because it involves recognizing and understanding the emotions, whereas the expression of that recognition and understanding is a way of managing relationships.

### Reflection

(2) Reflection is a way of expressing back to another individual, that you have recognized and understand what the person had already expressed to you. This kind of expression can be done both verbally and non- verbally.

Most of the time empathy is expressed through reflection:

"I can see why this situation caused a lot of stress to you". Indeed, it was really stressful "I completely understand why you acted like this".

### Mirroring Exercise:

To get a sense of the influence and effects of mirroring, try out the following exercise with a partner. The exercise can also be done with a third person as an observer. At the end, all three of you can share your observations of what you experienced.

1. Choose a subject and then enter into a conversation with your partner, asking for his or her opinions about various subjects.
2. As you are conversing, begin to subtly mirror the other person's physiology (including voice tone and tempo). As you are mirroring, seek empathy with your partner regardless of the content about which he or she is speaking.
3. When you are fully mirroring, you will be sitting in the same posture, using the same types of gestures, speaking at a similar speed and volume, and in a similar voice tone, as the other person.
4. One way to test your degree of rapport is by "second guessing" the other person's opinion on a couple of subjects that you have not yet discussed. Often mirroring will give you access to information that is being unconsciously communicated and received through mirror neurons, and you will intuitively "pick up" information about the other person without

	<p>being consciously aware of you perceived it.</p> <p>5. To get another sense of the influence of mirroring on your interaction, you can try out what it is like to abruptly mismatch the other person in posture, gestures, voice tone and breathing. At the same time, you can stop seeking resonance. Both you and your partner should experience quite a jolt if you do this, and feel as if your quality of rapport has changed dramatically.</p> <p>6. Before concluding your conversation and reflecting on your experience with your partner, make sure you have (re) established rapport by once again physically mirroring him or her.</p>
<b>Evaluation &amp; Reflection:</b>	<p>Encourage participants to discuss and share their comments and feelings about their experience of discussing in groups. Encourage participants to use mirroring together with empathy and non-verbal or verbal reflection, on their everyday life but also on their professional life as these are valuable tools for healthy personal and professional relationships!</p>



<b>Title of the Activity:</b> <b>Duration:</b>		<b>Skill of Meta - Position</b> (45 minutes)
<b>Type of Activity:</b>	Group	
<b>Level of Difficulty:</b>	Intermediate	
<b>Objectives:</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>This activity will help students /participants to understand someone's way of speaking in order to adapt accordingly and find ways to communicate and negotiate with peers, relatives, classmates and colleagues, as well as finding well as finding <b><i>problem – solving</i></b> ways.</li> <li>The activity will also increase student's/ participant's <b><i>analytical thinking</i></b> by addressing basic information from the "Meta – cognition Model" and the "Precision Model".</li> </ul>	
<b>Instructions:</b>	<b><u>Material:</u></b> <ul style="list-style-type: none"> <li>Pen / Pencils</li> <li>Paper</li> <li>Print out the three steps of “Meta Position Technique” so that each student can use the during the implementation of the role plays</li> </ul> <b><u>Implementation Procedure:</u></b> <p>(1) Communication between people always involves more than one perspective, opinions and/or ideas. This might cause different type of difficulties in the interaction between the sender and the receiver such as miscommunication or not reach to an agreement for the desired outcomes. Even when during the communication, sender and receivers of the message do not agree it's important to establish a good quality relationship because this enhances the possibility to reach to 50-50% agreement, or for the possibility of a future cooperation.</p> <p>(2) The participant's communication includes different perspectives, disagreement referred to as a “triple description” because there are three different</p>	

perceptual positions occurring within a communication. Those perceptual positions are: one of myself (first position), the other individual (second position), and the witnessing of us collectively (third position).

So, what does each position mean?

First position: is you standing on your own physical space, on your own habitual body posture. When fully associated in first position, you will use words like “me”, “I”, and “myself” when referring to your own feelings, perceptions and ideas. In first position, you are going through the experience of the communication from your own perspective: seeing-noticing, listening, feeling, everything that is going on around you and inside of you.

Second position: is being able to assume another person’s perspective within the interaction. (If there is more than one receiver-participant on the communication, there may be multiple “second positions”). This is a temporary, information gathering position in which you shift to another person’s perceptual position, taking on his or her physical posture and world view, as though you were that person. You see-notice, hear, and feel what the communication loop is like from that person’s point of view (it’s like being on “that person’s shoes”- closely related to emotional intelligence). In second position, you will be experiencing the world through another person’s eyes, thoughts, feelings, beliefs. In this position, you will be disassociated from yourself and associated into another person.

Third position, or “observer” position, puts you temporarily outside of the communication in order to gather information, as though you were a witness to, and not a participant in, the interaction. Your posture will be symmetrical and relaxed. In this position, you will see-notice, hear, and feel what the communication loop is like from the position of an interested but neutral observer. You will use “third person” language, such as “she” and “he,” when referring to the persons you are observing (including the one that looks, sounds and acts like you). You will be

disassociated from the interaction, and in a type of “meta” position. This position gives you valuable information about the balance of behaviors in the loop.

In summary:

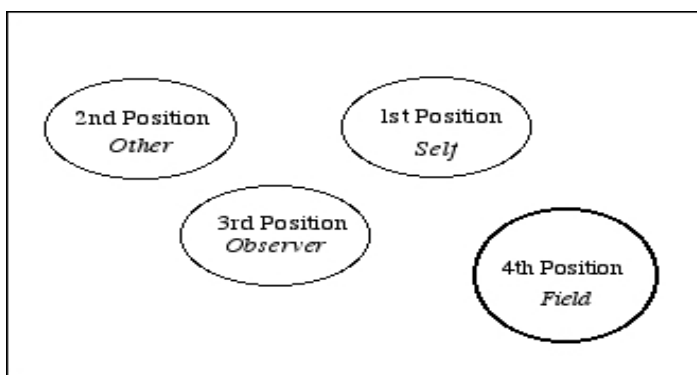
**1st Position:** Associated in your own point of view, beliefs and assumptions, seeing the external world through your own eyes – an “I” position.

**2nd Position:** Associated in another person’s point of view, beliefs and assumptions, seeing the external world through his or her eyes – a “you” – “the other” position.

**3rd Position:** Associated in a point of view outside of the relationship between yourself and the other person – a “they” position where you get the role of an observer.

**4th Position:** Associated in a point of view of the “bigger picture” – the “Field” where you combine all the previously mentioned perspectives in order to come closer to an impartial analysis of the situation.

Divide students into small groups (4 – 5 members to each group or less) and then distribute to one member from each group the case studies which you will at the end of the activity (Appendix: The solution to get me Through).



**Evaluation****& Reflection:**

The school counsellor needs to start a guided discussion about the disagreements, oppositions and conflicts that we all meet on our everyday life: “Is it any way to always and forever fully agree with everyone?”, “Can we avoid someone every time we disagree with him/her?”. Negotiation is a strong part of our life and can have a negative impact on our personal and professional development. “Think about you self at the university, college, or a work, you will be interacting with different people from diverse backgrounds.”

The school counsellor should ask students to give examples on how they will implement the skill of meta position on their everyday life. They can even share their own recent examples on how they dealt with an individual with whom they had a disagreement or with whom they faced opposition or reluctance.

**Reference:**

Adapted from: Gilligan, S. (2002). *The Legacy of Milton H. Erikson: Selected Papers of Stephen Gilligan*, Phoenix, AZ: Zeig, Tucker and Theisen, Inc.

<b>Title of the Activity:</b> <b>Where Are You Going to Park?</b>	
<b>Duration:</b> (45 minutes)	
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Beginner
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>This activity gives the participants a chance to use a proven technique to generate innovative ideas that would have been unlikely without the process or team. Using a hypothetical problem, the participants (divided into teams of 5 – 6 people) use the traditional, round – robin brainstorming rules and generate from 12 -18 solutions.</li> <li>The activity will also increase student's/ participant's <b>creativity</b>, <b>problem solving</b> and <b>communication</b> abilities.</li> </ul>
<b>Instructions:</b>	<b><u>Material:</u></b> <ul style="list-style-type: none"> <li>One copy of Handout 15.1 and Exercise 15.1 for each participant</li> <li>Flipchart (or chalkboard/whiteboard) and markers – for each team.</li> </ul> <b><u>Implementation Procedure:</u></b> <p>(1) Have one copy of Handout 15.1 for each participant/student. Divide the larger group into teams of 5 – 6. Explain that participants will practice the technique of brainstorming. A tried and true system for generate creative ideas from a team, this process is very helpful tool for developing the empowered team.</p> <p>(2) Distribute one copy of Handout 15.1 to each person. Ask the participants to follow along as you read aloud the brainstorming steps. Ask for questions for clarification. Give special emphasis to steps 5,6,7. Distribute the flipcharts with paper pads and markers. You can use chalkboards or whiteboards if flipcharts are limited, or a combination.</p> <p>(3) Using the situation described in Exercise 15., explain the problem to</p>

	<p>the teams. Ask for questions or clarification. Give the teams 15 minutes to generate at least 12 solutions. If you are able to give prizes, do so for the team that generates the most solutions in the time allowed. Sometimes that encourages even greater creativity.</p> <p>(4) Give to participants 15 minutes. Call stop at the end of time. Ask the teams to count their solutions.</p>
<b>Evaluation &amp; Reflection:</b>	<p>Encourage a guided discussion by asking the following questions:</p> <ul style="list-style-type: none"> <li>- What was accomplish with this activity?</li> <li>- What was the value of a time limit?</li> <li>- Was there an advantage of following rule number five? What was it?</li> </ul>

### **Additional Recourses:**

### **Appendix:**

The parking Situation

Brainstorming

## **APPENDIX:**

### **The parking Situation**

Customers have been complaining regularly that they have nowhere to park when arriving at your office building to do business. You realize that the problem is that employees are parking in the spaces set aside for customers. The reason the employees park in those spaces is the distance they must walk from the employee parking garage to the office building. They have complained that the two blocks are too long in the heat of summer and the cold of winter. The employees that complain the “loudest” are those that must come and go from the office several times during the day. At this point, all employees are required to park in the garage. They are charged a small fee in comparison to the other downtown parking charges. Your office building is located in a city core and parking spots are precious and costly.



## **APPENDIX:**

### **Brainstorming**

State the problem as precisely as possible.

Participants take turns (in rotation around the circle or table) giving solution ideas. These ideas are recorded on a flipchart page.

Participants give only one idea at a time. Other ideas are held for their next turn.

If an individual does not have an idea during a particular round, he or she may pass and take turn in the next round.

Ridicule or criticism is not allowed. Any discussion of the suggestions is withheld until all ideas are exhausted.

Participants should be encouraged to build on the ideas of others and to combine and improve upon other suggestions.

Creativity is a must. Wild or exaggerated ideas are welcomed; they can always be modified later.

<b>Title of the Activity:</b> <b>Myself as a Context</b>	
<b>Duration:</b> (45 minutes)	
<b>Type of Activity:</b>	Homework
<b>Level of Difficulty:</b>	Beginner
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>The activity derives from Acceptance and Commitment Therapy (ACT) and provides the fundamental knowledge of ACT which is the “self as context”. Participants/ Students are expected to learn and use the “self as observer” technique for the implementation of the following activities.</li> <li>This activity will increase participants <i>self – awareness, critical thinking, (employee) engagement – tasks engagement, problem – solving.</i></li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>A quiet place which will help participants focus on “here and now”.</li> <li>In case that this activity will be practiced at home as a homework activity the school counselor needs to print the “Getting connected with Myself as Context” appendix which will be found at the end of the activity.</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Introduce the concept of self as context by saying that as humans the only difference between us and animals is the fact that our brains function in such a way which gives us the opportunity to do multiple things with our brain, thus with our thoughts and feelings. Ask students: “Have you ever noticed how exactly you think and feel under specific circumstances?” “Have you ever realized your needs and things which are important to you?”. There is one way to find out.</p> <p>The way to find out is by “using your own self, as an observer of your own</p>

thoughts feelings and actions”. Have you ever taken a step back and tried to observe your own thoughts, feelings, actions and needs?”. “I understand that this might make you feel uncomfortable, but be patient as soon everything will be clearer.”

The facilitator /school counselor tells to participants/students that everything will be clearer as soon as we start connecting with our “self as an observer” and to do so we will do an activity:

“Sit comfortably in your chair. Close your eyes ..... Take deep breaths.... Start inhale and exhale .... Try to notice you’re your thoughts... Where are your thoughts? ... Above you, behind you, in front of you, to one side? ... Inside your head or body... Are they pictures, words or sounds? .... Moving or still? .... What speed & what direction? So, there’s a part of you creating thoughts – a thinking self, or mind - and another part of you noticing them – a noticing self. Notice how the thoughts keep changing, but the part of ‘you’ that notices them does not change. Until it gets your mind whirring/ debating/ analyzing – so let’s do that again. Notice! Where are your thoughts? (Repeat as needs – usually 2 or 3 times)

Notice how you’re sitting (5 secs), Notice what you can see (5 secs), Notice what you can smell and taste (5 secs), Notice what you can hear (5 secs), Notice what you’re thinking (5 secs), Notice what you’re feeling (5 secs), Notice what you’re doing (5 secs), So there’s a part of you in there notices everything you see, hear, touch, taste, smell, think, feel, or do ...”

Now we will do an exercise that will help you to begin experiencing that position where you will be in touch with you own feelings and thoughts. There is no way for someone to fail in this exercise, just try pay to attention what you feel and think.

Sit comfortably to your chair, close your eyes and follow my voice. If you feel that you are distracted, then simply come back to the sound of my voice.

Now, for a moment, focus your attention to yourself while being in this room. Please try to imagine this room. I want you to imagine yourself inside this room and your exact place in this room. Try to imagine what’s next to

you, left or right in front of you or behind you. Now, start coming in contact with your body. Notice how are seated on the chair. Try to notice the shape of different parts of your body. Observe any bodily sensations there. As soon as you one, just recognize this feeling [pause].

Now observe any feelings that you have, today, here and now, if you do, then simply recognize them. Now, try to be in touch with your thoughts and just notice them quietly, for a few seconds [pause].

I want you to notice that while you were observing your thoughts and feelings, only a part of you has been observing them. This part of yourself will be called "the observer self". There is a person in there, behind these eyes, who right now listens and knows what I'm saying. It is you, the same person that you have been your whole life. In some mysterious way this is the "observer self".

I want you to remember something that happened last summer. Please raise your hand when you have an image in your mind. Fine. Now look at this memory, this picture. Remember all the things that happened back then. Remember the pictures ... the sounds ... your feelings ... and while you do this, look at whether if you can see that you have been there back then, observing yourself how was acting and how was a part of this memory. You were there then, and now you're here.

Notice that your body is constantly changing. Sometimes might be tired and sometimes might be relaxed. Sometimes might be sick and sometime might be fine. It might be strong or weak. You were once a small child and then you were growing up and your body was changing.

Let's go to another area: Emotions. Be aware that emotions are constantly changing. Sometimes you feel love and sometimes hate, sometimes you are calm and then other times you feel upset, happiness-sadness. Even now you can experience feelings ... interest, boredom, relaxation.... Think of the things that you used to like and you do not like anymore, fears that you used to have and thing that you do not afraid anymore. The only thing which you can be sure about ids that feelings will change. And even if these feelings

come and go, be careful that a part of you does not change. This is because even having these feelings, you do not feel yourself but just your feelings. In a very important and profound way, experience yourself as something stable, something that does not change. Stay with you while everything else is changing. So just notice your feelings for a moment and while you do, notice also that you observe them [Leave a brief period of silence].

Let's turn to a very difficult field. Thoughts. Be aware that thoughts are constantly changing. You once did not know how to write and read, but then you came to school and you learned new things. You have gained new ideas and new knowledge. Sometimes you think about things in a certain way and sometimes the same thing with another way. Sometimes your thoughts might not be clear and do not make a clear sense. They are changing. Even now, from one moment to another your thoughts change. Observe how many different thoughts you have. Again, the part of you who knows what you think does not change, because while you have thoughts, you experience the thought which are a part of you and not completely, fully you. So now look at your thoughts for a few minutes, and while you do, notice that you observe them [Leave a brief period of silence]. So, in terms of experience and not faith, you are not your body ... your roles ... your feelings ... your thoughts.

Now again imagine yourself in this room. And now imagine the room [Pause]. Take a few deep breaths [Pause]. And when you are ready to return to the room, open your eyes. "

**Evaluation**

**& Reflection:**

Ask students:

(1) To define with their own words the "self as context" also known as "the observer self", based on what they have experienced.

Students must understand that self as context / "the observer self" is basic their own self when is taking a step back and somehow observes what going on around us, how we think, feel or act under specific circumstances. Basically, what self as context is, is us when we are noticing our own self. Self as context has strong implementations within the psychology field,

educational field and the last years with the career counselling and work place related field.

(2) How feelings and thoughts might sometimes lead them to wrong directions or actions. Link these directions and actions with the selection of programmed and studies but also when we are trying to find the best possible job.

(3) How being aware of your feelings or thoughts might lead them more directions or actions. Link these directions and actions with the selection of programme of studies but also when we are trying to find the best possible job.

### **Additional Recourses:**

### **Appendix: My Self as a Context**

**APPENDIX:****My Self as a Context**

Sit comfortably in your chair. Close your eyes ..... Take deep breaths.... Inhale and exhale .... Try to notice you're your thoughts... Where are your thoughts? ... Above you, behind you, in front of you, to one side? ... Inside your head or body... Are they pictures, words or sounds? .... Moving or still? .... What speed & what direction? So, there's a part of you creating thoughts – a thinking self, or mind - and another part of you noticing them – a noticing self. Notice how the thoughts keep changing, but the part of 'you' that notices them does not change. Until it gets your mind whirring/ debating/ analyzing – so let's do that again. Notice! Where are your thoughts? (Repeat as needs – usually 2 or 3 times)

Notice how you're sitting. Notice what you can see. Notice what you can smell and taste. Notice what you can hear. Notice what you're thinking. Notice what you're feeling. Notice what you're doing. So, there's a part of you that notices everything you see, hear, touch, taste, smell, think, feel, or do ..."

Now do an exercise that will help you to begin experiencing that position where you will be in touch with you own feelings and thoughts. There is no way for someone to fail in this exercise, just try pay to attention what you feel and think.

Sit comfortably to your chair and close your eyes. If you feel that you are distracted, then simply come back to noticing your breath.

Now, for a moment, focus your attention to yourself while being in this room. Please try to imagine this room. I want you to imagine yourself inside this room and your exact place in this room. Try to imagine what's next to you, left or right in front of you or behind you. Now, start coming in contact with your body. Notice how are seated on the chair. Try to notice the shape of different parts of your body. Observe any bodily sensations there. As soon as you one, just recognize this feeling.



Now observe any feelings that you have, today, here and now, if you do, then simply recognize them. Now, try to be in touch with your thoughts and just notice them quietly, for a few seconds.

Become aware that while you were observing your thoughts and feelings, only a part of you has been observing them. This part of yourself will be called "the observer self". There is a person in there, behind these eyes, who right now listens and observes everything. It is you, the same person that you have been your whole life. In some mysterious way this is the "observer self".

Remember something that happened last summer. Now look at this memory, this picture. Remember all the things that happened back then. Remember the pictures ... the sounds ... your feelings ... and while you do this, look at whether if you can see that you have been there back then, observing yourself how was acting and how was a part of this memory. You were there then, and now you're here.

Notice that your body is constantly changing. Sometimes might be tired and sometimes might be relaxed. Sometimes might be sick and sometime might be fine. It might be strong or weak. You were once a small child and then you were growing up and your body was changing.

Become aware of your emotions. Emotions are constantly changing. Sometimes you feel love and sometimes hate, sometimes you are calm and then other times you feel upset, happiness-sadness. Even now you can experience feelings ... interest, boredom, relaxation.... Think of the things that you used to like and you do not like anymore, fears that you used to have and thing that you do not afraid anymore. The only thing which you can be sure about is that feelings will change. And even if these feelings come and go, be careful that a part of you does not change. This is because even having these feelings, you do not feel yourself but just your feelings. In a very important and profound way, experience yourself as something stable, something that does not change. Stay with you while everything else is changing. So just notice your feelings for a moment and while you do, notice also that you observe them.

Now focus on your thoughts. Be aware that thoughts are constantly changing. You once did not know how to write and read, but then you came to school and you learned new things. You have gained new ideas and new knowledge. Sometimes you think about things in a certain way and sometimes the same thing with another way. Sometimes your thoughts might not be clear and do not make a clear sense. They are changing. Even now, from one moment to another your thoughts change. Observe how many different thoughts you have. Again, the part of you who knows what you think does not change, because while you have thoughts, you experience the thought which are a part of you and not completely, fully you. So now look at your thoughts for a few minutes, and while you do, notice that you observe them. So, in terms of experience and not faith, you are not your body ... your roles ... your feelings ... your thoughts.

Now again imagine yourself in this room. And now imagine the room. Take a few deep breaths.

And when you are ready to return to the room, open your eyes.

<b>Title of the Activity:</b>		<b>Play Ball</b>
<b>Duration:</b>		(45 minutes)
<b>Type of Activity:</b>	Group	
<b>Level of Difficulty:</b>	Beginner	
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• This activity illustrates that even within a group through challenge and needed actions creativity can be expanded.</li> <li>• Through this activity, participants will be able to define the shared vs individual creativity and describe the advantages of problem solving as a team.</li> <li>• This activity will increase participants <i>creativity, problem solving abilities</i> and <i>critical thinking</i>.</li> </ul>	
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Clock / Watch/ Timer</li> <li>• Five foam balls preferably of different colors</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>First select 5 or 6 volunteers to demonstrate this exercise in front of the larger group. The number is determined by the foam rubber balls (one for each person) and you can select one person to be the team leader who has no physical part in the play.</p> <p>Explain that the purpose of this activity is to push creative problem solving to a new level, by asking the entire team to push their self always one step further to solve the problem. Remember that always can be a better more creative solution than the one recommended by one person or even two.</p> <p>Explain that the goal is to have each member of the team touch each and every ball, in the same order, three times. And they have to do it as fast as</p>	

	<p>possible. Each attempt will be timed with a stopwatch. The trainer will use the watch/ Timer to keep track of each attempt to creatively outdo the previous solution.</p> <p>Give the team 2-3 minutes to plot their strategy. At the end of that time, ask that they begin play. Time them with the stop watch and call out the time. Ask for the class to applaud. Then challenge them to try again. Go through the same process.</p> <p>Explain that most teams will need between 20 – 25 seconds, depending upon the level of creativity. However, this task can be accomplished in less than 3 seconds.</p>
<b>Evaluation &amp; Reflection:</b>	<p>As soon as each team completes the tasks then help team members process the activity by asking the following questions:</p> <ul style="list-style-type: none"> <li>- What happened here?</li> <li>- How is this applicable to your school life?</li> <li>- Could your work unit benefit by the creativity generated by teams rather than by the solutions of one or two people?</li> </ul> <p>As soon as all the teams process the activity with the questions mentioned above then the facilitator / school counselor will help all the participants / students do a conclusion, closure of the activity by summarizing the following points:</p> <p>Explain to the participants, that the most creative solutions are more likely to come from a team than from the focused thinking of one or two individuals. However, teams must be encouraged and given time to try, and then supported as they try again to improve their personal effort.</p> <p>Furthermore inform the participants that the reason which teams never reached the “less than 3 seconds” record, it is because if one person holds all the balls in one hand, compresses them into a small bunch, all in line, it is a simple task to run the balls over the extended single finger of each team member 3 times.</p>

<b>Title of the Activity:</b>		<b>Positive FM</b>
<b>Duration:</b>		(45 minutes)
<b>Type of Activity:</b>	Individual	
<b>Level of Difficulty:</b>	Beginner	
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>The activity derives from Acceptance and Commitment Therapy (ACT) and provides the fundamental knowledge of ACT which is the “self as context” also known as “the observer self”. Participants are expected to be able to identify their thoughts (especially the negative) ones and replace them with more positive thoughts. By doing this participant are expected to be more active in various ways.</li> <li>Increasing their <i>self – awareness</i>, changing their mind-sets thus they are strengthening their <i>critical</i> and <i>analytical thinking</i>, empowering <i>task engagement, problem -solving skills</i>.</li> </ul>	
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>Appendix of this activity: “Songs of Negativity and Songs of Positivity”.</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Explain to participants that our thoughts are like two radio stations playing in the background of our head, in our minds. Most of the time is the radio station "Negativity" which emits negative thoughts and stories almost 24 hours a day. It reminds us bad memories, warns us that bad situations may happen in the future and gives us information about all the things that we are doing wrong and it might want to explain to us or even convince us that there is something working with use.</p>	

There is also another mind radio station "Positivity" which emits useful or cheerful topics, but unfortunately, we are not tuned to that radio station very often. So, if we are constantly tuned to the "Negativity" and listen to that radio station we have the ideal an ideal recipe for stress, sadness and bad options which are affecting our future.

Unfortunately, there is no way to turn off the "Negativity" radio station forever and being tuned only to "Positivity" radio station. There are times when the stronger we try to change the radio station but then the strongest it emits.

But there is an alternative approach. Have you ever had a radio playing in the background and you were so engaged in what you had been doing that you did not really listen to it? This is exactly what we are trying to do in our thought once we understand that thoughts are nothing more than symbols and words, we can behave like the noise behind them - we can let them come and go without focusing on them too much or letting them negatively influencing us.

So, our goal is when the part of our thinking mind emits something which is not helpful, then the "the observer self" does not need to give him too much attention or meaning. It can simply recognize the "negative song" (thought) and concentrate on what is important to do. If the part of our thinking mind is transmitting something helpful, optimistic and something which seems effective then the "the observer self" can be tuned, pay attention and give meaning. Please notice that this is very different from trying to actively ignore the negative songs. Have you ever listened to a radio playing and you tried to ignore it? What happened? While you were trying not to listen to it, the more it bothers you, right?

Ask students to complete the Appendix of this activity: "Songs of Negativity and Songs of Positivity". Ask students to write the negative songs (thoughts) emits from their mind radio station and then change those negative songs (thoughts) with more positive songs. Songs (thoughts) have to be linked to school performance / academic

	performance/ selection of programme of studies/ employability and work place related factors.
<b>Evaluation &amp; Reflection:</b>	The school counsellor needs to discuss with student all the negative songs (thoughts) which he/she wrote down. Also, the school counselor needs to discuss with the student the positive songs which will replace the negative ones. The school counselor needs to be able to explore student's insecurities in terms of school performance / academic performance/ future work place related factors and help him/her find the best options and set clear concrete goals.

### **Additional Recourses:**

**Appendix:** Songs of Negativity and Songs of Positivity.



**APPENDIX:**

**Songs of Negativity and Songs of Positivity**

	<b><u>SONGS OF NEGATIVITY</u></b>	<b><u>SONGS OF POSITIVITY</u></b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		
<b>9</b>		
<b>10</b>		
<b>11</b>		
<b>12</b>		
<b>13</b>		
<b>14</b>		
<b>15</b>		

<b>Title of the Activity:</b>		<b>Pace and Lead the way!</b>	
<b>Duration:</b>		(45 minutes)	
<b>Type of Activity:</b>	Group		
<b>Level of Difficulty:</b>	Intermediate		
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"><li>• Introduce to students / participants the technique of " pacing and leading" an activity which is linked to the previously described action of "mirroring".</li><li>• The activity aims to enhance the following skills: <i><b>non - verbal communication</b></i> (including EQ), <i><b>self -presentation, negotiation, team -work, critical thinking.</b></i></li></ul>		
<b>Instructions:</b>	<p><u><b>Material:</b></u></p> <ul style="list-style-type: none"><li>• Chairs</li></ul> <p><u><b>Implementation Procedure:</b></u></p> <p>The idea of pacing before leading, is that if you try to persuade without helping your audience / the person you communicate with, to be in alignment with you. The most likely assumption is that you will possibly receive resistance or objection from the other person. While pacing is not necessarily enough to ensure persuasion, without it the chance of success may be reduced. Pacing may be achieved by copying the target person in some way, this should be done carefully as it is easy for this approach to seem obvious and hence create even more resistance. It is better than you get the person to firstly agree with you prior inviting them to pace with you. It is suggested that you should try to lead them before they feel aligned with you. Pacing may require a significant effort before they feel they can trust you sufficiently to follow you. Even if they like you, they may still be cautious about you taking the lead. Preferences around this may vary for</p>		

	<p>each person.</p> <p>Once they feel some kind of connection with you is much easier to get them to agree to follow you. For this to work, the connection needs to be maintained throughout the whole duration of the activity. The connection can be broken if not handled carefully, so it is important that we are fully aware and on the look for any factors that might interfere with the connection such as external interruption or suggestions that are not relevant with the subject.</p> <p>Start explain to participants that there are specific ways for "pacing and leading" one discussion during an official meeting within or outside professional context. One of these ways it was the "mirroring" which was previously described "mirroring" together with "empathy" and "reflection". For the purpose of this activity other important ways for promoting rapport will be introduced such as "pacing and leading" and the techniques to achieve this:</p> <p><u>Parroting</u>: Simple repetition of what they say.</p> <p><u>Agreeing</u>: Showing you think similarly.</p> <p><u>Focusing</u>: If you don't agree totally, then focus on a part of the statement which makes more sense to you.</p> <p><u>Similarity</u>: Showing how you are alike in some way.</p> <p><u>Truth</u>: Stating what is unarguably true now.</p>
<b>Evaluation &amp; Reflection:</b>	<p>Encourage participants to discuss and share their comments and feelings about their experience of discussing in groups. Encourage participants to use mirroring together with empathy and non-verbal or verbal reflection in their personal and professional life as these are valuable tools for healthy personal and professional relationships.</p>

<b>Title of the Activity:</b> <b>Duration:</b>	<b>Introjection</b> (45 minutes)
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• Help participants to understand the definition of "thoughts" and "beliefs", but also the difference between the two. In the meantime, the activity aims to help participants to understand, how these beliefs and values might be "limiting" their actions towards finding a solution to a given situation.</li> <li>• Help participants understand that beliefs and thoughts are closely linked to our words, and are in fact internalized words.</li> <li>• The activity aims to increase students / participants <b>creativity, problem solving, communication, critical thinking</b> and <b>negotiation</b>.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Chairs</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>The facilitator will start explaining/discussing with students all the information below:</p> <p><b><u>(A) What is a belief?</u></b></p> <p>A belief is a generalization about something(s), which most of the times it is created by a group of thoughts linked with each other and positive or negative experiences that we had. Beliefs have a serious impact on thoughts (and vice versa). Beliefs can either empower us or limit us. Beliefs, also known as core beliefs, tell us and others who we are, how the world works</p>

and how we fit into the world.

**(B) What is a thought?**

A thought is very easy to be communicated in words, it is something specific, and focused which (sometimes) can be easily seen and realized with some basic-minimum focus and/or effort.

**Example:**

Do you think you are good enough? OR Do you believe that you are good enough? Ask participants / students to share similar examples about their beliefs and thoughts.

**Beliefs, Thoughts, and Words (1):**

As human beings, whatever we see and notice, think and feel it's symbolized with words inside our brain. Beliefs and thoughts are represented with words in our minds. From time to time, we might have doubts about ourselves and/or abilities or you might have questioned: "Am I a good advocator?", or you might have negatively criticized yourselves by saying: "I was really not good enough!" So, we can use words publicly when we speak (verbal communication), but also in our heads which will eventually form our beliefs and thoughts.

Close your eyes, and bring a very disturbing, stressful, thought into your heads: "I am stupid", "I am useless". Pay attention to this thought and then repeat that thought, say it over and over again. Repeat this thought over and over again, until you will believe that you are what your thought is. Now, focus on this thought and say it again, but this time use in front of this thought the phrase: "Sometimes, I might think that I am...". Now, use the same thought, but this time use in front of the thought the phrase: "I have noticed that from times to times I might think that I am stupid". Finally, try to see the difference between the two ways of thinking... What do you see?

**What you might have noticed is:**

- By using the phrases: "I am ....." and "I have noticed that from times to times I might think that I am stupid, give us the opportunity to keep

some distance from the thought and evaluate it in a more critical way. We do not become attached or stuck to the thought but we are somehow more separated from that thought.

### **What are the thoughts and beliefs?**

- Thoughts are just words and parts of our inner language, inside our brain.
- Thoughts do not necessarily mean that are true or have always significant amount of truth.
- Thoughts can be important or not! It's up to us to decide if we going to pay attention to them or not and how we will evaluate them.
- Thoughts can be right or wrong, doesn't necessarily mean that we have to "obey" them follow their patterns.
- When we strongly held on a thought or a group of thoughts then that becomes a belief.

### **Beliefs, Thoughts and Words (2):**

Close your eyes and start thinking a really negative thought. Try to think of this thought as much as you can. Think it again and again. Now bring the same thought into your head, but this time you can sing this thought to the rhythm of happy birthday. After you do that, try to sing this thought again but this time to the voice of your favorite cartoon hero.

### **What do you notice?**

- The thought lost its intensity, it's not that bad anymore and not that harmful
- Somehow thoughts can be eliminated or lost their intensity according to the meaning or the attention that we will give to them.
- Thoughts are just words nothing more than inner language

<b>Evaluation &amp; Reflection:</b>	Thoughts create beliefs. Thoughts and beliefs somehow influence the way we think, feel about ourselves and others and the way we behave. Thus, it is really important to observe and evaluate our thoughts.
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<b>Title of the Activity:</b>	<b>Say Positive! Go!</b>
<b>Duration:</b>	(45 minutes)

<b>Type of Activity:</b>	Homework
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<b>Level of Difficulty:</b>	Beginner
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>This activity aims to help participants replace negative words with more positive in order to alleviate any unnecessary negative notion connected with different thoughts, emotions, situations, even people.</li> <li>Thus, this activity increases <b>communication, creativity</b> and <b>problem-solving skills</b>.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>The spreadsheet “My Positivity Alphabet” which you can find at the end of the activity. Ensure that you will make enough copies for all participants.</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Please explain to the participants the activity and underline that is highly important to be focused and try to think and improvise. Also, mention that within our interactions with others, any kind of interaction, personal, professional, school or university life we need to start using more positive words so that we can build and maintain more positive interactions with others.</p>
<b>Evaluation &amp; Reflection:</b>	<p>Start a guided discussion by encouraging students /participants to:</p> <p>Share some of the words which they wrote next to each letter</p> <p>Share if it was easy or if it was difficult to replace to find more positive oriented words, and ask them “why?”. At this point, explain to them that somehow our brain or nervous system is programmed to pay attention to the more negative things in life.</p> <p>To share with you their ideas on “on when and how you can use this kind of wording in your everyday life (personal and professional life / school / field of studies)</p>



(Question 2 of the spreadsheet). Note for the facilitator/career counsellor:  
 If you implement/ ask, this question within a group or a class ensure that  
 the students/individuals will provide you with neutral examples as there is  
 a high risk that individuals will start pointing out other classmates  
 /members of the group.

### **Additional Recourses:**

### **Appendix: My Self as a Context**

### **APPENDIX:**

### **My Positive Alphabet**

Next to each letter write as many Positive words as you can! GO!

<b>A</b>	
<b>B</b>	
<b>C</b>	
<b>D</b>	
<b>E</b>	
<b>F</b>	
<b>G</b>	
<b>H</b>	
<b>I</b>	
<b>J</b>	
<b>K</b>	
<b>L</b>	
<b>M</b>	
<b>N</b>	
<b>O</b>	

<b>P</b>	
<b>Q</b>	
<b>R</b>	
<b>S</b>	
<b>T</b>	
<b>U</b>	
<b>V</b>	
<b>X</b>	
<b>Z</b>	

Write down some examples on when and how you can use this word on your everyday life (personal and professional life / school / field of studies):

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**Title of the Activity:**

**Well - Being and Goal Engagement**

<b>Duration:</b>	(45 minutes)
<b>Type of Activity:</b>	Homework
<b>Level of Difficulty:</b>	Beginner
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• The activity aims to help participants increase their wellbeing, self-regulation, self-awareness, goal planning and goal engagement.</li> <li>• Indirectly increase of <b>creativity</b> and <b>problem-solving skills</b>, solution focused approach.</li> <li>• This activity will help participants increase the aforementioned skills, through the enhancement of positivity and positive emotions.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• The spreadsheet “Instructions” which you can find at the end of the activity. Ensure that you will make enough copies for all participants.</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Give to participants/ students the spreadsheet, that you will find at the end of the activity. You can explain to them the four questions and the draw which are required to be done to successfully complete the spreadsheet:</p> <p>(a) What are your hopes and dreams in life?</p> <p>(b) What do you hope to accomplish this year? / What do you hope to accomplish this year when it comes to your school performance and grades? What do you wish to accomplish this year in regards to your job?</p> <p>(c) What do you hope to accomplish in the next three years? / What do you hope to accomplish in the next three years, in regards to your subjects and grades / What do you hope to accomplish in the next years, in regards to your studies? / What do you wish to accomplish in the next three years in regards to your job?</p> <p>(d) Close your eyes and imagine yourself doing all the things you have</p>

	<p>indicated for 3 minutes. What emotions did you feel?</p> <p>(e) Draw a picture of you succeeding. Visualize this picture every day until it becomes a reality.</p> <p>* NOTE for the trainer / facilitator: Please be extra cautious as within the classroom /group their might students / individuals with different difficulties (e.g. emotional) or coming from diverse social -economic backgrounds.</p>
<b>Evaluation &amp; Reflection:</b>	<p>The career counsellor / facilitator can choose any of the questions below to build a guided discussion which can serve as a closure /sum up:</p> <ul style="list-style-type: none"> <li>- What was the purpose of this activity?</li> <li>- Why is it important to plan ahead?</li> <li>- Why is it important to visualize your hopes and dreams?</li> <li>- Could you relate your picture to a map?</li> <li>- Why do you feel it is important to have hopes and dreams?</li> <li>- What feelings do we usually have in the process of reaching our goals?</li> </ul>

### **Additional Recourses:**

### **Appendix: Well-Being and Goal Engagement**

### **APPENDIX:**

## Well-Being and Goal Engagement

### Instructions

Read each question carefully.

For questions a, b, c, your facilitator/ career counselor will tell you which part you should read and write.

Be silent for 3 minutes and think of the answer. Be realistic.

Write answers in spaces provided!

a) What are your hopes and dreams in life?

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b) What do you hope to accomplish this year? / What do you hope to accomplish this year in regards to your school performance and grades? / What do you hope to accomplish this year in regards to your studies? / What do you wish to accomplish this year in regards to your professional life?

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c) What do you hope to accomplish in the next three years? / What do you hope to accomplish in the next three years in regards to your school performance and grades? / What do you hope to accomplish in the next three years in regards to your studies? / What do you wish to accomplish in the next three years in regards to your professional life?

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d) Close your eyes and visualize yourself doing all the things you have written above for 3 minutes. What emotions did you feel?

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e) Draw a picture of you succeeding below. Visualize this picture once per day in your mind until it becomes a reality.

<b>Title of the Activity:</b>		<b>Handling My Stress</b>	
<b>Duration:</b>		(45 minutes)	
<b>Type of Activity:</b>	Homework		
<b>Level of Difficulty:</b>	Beginner		
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"><li>• The activity aims to help participants increase their levels of self – awareness and self-regulation.</li><li>• Furthermore, participants are given the chance to build their resilience by increasing their <i><b>problem-solving skills, critical thinking</b></i> and <i><b>creativity</b></i>.</li></ul>		
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"><li>• The spreadsheet /appendix “Coping with Stress” which you will find at the end of the activity.</li></ul> <p><b><u>Implementation Procedure:</u></b></p> <p>First ask participants to think about stress, by simply asking them: “What is stress?”. Participants are expected to use different synonyms such as “uncertainty” or “fear” or physical reactions which are related to stress such as “shaking”.</p> <p>Explain to them that finding resourceful ways to deal with stress is extremely important and that on every day professional or personal life all individuals are facing low, moderate or high stress.</p> <p>Ask students/participants to carefully review the spreadsheet “Coping with Stress”, and give them clarifications if needed.</p> <p>Allow enough time for the participants to write down their responses. Then, discuss with the whole class/group the questions which are provided in the section “Evaluation and Reflection”.</p>		



## Evaluation

### & Reflection:

1. Encourage students to discuss the rankings noted on the spreadsheet: "It seems that there are some fears/stressful situations which are more difficult or easier to you than others.... Let's discuss together....".
2. On the statement: I can handle it/them by (...). Explore the answer written by the student and provide other alternatives if needed.
3. On the statement: facing this stressful situation might change me into/ has changed me to ..., encourage students to share their troughs and feelings on how this situation has changed them.
4. On the statements: "Are there any positive outcomes from dealing with stressful situation / fear?" and "What are the positive outcomes from dealing with the stress or fear?" Encourage student /individual to discuss any positive outcomes.
5. On the statement: What can you do to deal with this challenge? Encourage student /individual to find concrete actions (action plan) dealing with situation.

## Additional Recourses:

### Appendix: Coping with Stress

**APPENDIX:****“Coping with Stress”**

**Directions:** Place a number ranking from low (1) to high (6) on each of the stressful situations/ fears that you will see below

<b>Ranking:</b>	<b>Feel Stressed in case of ...</b>
	<b>Not being liked by my classmates / future colleagues</b>
	<b>Not getting a high score on an exam / dealing with a difficult task at work</b>
	<b>A family member / boss/ teacher had been rude to me</b>
	<b>Speaking in front of a group</b>
	<b>Being embarrassed. Please specify if needed (e.g. when, how):</b>
	<b>Other:</b>

Directions: Choose one or more fear/stressful situation from above.

a) I can handle it/ them by:

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b) Facing this stressful situation is a chance for me to:

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c) Are there any positive outcomes from dealing with this situation? Yes / No / Maybe

d) What are the positive outcomes from dealing with the stress or fear? For example, speaking in front of a group/having a presentation at work might be stressful, but what can you learn out of this?

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e) What can you do to deal with this challenge?

*“Ships in harbour are safe, but that is not what ships are built for” - John Shedd.*

<b>Title of the Activity:</b> <b>Changing My Mindset - The power of words</b>	
<b>Duration:</b> (45 minutes)	
<b>Type of Activity:</b>	Homework
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>This activity aims to help participants replace the negative thoughts and the negative words that we might use when we feel stressed, sad, disappointed or when we are under pressure.</li> <li>Thus, the activity increases <i>self-regulation, self-awareness, critical</i> and <i>critical thinking</i>. Also, the activity helps to change our negative limited mindset and think on broader context</li> </ul>
<b>Instruction:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>The spreadsheet “My Words Matter” which you can find at the end of the activity. Ensure that you will make enough copies for all participants.</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Firstly, explain to the students/participants the activity and underline that it is highly important to be focused and try to think and improvise. Also, mention that this activity will help them identify and change if needed, the thoughts that they have for themselves, but also realize and change the way that they speak or present themselves to other people.</p> <p>Explain to the students that in order to change the current way of thinking / speaking they need to focus on the left column “Current Way of Thinking and Speaking” and then on the right column “Alternative and Realistic Way of Thinking” provided in the Appendix. Encourage them to challenge their current way of “Thinking/Speaking about themselves” by using questions. For example: “What do I need to change in my personality? or “which behaviours do I have to change?”</p>

<p><b>Evaluation &amp; Reflection:</b></p>	<p>As soon as the students /participants complete the spreadsheet, initiate a discussion by encouraging students /participants to give some on examples on how they change their negative, limited wording into a more positive and broader context wording.</p> <p>Encourage participants to share their own thoughts and feelings about the way they think and speak about their self and why is important to change this way into a more a functional way.</p>
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**APPENDIX:**

**Changing My Mindset (My statements matters!)**

<b>Current Way of Thinking / Speaking</b>	<b>Alternative Realistic Way of Thinking/ Speaking</b>
<b>I am not a creative person</b>	
<b>My Personality cannot change.</b>	
<b>Misery is everywhere</b>	
<b>No one of my colleagues /classmates is supportive</b>	
<b>I am not good in Math</b>	
<b>I will never find a good job</b>	
<b>I will never past this course</b>	
<b>Maybe I am not that good</b>	
<b>Life is always unfair</b>	
<b>I am not happy</b>	

<b>Title of the Activity:</b> <b>Six Simple Ways to Make a Good Impression</b> <b>Duration:</b> <b>(45 minutes)</b>	
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Advanced
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• The following suggestions, aim to help people to present themselves in a positive and inviting manner in all kinds of situations, using just 6 simple steps.</li> <li>• Furthermore, following the aforementioned steps promotes the acquisition of positive relationships and subsequently a happier personal life.</li> <li>• It could be used either in a personal or professional setting. The 6 key points will help people to engage in more meaningful and functioning interaction, thus will increase the person's self-esteem and boost his or her abilities to communicate effectively and subsequently achieve personal and professional success.</li> <li>• This Activity aims to enhance participants: <i>self – presentation, communication and negotiation skills</i>, as well as <i>self – awareness and self – regulation</i>.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Pen / Pencil</li> <li>• Paper</li> <li>• Printed Scenarios</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Introduce to the participants the General Idea of Dale Carnegie's Book "How to Win Friends and Influence People", which is helping people with simple yet crucial key points on how to communicate successfully with those around them in various settings (personal or professional), present themselves in the best possible way and also enhance their productivity, efficiency, popularity and self-esteem. The following steps would be very</p>

helpful when a person is in the search of a new job – Interview Setting, in job positions that require constant communication with other people (Customer Service, Sales, Teaching, Social Sciences, etc.) and of course to people that are trying to adjust in a new environment.

Introduce to the participants the list of “**6 Simple Ways to Make a Good Impression**” one by one with accompanied with brief description.

**Become genuinely interested in other people.** "You can make more friends in two months by being interested in them, than in two years by making them interested in you." The only way to make quality, lasting friendships is to learn to be genuinely interested in them.

**Smile.** Happiness does not depend on outside circumstances, but rather on inward attitudes. Furthermore, when you smile, you seem more inviting, friendly and open.

**Repeat at least 2-3 times the other person's name.** Remember that a person's name is, to that person, the sweetest and most important sound in any language. We can make people feel extremely valued and important by remembering their name.

**Be a good listener.** Encourage others to talk about themselves. The easiest way to become a good conversationalist is to become a good listener. Many times, people don't want to hear an advice or opinion; they just want someone who will listen to them.

**Talk in terms of the other person's interest.** If we talk to people about what they are interested in, they will feel valued and value us in return.

**Make the other person feel important – and do it sincerely.** The golden rule is to treat other people how we would like to be treated. We love to feel important and so does everyone else.



## Evaluation

### & Reflection:

You can demonstrate the effects of applying the “6 Simple Ways” by using Role Play during the Presentation. You will find a suggested scenario, which you can print and use accordingly. The scenario will guide you to demonstrate all 6 of the key points. Following the Role Play you can initiate a discussion between the participants and viewers.

Suggested Questions:

- How was this activity for you?
- How did the conversation make you feel?
- Which of the 6 Points did you like the most?
- Which ones do you think you will incorporate in your interaction-communication with others?
- Do you have any other points that you would like to add or you already use in your everyday life?

You can show them a list of videos that demonstrate the Ideas and Theory of Dale Carnegie:

How to Make a Good First Impression | How to Win Friends & Influence People Animated Book Summary #5

<https://www.youtube.com/watch?v=pzWWc8Nad88>

Dale Carnegie – A Simple Way to Make a Good First Impression – Audiobook:

<https://www.youtube.com/watch?v=QFyt6WCZ2i8>

How to Win Friends and Influence People by Dale Carnegie | Animated Book Review:

<https://www.youtube.com/watch?v=0uMZi1gc0Nc>

You can ask the participants to try this in real life situations and evaluate its outcomes on their own – or even write them down and report their findings with the trainer (Careers Guidance Counsellor) for further reflection.

## Reference:

Carnegie, D. (1998). How to Win Friends and Influence People. Gallery: New York.

**Additional Recourses:**

**Appendix:** 6 Simple Ways to Make a Good Impression (Script for Training the Counsellors  
& Script for Training the Students)

## **APPENDIX:**

### **SCRIPT FOR TRAINING THE COUNSELLORS**

#### **6 Simple Ways to Make a Good Impression**

Become Genuinely Interested

Smile

Repeat their name

Be a Good Listener

Talk in terms of the other person's interest

Make the other person feel important

#### **Role Play Script**

A student comes to your office, this is the first time you meet her – she booked an appointment through your assistant / telephone or a teacher.

Her name is Sarah, she is sixteen years old and she booked an appointment with the School Counsellor to help her out with some personal issues she is facing. She also worries that these might affect her negatively regards choosing the right option for an Undergraduate Degree.

Your main goal as a Counsellor is to make her feel comfortable, important, valued and create a safe space that she can open up and share her concerns with you.

**Counsellor:** Good morning my name is Ian!

*(offer your hand for handshaking and make sure you do it with **a big sincere smile**)*

Note for Counsellor: *Do not assume that the student knows your name because you are the School Counsellor and therefore skip the introduction. It is important to introduce yourself to break the ice and to show to the student that you are equals and that you are not considering yourself as in a position of power cause of your age or authority.*

**Sarah:** Good morning my name is Sarah!

**Counsellor:** Nice to meet you Sarah!

*(don't forget to smile)*

**Counsellor:** So, Sarah tell me a little bit about yourself. Which classes do you like the most at school?

*(remember to address her with her name when it's suitable)*

**Sarah:** Well my favorite subject is Art, and I do enjoy History, Biology and English Literature.

**Counsellor:** Great! Art, History, Biology and Literature sounds like a lovely combination!

*(repetition is always important to show to your clients that you are paying attention to what they say)*

**Sarah:** Yeah! I think so too! They all need a great deal of studying since are theoretical subjects but I do find it enjoyable.

**Counsellor:** Indeed! It's always a wise to choose subjects that you sincerely find interesting! How about hobbies? What do you do in your spare time if you have any?

**Sarah:** Well I take Art, History, and Tennis lessons a few times per week. In my spare time I like going for shopping, painting and fashion design, and reading books and fashion magazines.

Note for Counsellor: *Don't forget to practice "Active Listening" whilst talking with the student. Do it in a manner that the student will understand they have your undivided attention.*

### Tips for Active Listening:

- **Listen with your whole-body. Nonverbal cues which show understanding: maintain eye contact / nod / smile / lean towards the other person.**
- **Be aware of your body language open body posture / relaxed shoulders / navel direction / don't fidget.**
- **Ask questions if you need any clarifications or use gestures to show that you are engaged in the conversation / Repeat or Paraphrasing to show understanding.**
- **such as nodding, eye contact, and leaning forward.**
- **Brief verbal affirmations like "I see," "I know," "Sure," "Thank you," or "I understand."**

Someone is knocking at the door. A teacher enters furiously saying that she caught two of her students texting each other, laughing and making noise whilst she was teaching a preparatory class for the next week's test. She is angry and she insists that the Counsellor should see right away the two students because they regularly interrupt during the class and make it impossible for the teacher and the other students to carry on.

**Teacher Susan:** Ian you must see Josh and Katy right away please! I've had it with them! The School Principle is on a meeting and I cannot handle this alone at the moment. I am teaching a preparatory class for the midterms. I have to tend to the other students' questions and needs and Josh and Katy just won't stop making noise.

**Counsellor:** Susan, I understand that this is a difficult situation and because of that I want to give it my undivided time and attention and I promise I will come to it as soon as I can. However, at the moment I am having a session with a student thus I kindly ask you to send me Josh and Katy in about 35 minutes when our session will be over.

**Susan:** I see. Ok I will do that. See you later.

**Counsellor:** Thank you!

**Counsellor:** So, Sarah, you were saying that you like Art, Fashion and History. Seems that you have an aptitude towards creative and artistic activities. Is that correct?

**Sarah:** I do yes! Since I was little, I always liked bright colors, doing crafts and experimenting with different material.

**Counsellor:** I see! It seems also that you are a very energetic and active person Sarah! Do you have any trouble handling both your homework/studying and finding time for your interests?

**Sarah:** I do yes and this is the main reason I wanted to talk with you. I get overwhelmed sometimes with all the things I have on my plate and I find myself stressing out.

**Counsellor:** I understand. When you say “overwhelmed” or “stressed” what exactly do you mean? Would you like to give me an example?

## **SCRIPT FOR TRAINING THE STUDENTS**

### **6 Simple Ways to Make a Good Impression**

Become Genuinely Interested

Smile

Repeat their name

Be a Good Listener

Talk in terms of the other person's interest

Make the other person feel important

### **Role Play Script**

Denise goes for an interview (either for a Job Position or University Entry).

Her main goal as a Candidate is to present herself in a positive manner and show to the interviewer that she is genuinely interested for the position, she is paying attention to the whole procedure and she values the time and effort they are investing to conduct this interview.

**Interviewer:** Good morning my name is Marc!

**Denise:** Good morning my name is Denise!

*(offer your hand for handshaking and make sure you do it with **a big sincere smile**)*

**Marc:** Nice to meet you Denise! So, Denise tell me a little bit about yourself. Why did you apply for this position?

**Denise:** Nice to meet you too Mr. Ian. Well I read your posting in the website Ineedajob.com and I hastened to send my CV since I always wanted to work in sales.

*(remember to address him with his name when it's suitable)*

*(underline your interest in the specific area, we know by a fact that this is an area that interests them as well and they will want to see the same enthusiasm to a perspective new co-worker).*

**Marc:** Great to hear that! I think that a person who is really interested in the Sales field would be suitable for the Sales Officer position. I am wondering Denise, how can someone so young is interested in Sales?

**Denise:** Well, I was always fascinated by the way a product can be promoted to a specific target group and how a salesperson is responsible to present it in such a manner that it will be attractive to the customer. I think that a Sales Officer Position will give me the opportunity to see that in action.

*(repetition is always important to show to the other person that you are paying attention to what they say)*

**Marc:** Indeed! This is exactly the tasks a Sales Officer will be responsible for! I am glad to hear that there is a keen interest from your part to these specific tasks. In fact, let me inform you in more detail what your responsibilities will be: to promote specific products as directed by upper management, inform customers for current promotions and discounts and develop strategies for more effective sales, both individually and as a part of a team.

Note: *Don't forget to practice “Active Listening” whilst talking with the other person. Do it in a manner that they will understand that they have your undivided attention.*

Tips for Active Listening:

**Listen with your whole-body. Nonverbal cues which show understanding: maintaining eye contact / nod / smile / lean towards the other person.**

**Be aware of your body language open body posture / relaxed shoulders / navel direction / don't fidget.**

**Ask questions if you need any clarifications or use gestures to show that you are engaged in the conversation / Repeat or Paraphrasing to show understanding.**

**such as nodding, eye contact, and leaning forward.**



**Brief verbal affirmations like “I see,” “I know,” “Sure,” “Thank you,” or “I understand.”**

**Marc:** Does these sound like something that you could do? Do you have any previous experience in the aforementioned tasks?

**Denise:** I do not have any previous experience, but I am sure with your guidance and my willingness and hardworking spirit I could perform these tasks successfully.

*(It's important to show them that you recognise that they are an important part of the whole procedure and that you are willing to listen).*

**Marc:** Indeed! We have a specific learning curve and we are eager to welcome and provide any needed support to our newcomers.

**Denise:** That's is great to hear! Not all companies have the same approach! It can be difficult to adjust to a new place thus I find it's very important to be in a supporting environment.

*(you point out how important that is and you show appreciation to a positive and supportive position)*

**Marc:** Thank you for noticing and pointing out this! I am afraid our time is up. It was lovely meeting you Denise, on your way out my Assistant will give you all the necessary info for a second interview!

**Denise:** Likewise! Thank you for your time and your kind consideration, looking forward for our next meeting!

<b>Title of the Activity:</b> <span style="float: right;"><b>Decision Timeline</b></span> <b>Duration:</b> <span style="float: right;">(45 minutes)</span>	
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• The Timeline Technique aims to help people set up a timeline for carrying out the decision-making process. Many times, when we are called to make an important decision we might hesitate or procrastinate in an attempt to avoid the stressors, thus when the time becomes limited the pressure becomes even greater.</li> <li>• This exercise will help participants to set goals with more ease and be more assertive. Achieving their goals and constantly working on them will help the students feel <i>self-accomplished</i>, confident and subsequently happy.</li> <li>• This activity aims to enhance <i>critical – thinking, decision making skills</i> and <i>self – awareness</i>.</li> </ul>
<b>Instructions:</b>	<b><u>Material:</u></b> <ul style="list-style-type: none"> <li>• A4 paper or Printed Copies of the Timeline</li> <li>• Pen / Pencil</li> <li>• Printed Decision Timeline Sheets</li> <li>• Printed Decision Timeline Scenario / Example</li> </ul> <b><u>Implementation Procedure:</u></b>  Start by explaining to Participants how important is when faced with an important decision to follow a process and not avoid it due to the stressors. To promote fast and effective decision-making, three or four options are usually enough, thus you can set up a Timeline and fill in the dates. You can follow the template provided; in the next pages you will find a Decision

	<p>Timeline Scenario / Example explaining how we can use it as School Counselling practitioners.</p> <p>The students can complete their Decision Timelines at home setting specific goals they want to achieve and breaking down the steps they need to take.</p>
<b>Evaluation &amp; Reflection:</b>	<p>With the completion of the Activity, initiate a conversation using the following questions:</p> <ul style="list-style-type: none"> <li>- Did you find this Activity helpful?</li> <li>- Did it help you do alleviate the stress of deciding which is the best choice for you?</li> <li>- Do you think that this Activity helped you to weigh your options in a more effective manner?</li> <li>- Will you use it the next time also?</li> </ul>

### Reference:

Walker, D. K. (1987). A guide to managing resources for today's families – Improving Decision-Making Skills. Kansas State University, Family Resource Management.

### Additional Recourses:

**Appendix:** Decision Timeline

**APPENDIX:**

**Decision Timeline**

**Timeline: Action & Date**

1. Identify the problem or opportunity. BY \_\_\_\_\_
2. Analyse the situation. BY \_\_\_\_\_
3. Clarify your goals or objectives. BY \_\_\_\_\_
4. Identify some alternatives. BY \_\_\_\_\_
5. Consider the consequences. BY \_\_\_\_\_
6. Compare alternatives with your goals and with each other. Select the best  
alternatives. BY \_\_\_\_\_
7. Put your decision into action. A trial decision is one good method for dealing  
with uncertain situations. BY \_\_\_\_\_
8. Celebrate. Do something special to reward yourself for having made your  
decision. BY \_\_\_\_\_
9. Evaluate the results. BY \_\_\_\_\_

## **APPENDIX:**

### **Decision Timeline Scenario / Example**

Lisa, a senior class student is in distress. Her main concern is applying for her Undergraduate studies. She hasn't picked a Major yet or decided which Universities she would like to apply to. That causes her great anxiety and instead of trying to figure out what she wants to do and how to go about it, she procrastinates in order to avoid the intense stressors. However, the deadlines for Undergraduate Students are very strict and she has to make her decision and plan her actions accordingly before she loses any chance to apply.

Lisa can use the **Decision Timeline Technique**. She will break down the steps that Lisa needs to take and set a specific date that each step needs to be done in order to proceed. The Decision Timeline Technique will assist Lisa to do all the steps on time. Following this method will make sure Lisa won't lose the application deadlines and subsequently the chance to study a Major or to a University according to her likes.

The date is September 21<sup>st</sup>. Lisa wants to study in the UK and 15<sup>th</sup> of January is the deadline for the majority of Undergraduate Courses.

#### **Timeline: Action and Date**

##### **Identify the Problem or Opportunity**

"Choose Majors"

By: 01 / October

##### **Analyze the Situation**

"Which University offers the Major/s I want?"

By: 05 / October

##### **Clarify your goals and objectives**

“Which specific Programme and which University is the combination I prefer and is my no1 option”

(for example: Lisa wants to do a BSc at the University of Brighton).

By: 10 / October

### **Identify some alternatives**

“Alternative Programmes or Universities that could be a good fit with my desires in case I am not accepted to my first choice”

(for example. BA Psychology at The University of Manchester, BA Psychoanalytic Studies University of Essex, HND Social Sciences University of Kent).

By: 20 / October

### **Consider the consequences.**

“What happens if I am not accepted to my first choice?”

**Decide if you would like to apply to another University in UK, study in another country or apply for other Majors as well.**

By: 25 / October

**Compare alternatives with your goals and with each other. Select the best alternative.**

**Choose the alternatives (schools, majors, countries) that you will apply to.**

By: 05 / November

**Put your decision into action.**

**Prepare the Applications and the documents needed.**

(You can break down this step into smaller ones, ex. Prepare Recommendation Letters by: 20 / November, Personal Statement Preparation by: 25 / November)

By: 10 / December

**Celebrate. Do something special to reward yourself for having made your decision and the needed steps.**

**Reward consistency and promptness, they are key ingredients for success and happiness!**

By: 20 / December

**Evaluate the results.**

**Final Step needs to be done after you get the Application Acceptance or Rejection.  
Reflect on what you could do differently in order to get the desired outcome.**

<b>Title of the Activity:</b> <b>Duration:</b>		<b>Time Capsule</b> (45 minutes)
<b>Type of Activity:</b>	Homework	
<b>Level of Difficulty:</b>	Beginner	
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>We usually document the big milestones of our lives—the weddings, births, graduations etc. We assume these are the kinds of events we'll most want to remember later on. But research suggests that revisiting ordinary, everyday experiences can bring us more joy.</li> <li>What seems ordinary in the moment can take on unexpected significance down the road as we take the time to appreciate a simple moment of contentment.</li> <li>This Activity aims to elevate <i>self – regulation</i> and <i>self – awareness</i>.</li> </ul>	
<b>Instructions:</b>	<b><u>Material:</u></b> <ul style="list-style-type: none"> <li>Printed List</li> <li>Pen</li> </ul> <b><u>Implementation Procedure:</u></b> Start by explaining to Participants how important is to treasure every moment of every day and to be connected with the present moment. Ask them to follow the list provided below and complete a detailed description of what is happening right now in your life (they can skip any that do not apply). <ul style="list-style-type: none"> <li>A description of the last social event you attended.</li> <li>A description of a recent conversation with a friend.</li> <li>A description of how you met a new friend or acquaintance.</li> <li>The names of three songs you recently listened to.</li> <li>An inside joke.</li> <li>A description of your appearance (clothes, hair, make up, facial hair, accessories, colours, weight)</li> </ul>	



	<ul style="list-style-type: none"> <li>• A recent status update you posted on social media.</li> <li>• A description of recent paper or project for school or work.</li> </ul> <p>Additionally, ask them to Store the Time Capsule in a place where they won't see it and they can revisit it three months later to reflect on their emotions.</p>
<b>Evaluation &amp; Reflection:</b>	<p>Research on “affective forecasting” suggests that we're not great at anticipating our emotional reactions to future events. We tend not to document ordinary events because we underestimate the pleasure of revisiting them—and because we overestimate our ability to remember them.</p> <p>By intentionally keeping a record of these kinds of events, we create opportunities for our future selves to experience boosts in happiness.</p> <p>While there's no need to document every detail or save every little memento, taking a few minutes once in a while to note what's going on in our everyday lives can have unexpected benefits.</p>

### Reference:

Retrieved from: [https://ggia.berkeley.edu/practice/time\\_capsule](https://ggia.berkeley.edu/practice/time_capsule)

### Additional Recourses:

### Appendix: Time Capsule

**Appendix:**

**Time Capsule**

To create the Time Capsule, compile the following items in a blank notebook, scrapbook, or folder on your computer. Skip any that don't apply.

- **A description of the last social event you attended.**
- **A description of a recent conversation with a friend.**
- **A description of how you met a new friend or acquaintance.**
- **The names of three songs you recently listened to.**
- **An inside joke.**
- **A recent photo.**
- **A recent status update you posted on social media.**
- **An excerpt from a recent paper or project for school or work.**

<b>Title of the Activity:</b>		<b>Decision Tree</b>
<b>Duration:</b>		(45 minutes)
<b>Type of Activity:</b>	Individual	
<b>Level of Difficulty:</b>	Beginner	
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• The “Decision Tree” is a Technique which is used in order to create sets-group of choices.</li> <li>• Each separate large branch resembles an important decision that the person is called to make and the small branches point out what the outcomes of each decision will be.</li> <li>• Some decisions set a course that is difficult to change (although not impossible). Some examples are choosing a career, marriage, buying a house or retiring.</li> <li>• We can use this as a Career Guidance tool since it can help you analyze different options in depth.</li> <li>• Every time we face a dilemma and a big choice is made, subsequent options and decisions branch out like the forks of a tree and it's important that we are aware of that occurrence in order to evaluate our choices as best as we can so we can possibly prevent any mishaps or unwanted aftermath.</li> <li>• This activity aims to improve <b>critical – thinking, decision making, self-regulation</b> and <b>self – awareness</b>.</li> </ul>	
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen / Pencil</li> <li>• Printed Copies of a “Decision Tree” Template</li> <li>• Printed Copies of a “Decision Tree” Template / Example</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Start by explaining to the participants how important is when faced with an</p>	

	<p>major decision to contemplate on the set of subsequent options and outcomes that derive from that, since they will affect many other aspects of their life. Furthermore, is important to focus on the power that each person has to firstly evaluate his or her decisions before actually making the step. Ask them to contemplate and write down a specific important aspect of their life and how different options may affect inflict different results. You can use the Decision Tree Template provided in the next pages.</p>
<b>Evaluation &amp; Reflection</b>	<p>With the completion of the activity encourage the participants to reflect on what they have gained through this exercise. You can use the following questions:</p> <ul style="list-style-type: none"> <li>- Did you find this Activity helpful?</li> <li>- Did it help you do alleviate the stress of deciding which is the best choice for you?</li> <li>- Do you think that this Activity helped you to weigh your options in a more effective manner?</li> </ul>

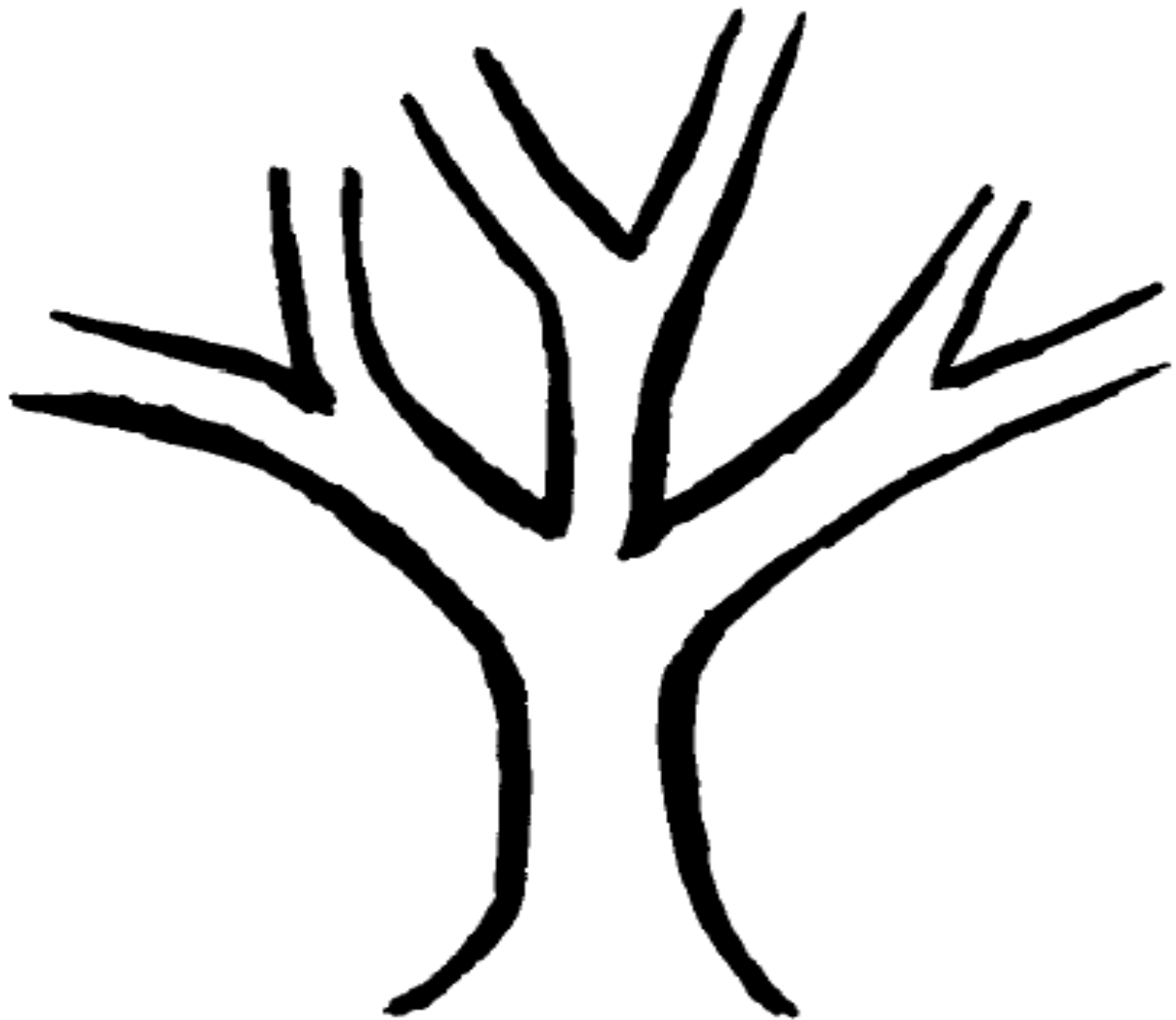
### Reference:

Walker, D. K. (1987). A guide to managing resources for today's families – Improving Decision-Making Skills. Kansas State University, Family Resource Management, 1.

### Additional Recourses:

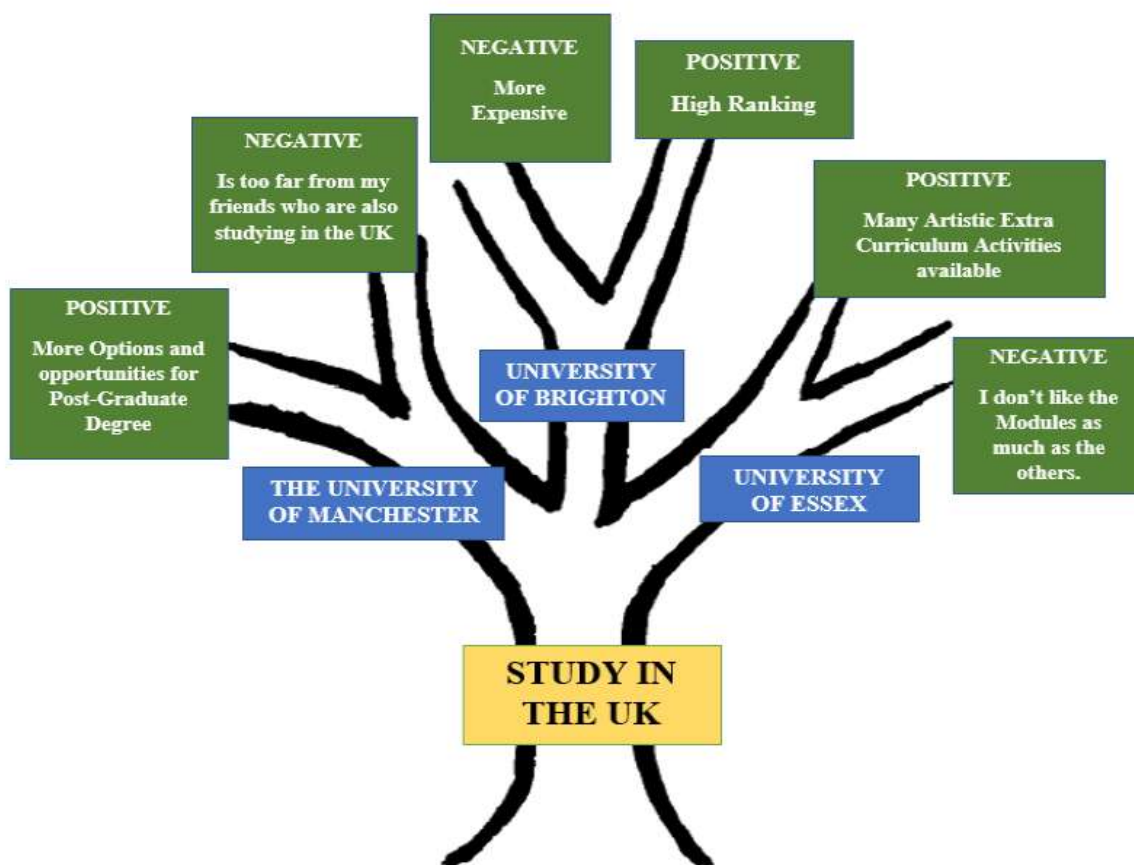
### Appendix: Decision Tree

**APPENDIX:**



Decision trees

**APPENDIX:**



Decision trees

<b>Title of the Activity:</b>		<b>Personal Manifesto</b>
<b>Duration:</b>		(45 minutes)
<b>Type of Activity:</b>	Individual	
<b>Level of Difficulty:</b>	Beginner	
Objectives (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>A “manifesto” is a statement of ideas and intentions. A “Personal Manifesto” describes your own core values and beliefs, the specific ideas and priorities you stand for, and how you plan to live your life.</li> <li>A manifesto is a statement that points out where you are, where you would like to be, and why. This acts as both a declaration of personal principles and a call to action.</li> <li>This Activity aims to enhance participants: <i>self – awareness, self – presentation, critical thinking, decision making.</i></li> </ul>	
<b>Instructions:</b>	<p><b>Variation 1</b></p> <p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>A4 paper or a Personal Notebook</li> <li>Pen / Pencil</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Ask the participants to write down their own Personal Manifesto. To get started you can guide them to ask themselves the following questions:</p> <ul style="list-style-type: none"> <li>- What are your strongest beliefs?</li> <li>- What makes you passionate and what inspires you?</li> <li>- How do you want to live your life?</li> <li>- Which relationships you consider to be important?</li> <li>- How do you want to define yourself?</li> <li>- What words do you want to live by?</li> </ul> <p><b>Variation 2</b></p> <p><b><u>Material:</u></b></p>	

- Cardboard
- Printed Activity Sheets
- Glue
- Scissors
- Implementation Procedure:
- Give a printed copy of each Activity Sheet to every participant:
- Traits
- Activities
- Values
- Quotes

Ask them to pick:

**10 Traits: that describe them more accurately**

**7 Activities: they enjoy / are inspired from**

**5 Values: they want to live their life by**

**3 Quotes: that mean something to them or it suits them**

Ask the participants to cut them out from the Activity Sheets and glue them to the Cardboard with that order.

At the end they will have a Board of their most important values, beliefs and what inspires them or motivates them. It will be a representation of how they want to live their life by and what are their true dreams and aspirations for the future.

### **Evaluation & Reflection:**

A Personal Manifesto can be a powerful tool and it can evoke self-awareness and a call for action. It can help a person to address a disconnect between the what and the why and can provoke real change. It's particularly helpful for those who aspire to lead and to contribute.

Will help them focus on their true personal and professional aspirations and break down the steps they need to take in order to achieve success. You can encourage the participants to reflect on this and visit the Personal Manifesto again since a manifesto requires depth and intense introspection.



**Reference:**

McNulty, E. J. (2016): Retrieved from <https://www.strategy-business.com/blog/Forget-the-Resolutions-Write-Your-Personal-Manifesto?gko=d24dc>

**Additional Recourses:**

**Appendix:** Personal Manifesto

**APPENDIX:**

## List of Traits

<b>LOVABLE</b>	<b>FREE-SPIRITED</b>	<b>COOPERATIVE</b>
<b>TOLERANT</b>	<b>POLITE</b>	<b>SERIOUS</b>
<b>DETERMINED</b>	<b>PLEASANT</b>	<b>CONSISTENT</b>
<b>HUMOROUS</b>	<b>ATTENTIVE</b>	<b>TIDY</b>
<b>CREATIVE</b>	<b>HONEST</b>	<b>FORGIVING</b>
<b>ASSERTIVE</b>	<b>PRUDENT</b>	<b>STABLE</b>
<b>POPULAR</b>	<b>PRESENTABLE</b>	<b>RIGHTEOUS</b>
<b>STRONG</b>	<b>CALM</b>	<b>HEALTHY</b>
<b>ACTIVE</b>	<b>OPTIMISTIC</b>	<b>RESPONSIBLE</b>
<b>FAIR</b>	<b>SOCIABLE</b>	<b>PATIENT</b>
<b>PERKY</b>	<b>THOUGHTFUL</b>	<b>FRIENDLY</b>
<b>INTELLIGENT</b>	<b>ORGANIZED</b>	<b>HAPPY</b>
<b>RELIABLE</b>	<b>DARING</b>	

## APPENDIX:

### List of Activities

traveling

walking

camping

reading

watching tv

being outdoors

dining out

racing cars

cooking

singing

writing

sports

organizing

seeing a movie

designing

woodworking

gardening

crafts

landscaping

crafts

debating

volunteering

decorating

shopping

teaching

working on car

hiking

giving

fishing

painting

talking

researching

golfing

remodeling

programming

sailing

sky diving

knitting

cleaning

shopping

making a film

photography

going to spa

voice lessons

driving

scuba diving

working out

meditating

dancing

learning a new

language

attending

seminars



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**running a  
business**

**entertaining  
guests**

**learning**

**keeping a  
journal**

**horseback riding**

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**APPENDIX:**

**LIST OF VALUES**

**FREEDOM**

**BEAUTY**

**LOVE**

**HEALTH**

**WEALTH**

**HONESTY**

**RESPECT**

**SUCCESS**

**JUSTICE**

**FUN**

**WISDOM**

**FAITH**

**PEACE**

**CHARITY**

**RELIGION**

**EQUALITY**

**EQUILIBRIUM**

**PATRIOTISM**

**RELIABILITY**

**POLITENESS**

**FRIENDSHIP**

**TEAMWORK**

**APPENDIX:**

**LIST OF QUOTES**

**“Keep your face always  
toward the sunshine  
and shadows will fall  
behind you.”**

Walt Whitman

Earl Nightingale

**“The glow of one warm  
thought is to me worth  
more than money.”**

Thomas Jefferson

**“The power of  
imagination makes us  
infinite.”**

John Muir

**“The world is full of  
magical things  
patiently waiting for  
our wits to grow  
sharper.”**

Bertrand Russell

**“Try to be a rainbow in  
someone’s cloud.”**

Maya Angelou

**“All you need is the  
plan, the road map, and  
the courage to press on  
to your destination.”**

**“Once we believe in  
ourselves, we can risk  
curiosity, wonder,  
spontaneous delight, or  
any experience that  
reveals the human  
spirit.”**

E. E. Cummings

**“I believe that if one  
always looked at the  
skies, one would end up  
with wings.”**

Gustave Flaubert

**"A No. 2 pencil and a dream can take you anywhere."**

Joyce Meyer

**"I've failed over and over and over again in my life and that is why I succeed."**

Michael Jordan

**"Action is the foundational key to all success."**

Pablo Picasso

**"The most beautiful things in the world cannot be seen or even touched. They must be felt with the heart."**

Helen Keller

**"One day or day one. It's your decision."**

Unknown

**"Success comes from knowing that you did your best to become the best that you are capable of becoming."**

John Wooden

**"Embrace the glorious mess that you are."**

Elizabeth Gilbert

**"Lead from the heart, not the head."**

Princess Diana

**"To succeed in life, you need three things: a wishbone, a backbone, and a funny bone."**

Reba McEntire

**"Our prime purpose in this life is to help others. And if you can't help them, at least don't hurt them."**

The Dalai Lama

**"Life's most persistent and urgent question is: What are you doing for others?"**

Martin Luther King, Jr.

**"Your true success in life begins only when you make the commitment to become excellent at what you do."**

Brian Tracy

**"We're here for a reason. I believe a bit of the reason is to throw little torches out to lead**

**people through the dark.”**

Whoopi Goldberg

**fulfilling. May each of yours be that.”**

Jim Henson

**is meant to use, finds his greatest happiness in using it.”**

Johann Wolfgang von Goeth

**“Life is meant to be fun, and joyous and**

**“The man who is born with a talent which he**

<b>Title of the Activity:</b>		<b>Three Funny Things</b>
<b>Duration:</b>		(45 minutes)
<b>Type of Activity:</b>	Homework	
<b>Level of Difficulty:</b>	Beginner	
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• The “Three Funny Things” exercise helps participants to be reminded that humor and looking at the bright or even silly side of things in most situations, is a choice. They can retrieve this mechanism-strategy whenever they find useful and/or necessary.</li> <li>• Taking some time to reflect on the silly could help you reclaim some playful lightheartedness in your life. Relevant research shows that humor is extremely powerful: It can drive bonding between people and learning in the classroom.</li> <li>• Additionally, laughter has physical effect on our bodies: It releases dopamine, increases blood flow, and strengthens the heart.</li> <li>• Seeing the humor in a tough situation can even be a healthy way to cope.</li> <li>• This activity aims to enhance: <i>self – regulation, creativity, self – awareness.</i></li> </ul>	

**Instructions:****Material:**

- Paper
- Pen / Pencil

**Implementation Procedure:**

Start by explaining to Participants how important is humour in life and that sometimes taking some things too seriously can be maladaptive for our emotional well-being. Remind the Participants that emotions are only visitors and like the clouds in the sky they come and go and we should be able to gently let go our negative thoughts and emotions when they do not serve us.

**Step 1:** Ask the participants to write down the Three Funniest things they heard, saw, did, or experienced today (or the day before if it is too early in the morning). Prompt the participants to think about the things they found really funny and to describe in writing how they made them feel.

**Step 2:** Ask the participants to reflect on their answers and think why these things were funny to them? Or Why did that funny event happen?

It is very important to create a list and create in a way a physical record of something fun and positive, it is not enough to simply think of them.

Follow the tips provided below to guide the participants accordingly:

Give the event/thing a title (e.g. "joked with my partner about eating too much").

List any funny things you may like no matter how relatively small in importance or relatively big (e.g. "that silly face my best friend makes when he is surprised", "went to the movies and saw a new comedy film starring



	<p>my favourite comedian”).</p> <p>Write down exactly what happened in as much details as you can recall, including what you did or said and, if others were involved and the interaction between you.</p> <p>You can use any writing style you fancy, and of course do not worry about perfect appearance, grammar and spelling.</p> <p>Encourage the participants to include this exercise in their daily routine. Perhaps they could write this list before bed or with their morning tea or coffee.</p>
<b>Evaluation &amp; Reflection:</b>	<p>With the completion of this activity you can initiate a conversation among the participants using the following questions:</p> <ul style="list-style-type: none"> <li>- Did you find this Activity helpful?</li> <li>- Did it make you feel happier? More positive?</li> <li>- Would you consider doing this every day?</li> </ul>

**Reference:**

Retrieved from: [https://ggia.berkeley.edu/practice/three\\_funny\\_things#data-tab-how](https://ggia.berkeley.edu/practice/three_funny_things#data-tab-how)

## Character Strengths

### Synoptic Table of Activities

Title	Objectives	Overview	Evaluation & Reflection
<b>Positive Introduction</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-presentation</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	This is Group Activity which encourages students to present themselves accenting their character strengths.	By the end of the activity students will realize, that everyone has strengths and those strengths need to be recognized, celebrated, enhanced and put into good use when an opportunity arises.
<b>Inventory of strengths</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	This is Homework Activity that helps students to discover their top-strengths, which are also called signature strengths.	By the end of this activity, students will learn what they are good at, and how they can use their signature strengths and the skills that they accompany them in everyday life and in job search.
<b>Squares</b>	<ul style="list-style-type: none"> <li>• Team-work</li> <li>• Communication</li> <li>• Negotiation</li> </ul> <p>• <u>Level of Difficulty:</u> Intermediate</p>	This is a Group Activity which aims to help students to understand the importance of team-work.	Participants will be in a position to apply team-work and collaboration skills in everyday life scenarios.
<b>Target strength</b>	<ul style="list-style-type: none"> <li>• Decision-making</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	This Activity is given to participants as Homework. Aims to encourage students on how to use their character strengths and relevant skills in Finding a job or choosing a career path.	Students will realize that there are many ways to apply character strengths when it comes to their career path and professional life.
<b>Self-presentation skills</b>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Self-presentation</li> <li>• Team-work</li> </ul> <p><u>Level of Difficulty:</u> Advanced</p>	This is a Group Activity that helps students to exercise their self-presentation skills using their character strengths, which can be useful for job interviews.	Students will learn how important and useful is to apply character strengths in job seeking. All jobs have specific requirement (skills, competencies), but character strengths are important too.
<b>Personal swot analysis for job seeking</b>	<ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Self-awareness</li> <li>• Decision making</li> </ul>	This is an Individual Activity. The Activity aims to teach students how to do SWOT analysis, which will	SWOT analysis is like a road map that will help the participants to amplify their strengths and minimize or eliminate

	<p><u>Level of Difficulty:</u> Intermediate</p>	enable them to examine their strengths and weaknesses, external opportunities and threats in chosen career field and work position.	their weaknesses. This map can also help the participants to find ways on how to take advantage of opportunities and avoid or lessen threats.
<b>Job market and employability skills</b>	<ul style="list-style-type: none"> <li>• Negotiation</li> <li>• Team-work</li> <li>• Self-presentation</li> </ul> <p><u>Level of Difficulty:</u> Advanced</p>	A Group Activity that helps students to present themselves in the best possible way, mainly using again their character strengths.	By the end of the activity, students will realize that character strengths are what you need to highlight in any effort, to differentiate yourself in the case of competing for a job position, or career advancement.
<b>Create for Yourself More Opportunities</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Decision making</li> </ul> <p><u>Level of Difficulty:</u> Advanced</p>	Students can take this activity for Homework. Will help them to understand that they can also invest time on improving on areas that they might have been neglecting.	Students will realize that sometimes the description of work position can keep them from applying because they might feel that they do not have all the prerequisites. However, they can still work on improving their skills or even acquiring new ones.
<b>You are ...</b>	<ul style="list-style-type: none"> <li>• Communication</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	This is an Individual Activity which prompts students on how to identify others strengths and communicate them by paying compliments to each other.	Students will learn to enrich the potentials and strengths of others and themselves by receiving feedback from others.
<b>In 10 years</b>	<ul style="list-style-type: none"> <li>• Engagement</li> <li>• Creativity</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	An Individual Activity which helps students to connect their career interests and life plans with their own personal character strengths. In addition, it will prompt and encourage the participants to set goals	The activity stresses on the importance of having a plan in order to achieve your goals. Each person can use their character strengths as a compass in order to create their own personalized plan.
<b>The strengths diamond</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Communication</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	This is an Individual Activity which prompts students on how to develop and use as many of their character strengths as possible	By the end of the activity the participants will understand that all strengths are important and if not fostered, strengths may be lost over the course of development.
<b>The strengths wheel</b>	<ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Creativity</li> </ul> <p><u>Level of Difficulty:</u> Advanced</p>	On an Individual level, ask participants to create a graphic representation of their own character strengths and evaluate at which level they are using their strengths in their everyday lives.	Students will learn that they have the ability by taking relevant steps to increase or optimize their strengths use. Moreover, they will become aware of their potential for growth in any given context.
<b>Exercising signature strengths</b>	<ul style="list-style-type: none"> <li>• Team-work</li> <li>• Creativity</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	This is Group Activity that helps students to find new ways to express and put in good use their character strengths.	By the end of this activity students will understand the benefits of exercising signature strengths in their daily life.
<b>Impact of context to character strengths</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Critical thinking</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	This Homework Activity will encourage students to use their signature strengths in different contexts.	It will help the students to understand why the context has an impact on the degree of strength expression and which one and when has the biggest influence on them - environment, people or relations (?).
<b>How others see me</b>	<ul style="list-style-type: none"> <li>• Self-regulation</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	This Individual Activity will help students to understand how others see them. It will help students to find between the way they see themselves and how others perceive them.	Students will learn that there is a difference between and the way we see ourselves and how other people see us. This activity will prompt students to give attention to their image and how they can present and accentuate their signature strengths.
<b>How my family sees me</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	This Homework Activity will help students to accept different opinions than their own and welcome constructive criticism.	By the end of the activity, students will learn about self- image and the importance Presenting ourselves.  This activity helps students to explore

			and act more upon their strengths.
<b>The character strengths we value</b>	<ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Collaboration</li> <li>• Negotiation</li> <li>• Team-work</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	This Group Activity helps students to understand the importance of character strengths in job seeking.	In the end of this activity, students will learn, that people have different opinions about character strengths and that various strengths can be important in job seeking.
<b>My strengths in my cv</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-presentation</li> <li>• Engagement</li> </ul> <p><u>Level of Difficulty:</u> Advanced</p>	A Group Activity that will help the participants to include character strengths when writing their CV	This activity helps students to understand the importance of character strengths and their expression in job search and seeking.
<b>Job ads and my strengths</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-presentation</li> <li>• Creativity</li> <li>• Engagement</li> </ul> <p><u>Level of Difficulty:</u> Advanced</p>	This activity will prompt participants to engage in career planning and job seeking. It is implemented in Groups.	This activity helps students to understand the importance of character strengths and their expression in job search and seeking.
<b>My strengths and profession</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Critical thinking</li> <li>• Engagement</li> </ul> <p><u>Level of Difficulty:</u> Advanced</p>	This Group Activity will help students to understand how their character strengths can help in career planning and job seeking	In the end of this activity students will learn, how character strengths can increase the chances to succeed in the occupations of your interest.
<b>Creating A Strengths Habit</b>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Engagement</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	This Individual Activity will encourage students to utilize their Character Strengths in regular basis within their daily lives, thereby increasing their levels of positivity,	Students will learn how to incorporate their Character Strengths into their daily routine.

## Character Strengths Activities

<b>Title of the Activity:</b>		<b>Positive Introduction</b>	
<b>Duration:</b>		(45 minutes)	
<b>Type of Activity:</b>	Group		
<b>Level of Difficulty:</b>	Beginner		
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"><li>• Help students develop <i>self-presentation</i> skills</li><li>• Encourage them to talk about their character strengths</li><li>• It will help students to develop their <i>self-awareness</i>.</li></ul>		
<b>Instructions:</b>	<p><b><u>Material:</u></b> N/A</p> <p><b><u>Implementation Procedure:</u></b></p> <p>Ask students to tell a story about an event in their lives that showed them at their very best, not in terms of an athletic or academic achievement, but as a moral being. Encourage students to mention their character strengths.</p> <p>In a class of twenty students, these introductions can take several hours and may even stretch over a few sessions, but it is always time well spent.</p>		

<p><b>Evaluation &amp; Reflection:</b></p>	<p>Some of the skills which are expected to be mentioned during the implementation of the activity are:</p> <ul style="list-style-type: none"> <li>• courage: <i>not</i> shrinking from threat, challenge or difficulty</li> <li>• curiosity: taking an interest in all of ongoing experience</li> <li>• active listening</li> <li>• creativity (thinking of innovative and productive ways to do things).</li> </ul> <p>Need to tell students about appreciative listening, how to listen carefully to what is said and then to respond in a way that builds on what has been conveyed as opposed to disagreeing with it, dismissing it, or ignoring it out of discomfort.</p> <p>By the end of the activity students will realize, that everyone has strengths and strengths need to be recognized, celebrated, strengthened, and used.</p> <p>These introductions frame how students think about one another for the rest of the semester and thereafter.</p>
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### Reference:

Idea from: Park, N. & Peterson, Ch. (2009). Character Strengths: Research and Practice, *Journal of College and Character*, 10:4, DOI: 10.2202/1940-1639.1042

<b>Title of the Activity:</b> <span style="float: right;"><b>Inventory of Strengths</b></span> <b>Duration:</b> <span style="float: right;">(45 minutes)</span>	
<b>Type of Activity:</b>	Homework
<b>Level of Difficulty:</b>	Beginners
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• Help students to develop their <i>self - awareness</i>, revealing their top-strengths, which are called signature strengths.</li> <li>• Create a strengths vocabulary that will help students to describe their own strengths.</li> <li>• Encourage participants to use identified signature strengths in everyday life and in job search.</li> </ul>
<b>Instructions:</b>	<b><u>Material:</u></b> <ul style="list-style-type: none"> <li>• The VIA Inventory of Strengths (VIA-IS) is a self-report survey suitable for adults aged 18 or above, that comprehensively assesses the 24-character strengths.</li> <li>• For children and youth aged 10-17, the VIA Inventory of Strengths for Youth (VIA-Youth) is suitable.</li> </ul>

- Both of those surveys are available online at no cost ([www.authentic happiness.org](http://www.authentic happiness.org) or [www.via strengths.org](http://www.via strengths.org)). The inventory is presented in different languages
- For students who do not have possibility to read in English, give them a copy of VIA Classification of Strengths (Appendix).

### **Implementation Procedure:**

Signature or character strengths are personal traits or characteristics that a person feels they own, celebrate, and frequently exercise. The VIA-IS is a comprehensive classification and measurement system of 24 ubiquitous character strengths (positive traits reflected in thoughts, feelings, and behaviours), organized under six broad virtues, each of which is morally valued in its own right. According to Peterson and Seligman (2004), people possess five 'signature' or 'top five' strengths out of 24. The use of them is fulfilling and linked to an individual's sense of self, identity, and authenticity and therefore arguably their well-being.

Ask students to complete *VIA-IS* or *Via-Youth* (depending on their age) online. Typically, it takes about 15 –minutes. Once individuals register on the website and complete the survey, feedback is given about their top strengths, which are called *signature strengths*.

In case students do not have possibility to read in English, give them a VIA Classification of Strengths asking to find 5 strengths, which are the most suitable for them.

Ask students to think, how they can use identified signature strengths in career planning or job finding.



<p><b>Evaluation &amp; Reflection:</b></p>	<p>Some of the skills which are expected to be mentioned during the implementation of the activity are:</p> <ul style="list-style-type: none"> <li>• Honesty (speaking the truth and presenting oneself in a genuine way)</li> <li>• Creativity (thinking of innovative and productive ways to do things).</li> <li>• Responsibility (do what you have to do in the right way)</li> </ul> <p>The facilitator needs to encourage students to be honest when evaluating their character strengths.</p> <p>After all students completed the instrument, the facilitator is called to explain, that signature strengths show what they are good at, and that they can use it to improve their personal and professional life etc. Moreover, character strengths can help participants on how identify jobs that may be suitable to them.</p>
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**Reference:**

Know and Celebrate the Real You. <http://www.viacharacter.org/www/CharacterStrengths>

Character strengths Fact sheets. <https://www.viacharacter.org/www/Reports-Courses-Resources/Resources/Character-Strength-Fact-Sheets>

**Additional Recourses:**

**Appendix:** VIA Classification of Character Strengths

## **APPENDIX**

### **VIA Classification of Character Strengths**

**Appreciation of Beauty and Excellence:** Awe and wonder for beauty, admiration for skill, excellence, elevation for moral beauty.

**Gratitude:** Thankful for the good, expressing thanks, feeling blessed

**Hope:** Optimism, positive future-mindedness, expecting the best & working to achieve it

**Humour:** Playfulness, bringing smiles to others, light-hearted – seeing the lighter side

**Spirituality:** Connecting with the sacred, purpose, meaning, faith, religiousness

**Bravery:** Valour, not shrinking from threat or challenge, facing fears, speaking up for what's right

**Perseverance:** Persistence, industry, finishing what one starts, overcoming obstacles

**Honesty:** Authenticity, being true to oneself, sincerity without pretence, integrity

**Creativity:** Original, adaptive, ingenuity, seeing and doing things in different ways

**Curiosity:** Interest, novelty-seeking, exploration, openness to experience

**Judgment:** Critical thinking, thinking through all sides, not jumping to conclusions

**Forgiveness:** Mercy, accepting others' shortcomings, giving people a second chance, letting go of hurt when wronged.

**Humility:** Modesty, letting one's accomplishments speak for themselves

**Prudence:** Careful about one's choices, cautious, not taking undue risks

**Self-Regulation:** Self-control, disciplined, managing impulses, emotions, and vices

**Love of Learning:** Mastering new skills & topics, systematically adding to knowledge

**Perspective:** Wisdom, providing wise counsel, taking the big picture view

**Love:** Both loving and being loved, valuing close relations with others, genuine warmth

**Kindness:** Generosity, nurturance, care, compassion, altruism, doing for others

**Social Intelligence:** Emotional intelligence, aware of the motives/feelings of self/others, knowing what makes other people tick

**Teamwork:** Citizenship, social responsibility, loyalty, contributing to a group effort

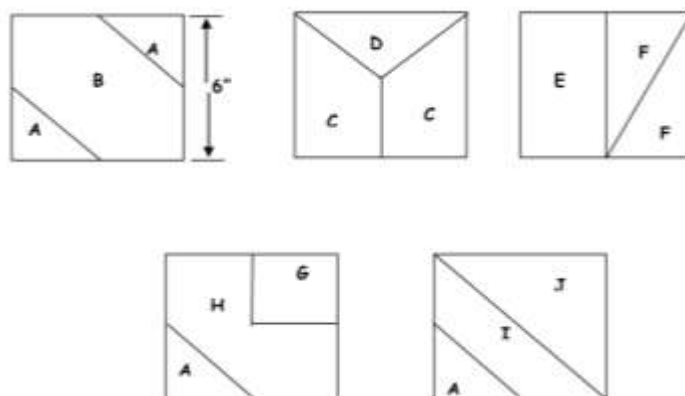
**Fairness:** Adhering to principles of justice, not letting feelings bias decisions, equal opportunity for all

**Leadership:** Organizing group activities to get things done, positively influencing others

**Zest:** Vitality, enthusiasm for life, vigour, energy, not doing things half-heartedly

<b>Title of the Activity:</b>	<b>Squares</b>
<b>Duration:</b>	(45 minutes)
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• Help students develop <b>teamwork skills</b>, which are important at work.</li> <li>• This activity helps students to reveal their capacities to <b>communicate</b> and <b>negotiate</b>, which are essential in <b>team-work</b>.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Facilitators have to prepare five envelopes containing pieces of cardboard which have been cut into different patterns and which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.</li> </ul>

To prepare a set, cut out five cardboard squares of equal size, approximately six-by-six inches. Place the squares in a row and mark them as below, writing with a pencil the letters, a, b, c, etc., lightly so that they can be erased later.



The lines should be so drawn that when cut out, all pieces marked "a" will be of exactly the same size, all pieces marked "c" of the same size, etc. By using multiples of three inches, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five squares six-by-six inches.

After drawing the lines on the six-by-six-inch squares and labelling them with lower case letters, cut each square as marked into smaller pieces to make the parts of the puzzle.

Mark the five envelopes A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows:

Envelope A	has pieces i, h, e
B	a, a, a, c
C	a, j
D	d, f

E g, b, f, c

Erase the letters written with pencil from each piece and write, instead the appropriate envelope letter. This will make it easy to return the pieces to the proper envelope for subsequent use when a group has completed the task.

**Implementation Procedure:**

Divide participants into groups of five by "numbering off" or playing a creative grouping game to separate "best friends" into different groups, to encourage "mixing" and interpersonal relationships with additional people.

Direct the group not to begin until after you have finished reading the instructions.

Read the following instructions to the group:

"In this packet there are five envelopes, each of which contains the pieces of cardboard for forming squares. When the facilitator gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him or her, a perfect square of the same size as that held by others.

Specific limitations are imposed upon your group during this exercise:

- No talking, pointing, or any other kind of communicating among the five people in your group.
- Participants may give pieces to other participants but may not take pieces from other members.
- Participants may not simply throw their pieces into the centre for others to take; they have to give the pieces directly to one individual.
- It is permissible for a member to give away all the pieces to his puzzle, even if he has already formed a square.

When everyone has completed the task, ask the following questions to

	<p>summarize what happened:</p> <ul style="list-style-type: none"> <li>• Who was willing to give away pieces of the puzzle?</li> <li>• Did anyone finish his/her puzzle then somewhat divorce himself/herself from the struggles of the rest of the group?</li> <li>• Was there anyone who continually struggled with his or her pieces, but yet was unwilling to give any or all of them away?</li> <li>• How many people were actively engaged in mentally putting the pieces together?</li> <li>• Did anyone seem especially frustrated?</li> <li>• Was there any critical turning point at which time the group began to cooperate?</li> <li>• Did anyone try to violate the rules by talking or pointing as a means of helping fellow members solve their puzzle?</li> <li>• Students individually has to evaluate their behaviour.</li> </ul>
<b>Evaluation &amp; Reflection:</b>	<p>It is important for students to think about what really happened in the group, what they learned from the experience, and how they can apply it in other interpersonal situations. This can be accomplished by having each participant write on a sheet of paper his or her own answers to these questions. The facilitator needs to help students realize that team-work and communication skills are essential in almost all work situations. And these skills need to be trained.</p>

### Reference:

Adaptation from: Building Dynamic Groups Developed by Ohio State University Extension, 2000. <http://www.hunter.cuny.edu/socwork/nrcfcpp/pass/learning-circles/five/Brokensquares.pdf>

### Additional Recourses:

Martin, R.R.; Weber, P.L.; Henderson, W. E.; Lafontaine, K. R.; Sachs, R. E.; Roth, J.; Cox, K. J.; Schaffner, D. (1987). Broken squares (Section 5 p.3). Laser d.i.s.k. Columbus, OH: Ohio State University Extension.

<b>Title of the Activity:</b>		<b>Target Strength</b>	
<b>Duration:</b>		(45 minutes)	
<b>Type of Activity:</b>	Homework		
<b>Level of Difficulty:</b>	Intermediate		
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"><li>• Help students develop <i>decision-making skills</i>.</li><li>• To encourage students to set specific and measurable <i>goals</i>, to devise concrete action plans to achieve these goals.</li></ul>		
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"><li>• Before giving out the homework, the Trainer should show their trainees how to successfully follow a decision-making strategy.</li></ul> <p><b><u>Implementation Procedure:</u></b></p> <ol style="list-style-type: none"><li>1. At the beginning students are asked to remember their signature strengths. Bearing in mind the strengths, which are important in their future career, students are encouraged to choose one of the strengths they link with career and employment goals.</li><li>2. Students are asked to focus on future career and employment and imagine as many ways, as possible, in which to apply this strength in seeking job or career. Ask them to write them down.</li><li>3. Define pros and cons</li><li>4. Make the decision based on the most pros.</li><li>5. Practice using this signature strength in chosen way and seek new ways you can put it in a good use according to different scenarios.</li><li>6. Evaluate and modify the course of action as needed.</li></ol>		



<p><b>Evaluation &amp; Reflection:</b></p>	<p>Some of the skills which are expected to be mentioned during the implementation of the activity are:</p> <ul style="list-style-type: none"> <li>• Honesty (speaking the truth and presenting oneself in a genuine way)</li> <li>• Creativity (thinking of innovative and productive ways to do things).</li> <li>• Responsibility (do what you have to do in the right way)</li> </ul> <p>The Facilitator needs to encourage students to be honest in evaluating their character strengths.</p> <p>Trainers need to help students understand that strengths can help them identify jobs that may be suitable for them.</p> <p>Students will realize that there are many ways to apply character strengths in seeking job or career.</p>
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<b>Title of the Activity:</b> <b>Self Presentation Skills</b> <b>Duration:</b> (45 minutes)	
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Advanced
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>Develop students' <i>creativity, self-presentation</i> and <i>team-work skills</i>.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>Job descriptions (Appendix). You can choose one from the list.</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Students are given a description of a work position with responsibilities and requirements. Let students imagine that this is their first job and they need it very much.</p> <p>Students in groups (3-5 persons) have to prepare a role-play. One person from the group will be employer. The others have to discuss, how to behave during the job interview, how to present their abilities. They have to discuss, how to use character strengths in such situation. One person from the group will perform a job seeker.</p> <p>In the end students have to decide, which of the job seekers will be employed. Why? What character strengths he applied in self-presentation, why this is important in job seeking.</p>
<b>Evaluation &amp; Reflection:</b>	<p>The counsellor has to stress, that all jobs have specific requirements (skills, competencies), but character strengths are important too.</p> <p>Students will learn how important and useful is to apply character strengths in job seeking.</p>

**Reference:**

Idea from: Van Deren J. Career Development: Build your Strengths or fix your Weaknesses?

In Leadership, Management & Communication skills.

(<https://blogs.cfainstitute.org/investor/2016/04/06/career-development-build-your-strengths-or-fix-your-weaknesses/>)

**Additional Recourses:**

**Appendix:** Job Descriptions

## **APPENDIX**

### **DISPATCHER JOB DESCRIPTION**

#### **Dispatcher Responsibilities Include:**

- Receiving emergency and non-emergency calls and record significant information
- Addressing problems and requests by transmitting information or providing solutions
- Receiving and dispatching orders for products or deliveries

**Job brief:** We are looking for a reliable Dispatcher to act as a communication point for emergency and non-emergency calls. You will receive requests, transmit messages and track vehicles. The ideal candidate must be primarily an excellent communicator and able to remain calm and composed, especially in emergency situations. You must be able to multi-task as well as take the appropriate action with little supervision.

#### **Responsibilities**

- Receive emergency and non-emergency calls and record significant information
- Address problems and requests by transmitting information or providing solutions
- Receive and dispatch orders for products or deliveries
- Prioritize calls according to urgency and importance
- Use radio, phone or computer to send crews, vehicles or other field units to appropriate locations
- Monitor the route and status of field units to coordinate and prioritize their schedule
- Provide field units with information about orders, traffic, obstacles and requirements
- Enter data in computer system and maintain logs and records of calls, activities and other information
- Requirements
- Proven experience as dispatcher or relevant position
- Tech-savvy with knowledge of relevant methods (CAD)
- Fast typing with experience in data entry
- Knowledge of procedures and guideline for emergency situations
- Proficient in English (oral and written)
- Outstanding organizational and multitasking abilities
- Active listener with excellent communication skills
- Sound judgement and critical thinking
- High school diploma

## RECEPTIONIST JOB DESCRIPTION

### **Receptionist Responsibilities:**

- Receiving visitors at the front desk by greeting, welcoming, directing and announcing them appropriately
- Answering screening and forwarding incoming phone calls
- Receiving and sorting daily mail

**Job brief:** We are looking for a Receptionist to manage our front desk on a daily basis and to perform a variety of administrative and clerical tasks.

### **What does a Receptionist do?**

As a Receptionist, you will be the first point of contact for our company. Our Receptionist's duties include offering administrative support across the organization. You will welcome guests and greet people who visit the business. You will also coordinate front-desk activities, including distributing correspondence and redirecting phone calls.

To be successful as a Receptionist, you should have a pleasant personality, as this is also a customer service role. You should also be able to deal with emergencies in a timely and effective manner, while streamlining office operations. Multitasking and stress management skills are essential for this position. This role may require working in shifts, so flexibility is a plus.

Ultimately, a Receptionist's duties and responsibilities are to ensure the front desk welcomes guests positively, and executes all administrative tasks to the highest quality standards.

### **Responsibilities**

- Greet and welcome guests as soon as they arrive at the office
- Direct visitors to the appropriate person and office
- Answer, screen and forward incoming phone calls
- Ensure reception area is tidy and presentable, with all necessary stationery and material (e.g. pens, forms and brochures)
- Provide basic and accurate information in-person and via phone/email
- Receive, sort and distribute daily mail/deliveries
- Maintain office security by following safety procedures and controlling access via the reception desk (monitor logbook, issue visitor badges)
- Order front office supplies and keep inventory of stock
- Update calendars and schedule meetings

- Arrange travel and accommodations, and prepare vouchers
- Keep updated records of office expenses and costs
- Perform other clerical receptionist duties such as filing, photocopying, transcribing and faxing
- Requirements
- Proven work experience as a Receptionist, Front Office Representative or similar role
- Proficiency in Microsoft Office Suite
- Hands-on experience with office equipment (e.g. fax machines and printers)
- Professional attitude and appearance
- Solid written and verbal communication skills
- Ability to be resourceful and proactive when issues arise
- Excellent organizational skills
- Multitasking and time-management skills, with the ability to prioritize tasks
- Customer service attitude
- High school degree; additional certification in Office Management is a plus

## BARISTA JOB DESCRIPTION

### Barista responsibilities include:

- Greeting customers as they enter
- Providing customers with drink menus and answering their questions regarding ingredients
- Taking orders while paying attention to details (e.g. preferences of coffee blend, dairy and sugar ratios)

**Job brief:** We are looking for a Barista to prepare and serve hot and cold beverages, including various types of coffee and tea. Barista responsibilities include educating customers on our drink's menu, making recommendations based on their preferences, up-selling special items and taking orders. To be successful in this role, you should have customer service skills and knowledge of how brewing equipment operates. You should also be able to work various shifts. Note: this position's compensation includes salary and tips. Ultimately, you'll ensure an excellent drinking experience for our guests.

### Responsibilities

- Greet customers as they enter
- Give customers drink menus and answer their questions regarding ingredients
- Take orders while paying attention to details (e.g. preferences of coffee blend, dairy and sugar ratios)
- Prepare beverages following recipes
- Serve beverages and prepared food, like cookies, pastries and muffins
- Receive and process payments (cash and credit cards)
- Keep the bar area clean
- Maintain stock of clean mugs and plates
- Check if brewing equipment operates properly and report any maintenance needs
- Comply with health and safety regulations
- Communicate customer feedback to managers and recommend new menu items
- Requirements
- Previous work experience as a Barista or Waiter/Waitress
- Hands-on experience with brewing equipment
- Knowledge of sanitation regulations
- Flexibility to work various shifts
- Basic math skills
- Ability to gauge customers' preferences
- Excellent communication skills
- High school diploma; relevant training is a plus

## WAITER OR WAITRESS JOB DESCRIPTION

### Waiter + Waitress Responsibilities:

- Providing excellent wait service to ensure satisfaction
- Taking customer orders and delivering food and beverages
- Making menu recommendations, answering questions and sharing additional information with restaurant patrons

**Job brief:** We are looking for a skilled Waiter or Waitress to take orders and deliver food and beverages to our customers. The right Waiter/Waitress uplifts the dining experience for customers. We are looking for someone who will have the patience, personality and perseverance to thrive in this role.

Waiter/Waitress responsibilities include greeting and serving customers, providing detailed information on menus, multi-tasking various front-of-the-house duties and collecting the bill. If you are able to perform well in fast-paced environments, we'd like to meet you. To be a successful Waiter or Waitress, you should be polite with our customers and make sure they enjoy their meals. You should also be a team player and be able to effectively communicate with our Kitchen Staff to make sure orders are accurate and delivered promptly. Keep in mind that Waiter/Waitress duties may require working in shifts and/or occasionally during weekends and holidays. Ultimately, it is the duty of our Waiters/Waitresses to provide an excellent overall dining experience for our guests.

### Responsibilities

- Greet and escort customers to their tables
- Present menu and provide detailed information when asked (e.g. about portions, ingredients or potential food allergies)
- Prepare tables by setting up linens, silverware and glasses
- Inform customers about the day's specials
- Offer menu recommendations upon request
- Up-sell additional products when appropriate
- Take accurate food and drinks orders, using a POS ordering software, order slips or by memorization
- Check customers' IDs to ensure they meet minimum age requirements for consumption of alcoholic beverages
- Communicate order details to the Kitchen Staff
- Serve food and drink orders



- Check dishes and kitchenware for cleanliness and presentation and report any problems
- Arrange table settings and maintain a tidy dining area
- Deliver checks and collect bill payments
- Carry dirty plates, glasses and silverware to kitchen for cleaning
- Meet with restaurant staff to review daily specials, changes on the menu and service specifications for reservations (e.g. parties)
- Follow all relevant health department regulations
- Provide excellent customer service to guests
- Requirements
- Proven work experience as a Waiter or Waitress
- Hands-on experience with cash register and ordering information system (e.g. Revel POS or Toast POS)
- Basic math skills
- Attentiveness and patience for customers
- Excellent presentation skills
- Strong organizational and multitasking skills, with the ability to perform well in a fast-paced environment
- Active listening and effective communication skills
- Team spirit
- Flexibility to work in shifts
- High school diploma; food safety training is a plus

<b>Title of the Activity:</b> <b>Personal SWOT Analysis for Job Seeking</b> <b>Duration:</b> (45 minutes)	
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• Help students to develop <i>self-regulation</i> and <i>self-awareness skills</i> examining strengths and weaknesses, external opportunities and situations it would be better to avoid in chosen career field and work position.</li> <li>• Construct your own SWOT analysis for career planning and job seeking.</li> <li>• Improve <i>decision making skills</i>.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Pen, pencil, paper.</li> <li>• Presentation of SWOT technique and table for SWOT analysis (Appendix).</li> </ul> <p><b><u>Implementation Procedure:</u></b>            Prepare instruction for SWOT analysis:</p> <ul style="list-style-type: none"> <li>• Draw a table for SWOT analysis.</li> </ul> <p>To conduct the analysis, ask yourself questions about each of 4 areas being examined:</p> <ul style="list-style-type: none"> <li>- Begin by identifying your strengths. Questions to ask include:</li> <li>- What are you good at naturally (you can take a look at Exercise INVENTORY OF STRENGTHS)?</li> <li>- What skills have you developed?</li> <li>- What are your talents or natural-born gifts?</li> </ul> <p>The next step – weaknesses. This part examines the areas in which you need to improve seeking for your career. Questions to consider include:</p> <ul style="list-style-type: none"> <li>- Does any part of your education or training need improving?</li> <li>- What would other people (teachers, friends) see as your weaknesses?</li> <li>- What prospective employers might consider to be the areas you could improve upon?</li> </ul>

For the opportunities sector, look at the external factors you can take advantage of to pursue a promotion, find a job or determine a career direction. Questions to examine include:

- What is the situation in the labour market?
- Is your possible work field growing?

Finally, look at any threats to your career plans, work field. This part accounts for the external factors that could impair your chances to attain your goals. Questions to consider include:

- Is your possible work field changing direction?
- Are there strong competitions for the study in the programs and types of job you are dreaming?
- What is the biggest external danger to your goals?

#### **STRENGTHS**

- What are you good at naturally (you can take a look at Exercise INVENTORY OF STRENGTHS)?
- What skills have you developed?
- What are your talents or natural-born gifts?

#### **WEAKNESSES**

- Does any part of your education or training need improving?
- What would other people (teachers, friends) see as your weaknesses?
- What prospective employers might consider to be the areas you could improve upon?

#### **OPPORTUNITIES**

- What is the situation in the labour market?
- Is your possible work field growing?

#### **THREATS**

- Is your possible work field changing directions?
- Are there strong competitions for the study in the programs and types of job you are dreaming?
- What is the biggest external danger to your goals?

Now you can evaluate your results using convert method. Convert means to turn negative into positive. In other words, convert your weaknesses into

	<p>strengths and threats into opportunities. This can mean growing skill set through education or finding a creative way to feature a weakness as a strength.</p> <p>Once your personal SWOT analysis is complete, it is crucial to follow through on the insights you uncovered.</p>
<b>Evaluation &amp; Reflection:</b>	<p>SWOT analysis is like a road map that shows students how to capitalize on their strengths and minimize or eliminate their weaknesses. Students should use this map to take advantage of opportunities and avoid or lessen threats. The career counsellor(s) should remind students to use information from SWOT analysis when planning how to market themselves.</p> <p>Skills which are expected to be mentioned during the implementation of the activity are: Honesty. It is crucial, or the analysis will not generate meaningful results.</p> <p>Students are encouraged to try to see themselves from the position of their colleagues, teachers.</p>

### Reference:

Adaptation from Hansen R.S. & Hansen P. Using SWOT analysis in your career planning (<https://www.scribd.com/document/50332411/SWOT-Analysis-in-Your-Career-Planning>)

Martin M. Improve your career (<https://www.businessnewsdaily.com/5543-personal-swot-analysis.html>)

### Additional Recourses:

### Appendix: Personal SWOT Analysis for Job Seeking

**APPENDIX**

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<b>OPPORTUNITIES</b>	<b>THREATS</b>

<b>Title of the Activity:</b> <b>Job Marker and Employability Skills</b> <b>Duration:</b> (45 minutes)	
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Advanced
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• Help students to develop <i>negotiation</i> and <i>team-work skills</i> in order to create the best presentation for themselves.</li> <li>• Help students to understand the importance of strengths in <i>self-presentation</i> when seeking for a work position.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Short presentation about unemployment rate in the country (LT, IT, EL, CY or IE). Facilitators have to prepare this presentation themselves based on the current statistical data. The facilitator has to find statistical data about unemployment rate in different sectors (health care, education etc.).</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>On the basis of statistical data explain to students that not everyone can be successful in finding a job.</p> <p>A group of students (3-5 students) is asked to choose one of the sectors. Then students have to imagine what skills are needed in this sector and what skills the employer will prefer while selecting his future employers. Make a list of these skills.</p> <p>Now students have to imagine that the post for the work position is announced. People with the same specific needed skills for this position are applying. The group has to prepare for the meeting with the employer. Students have to prepare self-presentation of a candidate applying on his/her character strengths.</p> <p>One person has to present it to all groups. Counsellor(s) encourage discussion about the importance of character strengths presentation in application.</p>

	After group work students are asked to think about their own character strengths and how to include them into self-presentation.
<b>Evaluation &amp; Reflection:</b>	Career counsellors need to stress that character strengths are what you need to highlight in an effort to differentiate yourself regarding competition for a specific job position or career advancement and promotion in general.

<b>Title of the Activity:</b> <b>Create for Yourself More Opportunities</b> <b>Duration:</b> (45 minutes)	
<b>Type of Activity:</b>	Homework
<b>Level of Difficulty:</b>	Advanced
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• <i>Critical thinking</i></li> <li>• <i>Decision making</i></li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Job descriptions (Appendix). You can choose one from the list and give it to student.</li> </ul> <p><u>Note:</u> this exercise has to be done after the INDIVIDUAL SWOT ANALYSIS activity.</p> <p>Implementation Procedure:</p> <p>Students are given description of work position with responsibilities and requirements. Let students imagine that this is their first job and they need it very much.</p> <p>Then they have to evaluate how many requirements they meet and deficits which keep them from applying. Students have to concentrate on their strengths! For this reason, they have to use the convert method which are used in SWOT analysis results evaluation. It helps to convert deficits to strengths.</p>
<b>Evaluation &amp; Reflection:</b>	<p>Facilitator has to explain students, that by having confidence and faith in their strengths and skills they create for themselves more opportunities and they are open to new experiences and ideas.</p> <p>In addition, it is important to keep in mind that for some specific job positions your strengths and/or skills might not be a good fit. Therefore, it would be wise to invest energy and time to improve areas that you might have been neglecting and acquire new skills as well.</p>



**Reference:**

Idea from: Van Deren J. Career Development: Build your Strengths or fix your Weaknesses?

In Leadership, Management & Communication skills.

(<https://blogs.cfainstitute.org/investor/2016/04/06/career-development-build-your-strengths-or-fix-your-weaknesses/>)

**Additional Recourses:**

**Appendix:** Job Descriptions

## **APPENDIX**

### **DISPATCHER JOB DESCRIPTION**

#### **Dispatcher Responsibilities Include:**

- Receiving emergency and non-emergency calls and record significant information
- Addressing problems and requests by transmitting information or providing solutions
- Receiving and dispatching orders for products or deliveries

**Job brief:** We are looking for a reliable Dispatcher to act as a communication point for emergency and non-emergency calls. You will receive requests, transmit messages and track vehicles. The ideal candidate must be primarily an excellent communicator and able to remain calm and composed, especially in emergency situations. You must be able to multi-task as well as take the appropriate action with little supervision.

#### **Responsibilities**

- Receive emergency and non-emergency calls and record significant information
- Address problems and requests by transmitting information or providing solutions
- Receive and dispatch orders for products or deliveries
- Prioritize calls according to urgency and importance
- Use radio, phone or computer to send crews, vehicles or other field units to appropriate locations
- Monitor the route and status of field units to coordinate and prioritize their schedule
- Provide field units with information about orders, traffic, obstacles and requirements
- Enter data in computer system and maintain logs and records of calls, activities and other information
- Requirements
- Proven experience as dispatcher or relevant position
- Tech-savvy with knowledge of relevant methods (CAD)
- Fast typing with experience in data entry
- Knowledge of procedures and guideline for emergency situations
- Proficient in English (oral and written)
- Outstanding organizational and multitasking abilities
- Active listener with excellent communication skills
- Sound judgement and critical thinking
- High school diploma

## RECEPTIONIST JOB DESCRIPTION

### **Receptionist Responsibilities:**

- Receiving visitors at the front desk by greeting, welcoming, directing and announcing them appropriately
- Answering screening and forwarding incoming phone calls
- Receiving and sorting daily mail

**Job brief:** We are looking for a Receptionist to manage our front desk on a daily basis and to perform a variety of administrative and clerical tasks.

### **What does a Receptionist do?**

As a Receptionist, you will be the first point of contact for our company. Our Receptionist's duties include offering administrative support across the organization. You will welcome guests and greet people who visit the business. You will also coordinate front-desk activities, including distributing correspondence and redirecting phone calls.

To be successful as a Receptionist, you should have a pleasant personality, as this is also a customer service role. You should also be able to deal with emergencies in a timely and effective manner, while streamlining office operations. Multitasking and stress management skills are essential for this position. This role may require working in shifts, so flexibility is a plus.

Ultimately, a Receptionist's duties and responsibilities are to ensure the front desk welcomes guests positively, and executes all administrative tasks to the highest quality standards.

### **Responsibilities**

- Greet and welcome guests as soon as they arrive at the office
- Direct visitors to the appropriate person and office
- Answer, screen and forward incoming phone calls
- Ensure reception area is tidy and presentable, with all necessary stationery and material (e.g. pens, forms and brochures)
- Provide basic and accurate information in-person and via phone/email
- Receive, sort and distribute daily mail/deliveries
- Maintain office security by following safety procedures and controlling access via the reception desk (monitor logbook, issue visitor badges)
- Order front office supplies and keep inventory of stock
- Update calendars and schedule meetings

- Arrange travel and accommodations, and prepare vouchers
- Keep updated records of office expenses and costs
- Perform other clerical receptionist duties such as filing, photocopying, transcribing and faxing
- Requirements
- Proven work experience as a Receptionist, Front Office Representative or similar role
- Proficiency in Microsoft Office Suite
- Hands-on experience with office equipment (e.g. fax machines and printers)
- Professional attitude and appearance
- Solid written and verbal communication skills
- Ability to be resourceful and proactive when issues arise
- Excellent organizational skills
- Multitasking and time-management skills, with the ability to prioritize tasks
- Customer service attitude
- High school degree; additional certification in Office Management is a plus

## BARISTA JOB DESCRIPTION

### Barista responsibilities include:

- Greeting customers as they enter
- Providing customers with drink menus and answering their questions regarding ingredients
- Taking orders while paying attention to details (e.g. preferences of coffee blend, dairy and sugar ratios)

**Job brief:** We are looking for a Barista to prepare and serve hot and cold beverages, including various types of coffee and tea. Barista responsibilities include educating customers on our drink's menu, making recommendations based on their preferences, up-selling special items and taking orders. To be successful in this role, you should have customer service skills and knowledge of how brewing equipment operates. You should also be able to work various shifts. Note: this position's compensation includes salary and tips. Ultimately, you'll ensure an excellent drinking experience for our guests.

### Responsibilities

- Greet customers as they enter
- Give customers drink menus and answer their questions regarding ingredients
- Take orders while paying attention to details (e.g. preferences of coffee blend, dairy and sugar ratios)
- Prepare beverages following recipes
- Serve beverages and prepared food, like cookies, pastries and muffins
- Receive and process payments (cash and credit cards)
- Keep the bar area clean
- Maintain stock of clean mugs and plates
- Check if brewing equipment operates properly and report any maintenance needs
- Comply with health and safety regulations
- Communicate customer feedback to managers and recommend new menu items
- Requirements
- Previous work experience as a Barista or Waiter/Waitress
- Hands-on experience with brewing equipment
- Knowledge of sanitation regulations
- Flexibility to work various shifts
- Basic math skills
- Ability to gauge customers' preferences
- Excellent communication skills
- High school diploma; relevant training is a plus

## WAITER OR WAITRESS JOB DESCRIPTION

### Waiter + Waitress Responsibilities:

- Providing excellent wait service to ensure satisfaction
- Taking customer orders and delivering food and beverages
- Making menu recommendations, answering questions and sharing additional information with restaurant patrons

**Job brief:** We are looking for a skilled Waiter or Waitress to take orders and deliver food and beverages to our customers. The right Waiter/Waitress uplifts the dining experience for customers. We are looking for someone who will have the patience, personality and perseverance to thrive in this role.

Waiter/Waitress responsibilities include greeting and serving customers, providing detailed information on menus, multi-tasking various front-of-the-house duties and collecting the bill. If you are able to perform well in fast-paced environments, we'd like to meet you. To be a successful Waiter or Waitress, you should be polite with our customers and make sure they enjoy their meals. You should also be a team player and be able to effectively communicate with our Kitchen Staff to make sure orders are accurate and delivered promptly. Keep in mind that Waiter/Waitress duties may require working in shifts and/or occasionally during weekends and holidays. Ultimately, it is the duty of our Waiters/Waitresses to provide an excellent overall dining experience for our guests.

### Responsibilities

- Greet and escort customers to their tables
- Present menu and provide detailed information when asked (e.g. about portions, ingredients or potential food allergies)
- Prepare tables by setting up linens, silverware and glasses
- Inform customers about the day's specials
- Offer menu recommendations upon request
- Up-sell additional products when appropriate
- Take accurate food and drinks orders, using a POS ordering software, order slips or by memorization
- Check customers' IDs to ensure they meet minimum age requirements for consumption of alcoholic beverages
- Communicate order details to the Kitchen Staff
- Serve food and drink orders
- Check dishes and kitchenware for cleanliness and presentation and report any problems
- Arrange table settings and maintain a tidy dining area

- Deliver checks and collect bill payments
- Carry dirty plates, glasses and silverware to kitchen for cleaning
- Meet with restaurant staff to review daily specials, changes on the menu and service specifications for reservations (e.g. parties)
- Follow all relevant health department regulations
- Provide excellent customer service to guests
- Requirements
- Proven work experience as a Waiter or Waitress
- Hands-on experience with cash register and ordering information system (e.g. Revel POS or Toast POS)
- Basic math skills
- Attentiveness and patience for customers
- Excellent presentation skills
- Strong organizational and multitasking skills, with the ability to perform well in a fast-paced environment
- Active listening and effective communication skills
- Team spirit
- Flexibility to work in shifts
- High school diploma; food safety training is a plus

<b>Title of the Activity:</b> <b>Duration:</b>	<b>You Are...</b> (45 minutes)
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Beginners
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• The ability to identify and <i>communicate</i> character strengths.</li> <li>• Enrich the potentials and strengths of students by receiving feedback from others.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <p>N/A</p> <p><b><u>Implementation Procedure:</u></b></p> <p>Students are asked to pay compliments to each other. To do that students have to remember their friends in different situations – school environment, leisure time, communication etc. Compliments mean good things, character strengths. Students are asked to avoid such sentences as “Be more...”. Compliments have to start with the words “You are...” Answering to compliments students has to avoid to say “No”, “I am not...” Students have to acknowledge received compliments (smiling, saying thanks).</p> <p>Individual work: Students are asked to make a list of compliments, which they received, and then to answer the questions: Were some compliments very new for you? Did these compliments exchange your self-image? If they want, they can include some compliments, which they received, to their signature strengths list.</p>
<b>Evaluation &amp; Reflection:</b>	<p>Remind students, that informal assessment strategies (like compliments) can help to identify personal character strengths.</p> <p>The ability to identify and communicate character strengths is a sophisticated skill.</p> <p>Students will learn to enrich the potentials and strengths of others and themselves by receiving feedback from others.</p>




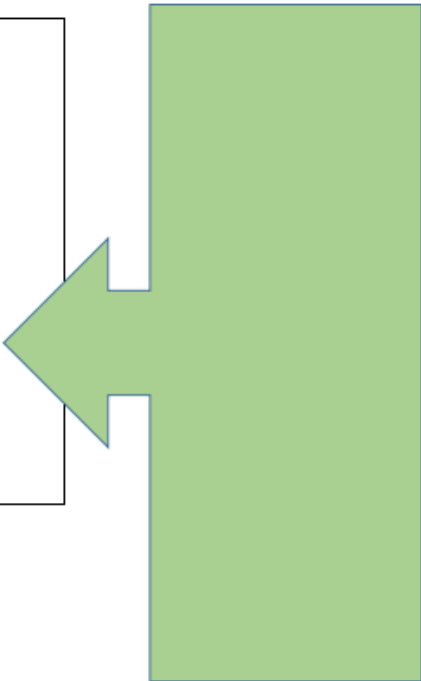

<b>Title of the Activity:</b> <b>Duration:</b>	<b>In 10 Years</b> (45 minutes)
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• To engage students into <i>career planning</i>.</li> <li>• Help students to connect career interests, life plans with their strengths.</li> <li>• It helps students to be more <i>creative</i>.</li> <li>• Encourage students to <i>set goals</i>.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <p>A diagram that includes boxes and arrows (Appendix)</p> <p><b><u>Implementation Procedure:</u></b></p> <p>Ask students to imagine what would their lives be in 10 years. This is an activity that they should complete individually, taking into consideration all areas/ aspects of their personal life (e.g. feelings, training, family, work, leisure time).</p> <p>Fill in box titled “Currently I am...” You should include as many details as possible to describe your current state. Think about your study at school, your personal life, family, leisure time/hobby and work. How are you feeling now, what are your future plans?</p> <p>Now do the same for the boxes titled “In two years I want to be...” Imagine your future work (work field, profession, at work) or study (study programme, future profession).</p> <p>“In five years, I want to be...” Imagine changes in your work position or studies. What can you say about your family after 5 years? Hobby? Leisure time?</p> <p>“In ten years, I want to be...” Make future plan for the next 10 years. Imagine your future work (work field, profession, work position, work environment, colleagues, team, communication at work). What can you say about your family after 10 years? Hobby? Leisure time?</p>

	<p>After you have completed all of the boxes as detailed above, the next step is to complete the remaining arrow boxes with lists of what changes and/or adjustments will need to occur in order to achieve what is listed in the next box. What you have to do now and in the nearest future to achieve your goals? What character strengths will help you? Write down your plan how to achieve it.</p>
<b>Evaluation &amp; Reflection:</b>	<p>Counsellor has to start the discussion about the importance of plans and how to achieve them.</p> <p>Questions for discussion:</p> <ul style="list-style-type: none"> <li>- How did it feel?</li> <li>- Did you learn something new about yourself? If so, what?</li> <li>- How easy was it for you to identify your future goals?</li> <li>- What benefits can you identify?</li> </ul> <p>By the end of the activity, students will realize the importance of creating a plan on how to achieve your goals and how to use your character strengths in order to achieve your goals and aspirations.</p>

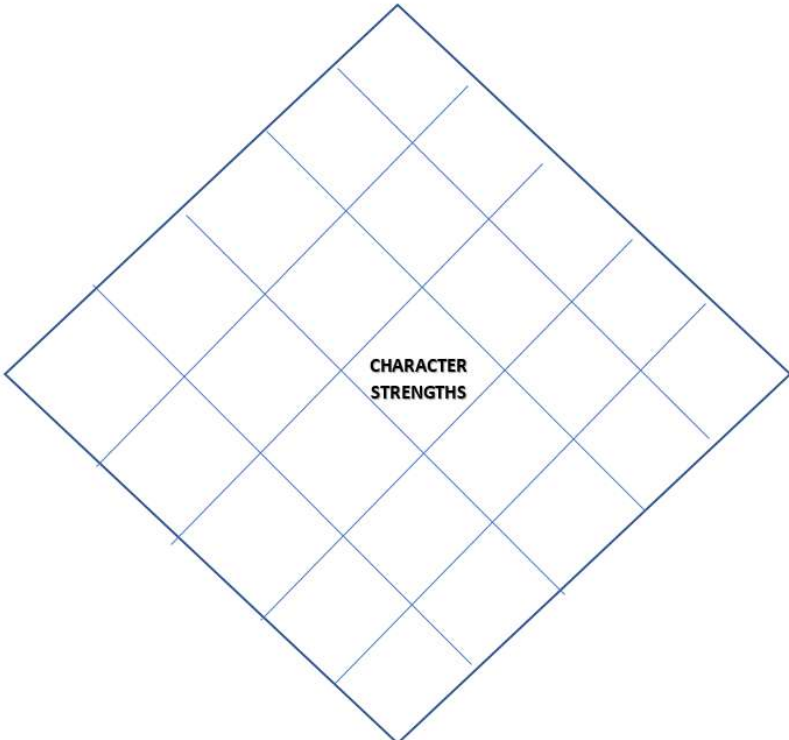
### Reference:

Adapted from: The Association of Business Practitioners (ABP). (2010). *Self-awareness and Personal Development*. British Business Professional Skills Development. Liverpool.

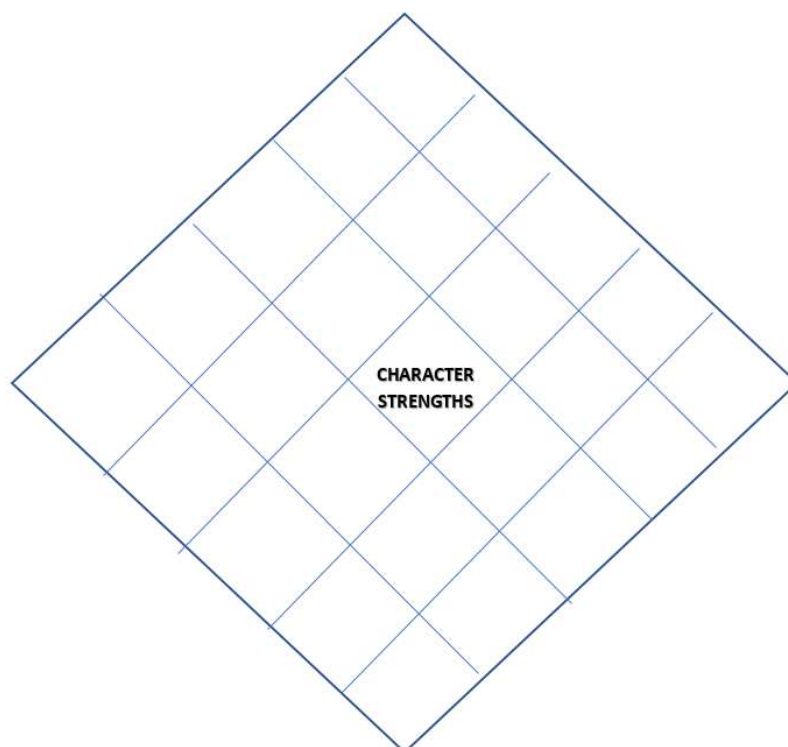
**APPENDIX**

Currently I am		In two years, I want
In ten years, I want		
		In five years, I want

<b>Title of the Activity:</b>		<b>The Strengths Diamond</b>	
<b>Duration:</b>		(45 minutes)	
<b>Type of Activity:</b>	Individual		
<b>Level of Difficulty:</b>	Intermediate		
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"><li>• Help students develop <i>self-awareness skills</i> by encouraging them to talk about their character strengths.</li><li>• Prompt students to develop and use as many strengths as possible.</li><li>• Highlight the individual differences of character strengths by communicating with others.</li></ul>		
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"><li>• Figure of diamond and small pieces of diamond with all 24 signature strengths written down (Appendix 1 and 2)</li><li>• In helping students to understand the character strengths meaning, it is useful to give them VIA CLASSIFICATION OF CHARACTER STRENGTHS (Activity “INVENTORY OF STRENGTHS”).</li></ul>		



A large diamond shape composed of 16 smaller diamonds arranged in a 4x4 grid. The text "CHARACTER STRENGTHS" is centered within the diamond grid.





### **Implementation Procedure:**

Firstly, give to all students the template with empty diamond diagram and then the 24 diamond pieces with character strengths written. Ask students to put all signature strengths to the diamond according to the representativeness of their personal strengths.

- What strengths do you most readily identify with? Least identify with?

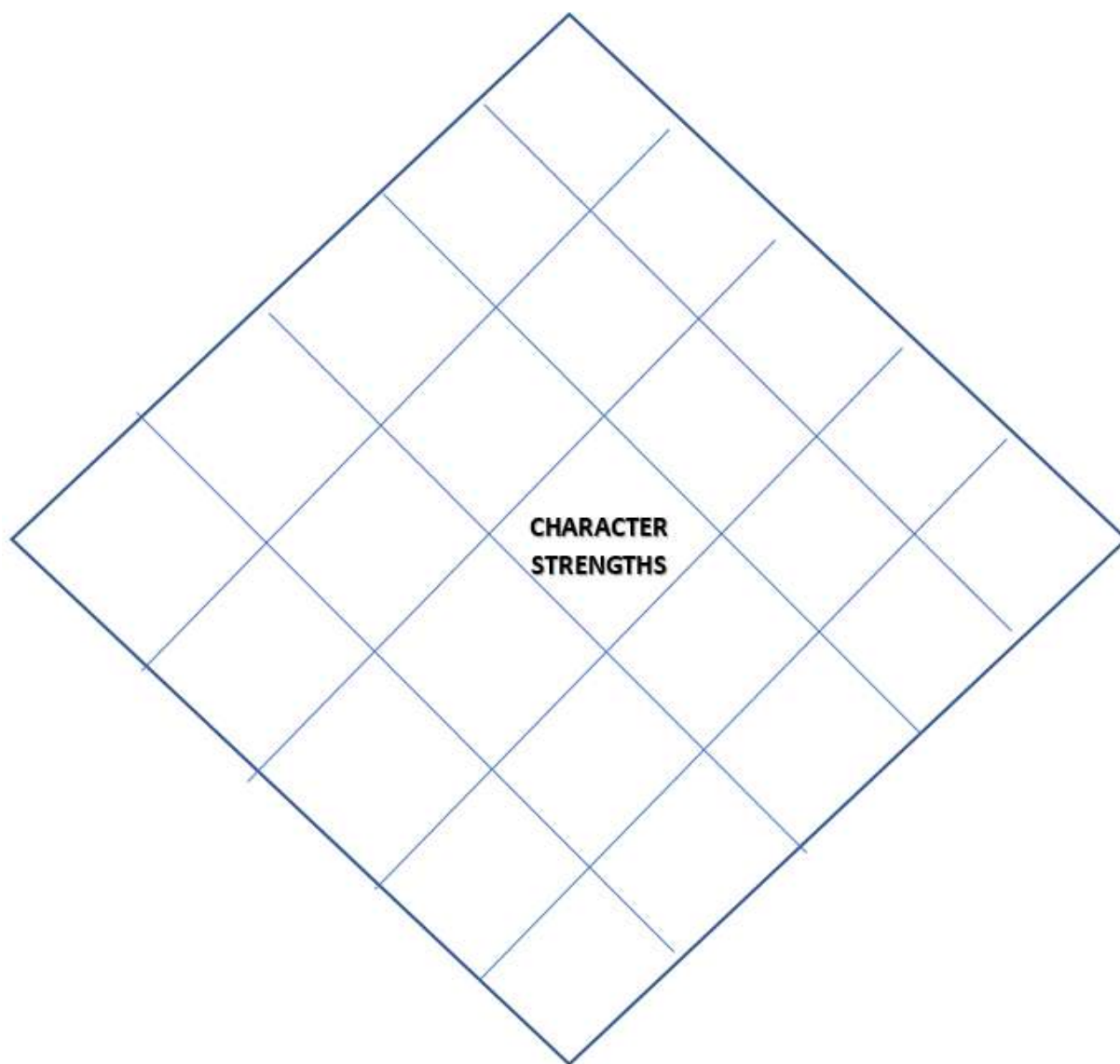
Follow this order:

On the top – the strength which they most identify with.

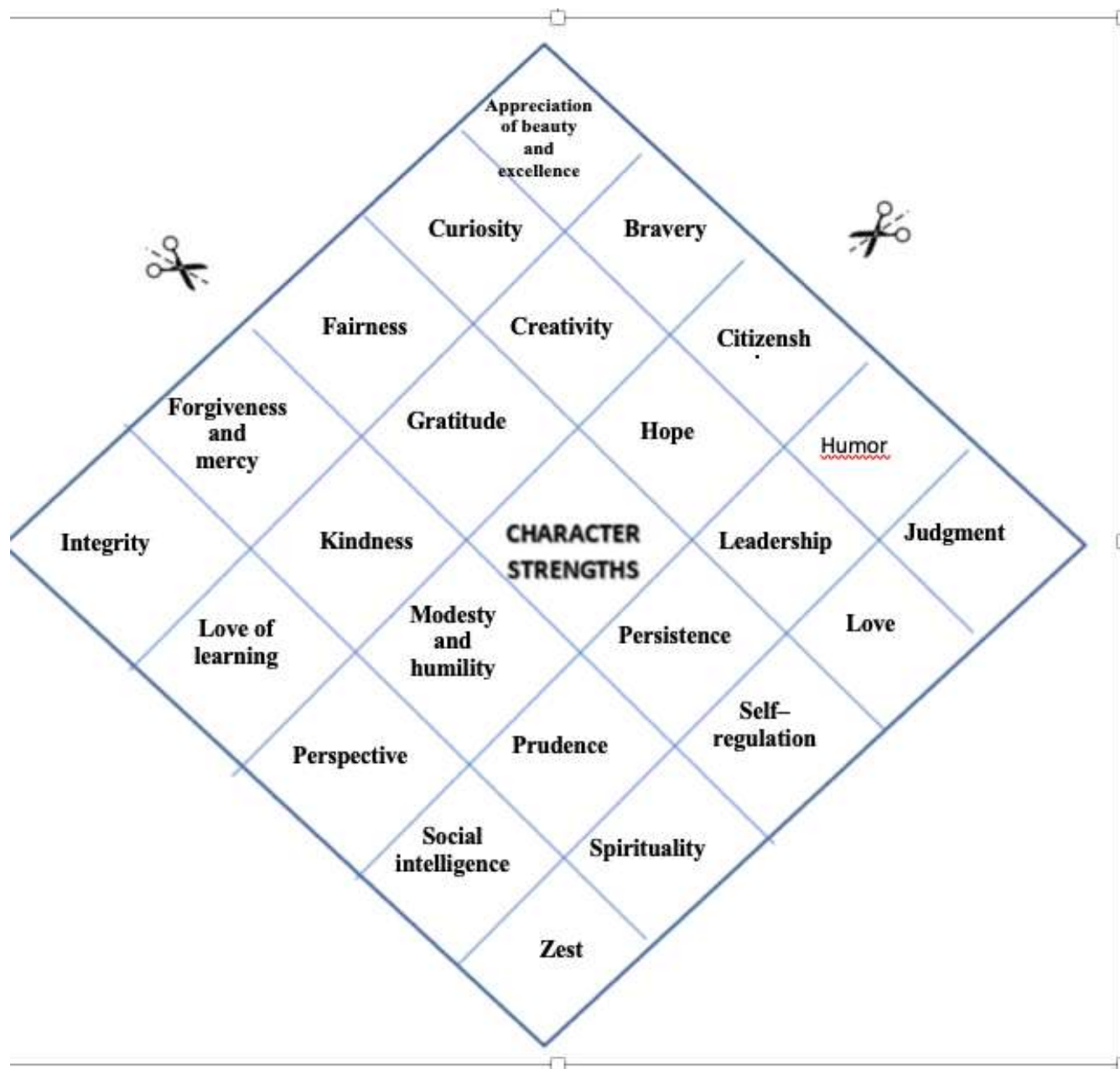
On the bottom – the strength which they identify less or they do not express as much. Students have to answer the following questions:  
on what criteria their decision on strengths position was based;

	<p>why some strengths are on the top;</p> <p>if the position of the strengths will change after some time and why it will change.</p> <p>After doing that, encourage students to show their Strengths diamond to the group (3–4 persons) and explain to them the position of strengths. Students have to discuss the differences and commonalities of diamonds, importance of all strengths in everyday life.</p>
<b>Evaluation &amp; Reflection:</b>	<p>All strengths are important and if not fostered, strengths may be lost over the course of development. According to recent research findings, it is apparent that there are a variety of benefits that come from exercising signature strengths in daily life.</p>

**APPENDIX 1**



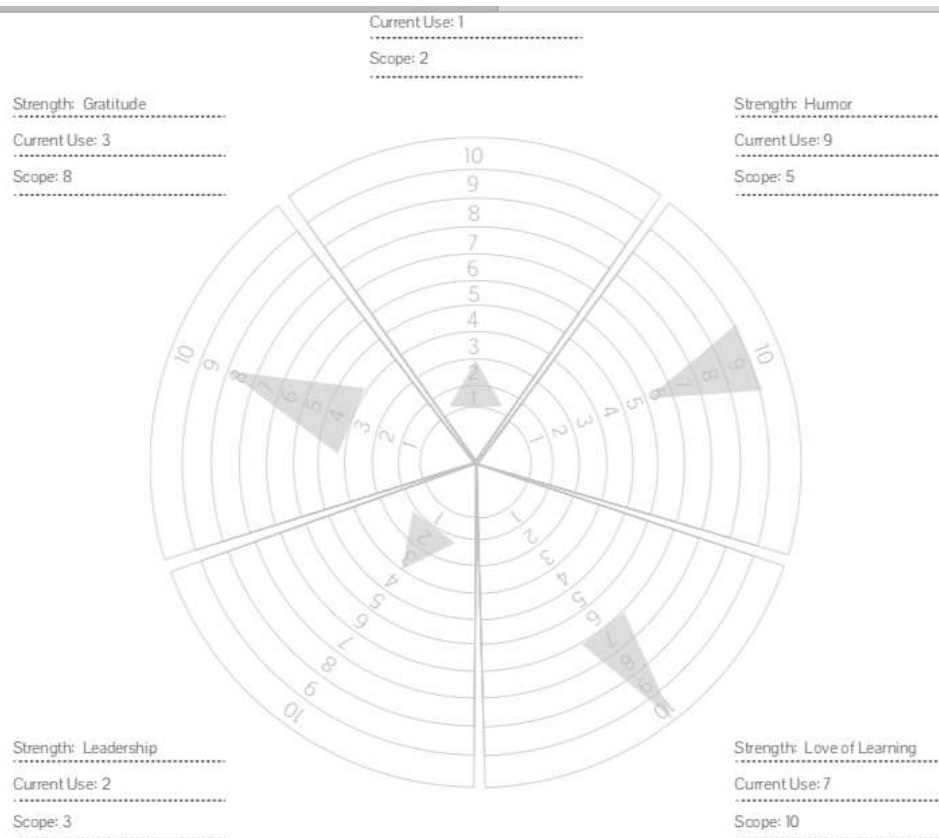
## APPENDIX 2





<b>Title of the Activity:</b>		<b>The Strengths wheel</b>	
<b>Duration:</b>		(45 minutes)	
<b>Type of Activity:</b>	Individual		
<b>Level of Difficulty:</b>	Advanced		
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"><li>• To create a graphic representation of existing strengths and to see what strengths are used too little, or too much.</li><li>• Help students to develop the <i>self-regulation skills</i> and create future plans to increase or optimize strengths use.</li></ul>		
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"><li>• Copy of Strengths Wheel for every student (Appendix 1)</li></ul> <p><b><u>Implementation Procedure:</u></b></p> <p>The participants have to choose 5 strengths, which, in his/her opinion will be very important in his/her future work/profession. Using the Strengths wheel, ask students to indicate the extent to which they currently use their strengths in their everyday life at school, home or with friends. After identifying the strengths ask them to investigate if there is room to use the strengths more often.</p> <p>The Strengths Wheel (Appendix) can be used to make a graphical representation of the extent to which strengths are used (current use) and the room that exists to use the strengths more (scope). The centre of the circle represents a score of ‘0’ and the outer rim a score of ‘10’. Ask the student to place two marks in each segment of the circle indicating (1) to what extent they currently use that strength in everyday life; and (2) how much scope there is for using that strength more. Next, draw a triangle that connects the two marks. The bigger the gap between the current use and the scope, the bigger the triangle should be and the more potential there is for using that strength more. The next step is to explore ways to optimise strength use.</p>		

### An example of a completed graph:



This activity provides a nice starting point for creating a plan to optimize strength use. Here are some questions that you can ask your student when the graph is completed:

- What do you notice when you take a look at the graph?
- Overall, how would you consider your strengths to be useful in your everyday life?
- How useful will be your strengths in your future work/profession?
- Which strengths leave little or no room for expansion?
- What could you do to start using your strengths more?

**Evaluation & Reflection:**

The advantage of using this approach is that a student can immediately see what strengths are used too little. In addition, this activity offers a nice starting point for creating future plans to increase or optimize strengths use. In order to optimise strength use, it is important to become aware of the potential for growth in a given context. For some strengths, there may be sufficient room and opportunities for using them more frequently and/or more intensely. For other strengths, certain limitations may prevent the strengths from being used more. The present activity can be a valuable tool for gaining access to this information.

Advise your student to keep a copy of the Strengths Wheel. They can use it to discuss and explore possibilities with other people (parents, friends).

By the end of this activity students will learn to make future plans to increase or optimize strengths use. They will become aware of the potential for growth in a given context.

**Reference:**

Positive Psychology practitioner's tools. In:

<https://positivepsychologyprogram.com/toolkit/wp-content/uploads/The-Strengths-Wheel.pdf>

Matt Driver. <http://mattdriverconsulting.com>

Driver, M. (2011). *Coaching Positively – Lessons for coaches from Positive Psychology*. Maidenhead: Open University Press /McGraw Hill

**Additional Recourses:****Appendix: The Strengths Wheel**

## **APPENDIX**

### **THE STRENGTHS WHEEL**

Strength: .....

Current Use: .....

Scope: .....

Strength: .....

Current Use: .....

Scope: .....

Strength: .....

Current Use: .....

Scope: .....

Strength: .....

Current Use: .....

Scope: .....

Strength: .....

Current Use: .....

Scope: .....

Strength: .....

Current Use: .....

Scope: .....

<b>Title of the Activity:</b> <b>Exercising Signature Strengths</b> <b>Duration:</b> (45 minutes)	
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• Develop students' <b>team-work skills</b> working in groups.</li> <li>• Develop student's <b>creativity</b> skills, trying to find new ways of strengths expression.</li> <li>• Help students to understand the benefit to exercising signature strengths in daily life.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <p>Cards with all 24 signature strengths (Appendix)</p> <p><b><u>Implementation Procedure:</u></b></p> <p>Divide students into small groups (3-4 individuals). Put all cards on the table. Explain to students, that character strengths are not stable and if not fostered, strengths may be lost over the course of development. We should develop and use as many strengths of character as possible.</p> <p>Each group has to take one card. They have 5 minutes to think about the possible ways to use this strength in their everyday life (at school, at home, with friends). After 5 minutes all groups have to share their thoughts.</p> <p>Do this activity until all the strengths cards are be used.</p> <p>Here are some questions that you can ask your student in the end of activity:</p> <ul style="list-style-type: none"> <li>- Is it difficult to use character strengths in everyday life?</li> <li>- What benefits they see in exercising signature strengths in daily life?</li> </ul>

<b>Evaluation &amp; Reflection:</b>	<p>Encourage students to think, what could they do to start using their strengths more often. Ask students to write down the suggestions how to use character strengths in their everyday life, which they like and would like to use themselves.</p> <p>By the end of this activity students will understand the benefits of exercising signature strengths in daily life.</p>
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### **Additional Recourses:**

### **Appendix:** The Strengths Cards

## APPENDIX

### THE STRENGTHS CARDS

<b>Appreciation of Beauty and Excellence:</b> Awe and wonder for beauty, admiration for skill/excellence, elevation for moral beauty	<b>Gratitude:</b> Thankful for the good, expressing thanks, feeling blessed	<b>Hope:</b> Optimism, positive future-mindedness, expecting the best & working to achieve it	<b>Humour:</b> Playfulness, bringing smiles to others, light-hearted – seeing the lighter side
<b>Spirituality:</b> Connecting with the sacred, purpose, meaning, faith, religiousness	<b>Bravery:</b> Valour, not shrinking from threat or challenge, facing fears, speaking up for what's right	<b>Persistence:</b> Industry, finishing what one starts, overcoming obstacles	<b>Honesty:</b> Authenticity, being true to oneself, sincerity without pretence, integrity
<b>Creativity:</b> Original, adaptive, ingenuity, seeing and doing things in different ways	<b>Curiosity:</b> Interest, novelty-seeking, exploration, openness to experience	<b>Judgment:</b> Critical thinking, thinking through all sides, not jumping to conclusions.	<b>Forgiveness:</b> Mercy, accepting others' shortcomings, giving people a second chance, letting go of hurt when wronged.
<b>Modesty:</b> Letting one's accomplishments speak for themselves	<b>Prudence:</b> Careful about one's choices, cautious, not taking undue risks	<b>Self-Regulation:</b> Self-control, disciplined, managing impulses, emotions, and vices	<b>Love of Learning:</b> Mastering new skills & topics, systematically adding to knowledge
<b>Perspective:</b> Wisdom, providing wise counsel, taking the big picture view	<b>Love:</b> Both loving and being loved, valuing close relations with others, genuine warmth	<b>Kindness:</b> Generosity, nurturance, care, compassion, altruism, doing for others	<b>Social Intelligence:</b> Emotional intelligence, aware of the motives/feelings of self/others, knowing what makes other people tick
<b>Teamwork:</b> Citizenship, social responsibility, loyalty, contributing to a group effort	<b>Fairness:</b> Adhering to principles of justice, not letting feelings bias decisions, equal opportunity for all	<b>Leadership:</b> Organizing group activities to get things done, positively influencing others	<b>Zest:</b> Vitality, enthusiasm for life, vigour, energy, not doing things half-heartedly

<b>Title of the Activity:</b> <b>Impact of Context to Character Strengths</b>	
<b>Duration:</b> (45 minutes)	
<b>Type of Activity:</b>	Homework
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>This activity will increase participants <i>self – awareness</i> and <i>critical thinking</i>.</li> <li>To encourage students to use identified signature strengths in different context.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <p>N/A</p> <p><b><u>Implementation Procedure:</u></b></p> <p>The degree of character strengths expression is based on the context (work, school, family, social, community) one is in. Context is crucial in understanding and ultimately using character strengths. Individuals will likely express their character strengths in different ways and to a greater or lesser extent based on the circumstances they are in. For example, the level or amount of kindness expressed to a close friend (e.g., giving a present) differs in scope from that expressed to an elderly on the street (e.g., helping to cross the street).</p> <p>Ask student to take his/her prominent character strength (you can use the results of The Strengths Diamond activity). Write about the impact of context on this character strength (X) answering the questions:</p> <ul style="list-style-type: none"> <li>- How much X do you express?</li> <li>- How much X do you express at school?</li> <li>- How much X do you express at school, when you are with teacher which you like?</li> <li>- How much X do you express at school, when you are with teacher which you don't like?</li> <li>- How much X do you express at school, when you are with your</li> </ul>



	<p>friends?</p> <ul style="list-style-type: none"> <li>- How much X do you express at home, with your parents?</li> <li>- How much X do you express at home, with your siblings?</li> <li>- How much X do you express being in public (at the cinema, on the transport etc.)?</li> <li>- In which situation/context you expressed the strength X strongly?</li> </ul>
<b>Evaluation &amp; Reflection:</b>	<p>Questions the facilitator can discuss with students:</p> <ul style="list-style-type: none"> <li>- Why the context has significant impact on the degree of strength expression?</li> <li>- What is the most important in the context – environment, people?</li> </ul> <p>By the end of the activity students will understand why the context has an impact on the degree of strength expression and which one and when has the biggest influence - environment, people or relations?</p>

### Reference:

Idea from: R. M. Niemiec: *Character Strengths Interventions: A Field Guide for Practitioners* (ISBN 9781616764920) © 2018 Hogrefe Publishing. [https://pubengine2.s3.eu-central-1.amazonaws.com/preview/99.110005/9781616764920\\_preview.pdf](https://pubengine2.s3.eu-central-1.amazonaws.com/preview/99.110005/9781616764920_preview.pdf)

**Title of the Activity:**

**How Others See Me**

<b>Duration:</b>	(45 minutes)
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• Help students develop <b>self-regulation</b> skills</li> <li>• Encourage students to identify and accept other people strengths.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• 2 sheets of paper per person.</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Ask the participants to draw a circle in the middle of the paper. They should also write their name on the top of a sheet.</p> <p>First, ask students to identify their character strengths that they believe them apparent to others as well. Instruct them to write those strengths outside of the borders of the circle.</p> <p>Next, ask the students to identify strengths they see in themselves and write within the borders of the circle.</p> <p>Students are asked to write a circle on another sheet of paper and write a name on the top of the paper. All papers with their names are put on one table.</p> <p>All students have to think, what character strengths, in their opinion; the particular person has and write them within the borders of his/her circle.</p> <p>All students have two profiles (made on their own and made by others) and have to answer the following questions:</p> <ul style="list-style-type: none"> <li>- Is there a difference between their opinion about their strengths and the opinion of others?</li> <li>- What is the reason of such difference?</li> <li>- What can we do to show our strengths to others?</li> </ul>

<b>Evaluation &amp; Reflection:</b>	By the end of the activity, students will learn that there is a difference between our self-awareness and how other people see us. This activity will enable students to give extra attention on their image and self-presentation.
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**Reference:**

Adopted from: “Who I am activity” in : [www.teacherVision.com](http://www.teacherVision.com).

<b>Title of the Activity:</b>	<b>How My Family Sees Me</b>
<b>Duration:</b>	(45 minutes)
<b>Type of Activity:</b>	Homework
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• Help students develop <b>self-awareness</b> skills</li> <li>• Encourage students to identify and accept opinion of other people</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• 1 sheet of paper with circle from the Activity HOW OTHERS SEE ME</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Draw the circle on a sheet of paper and write your name of the top of the paper.</p> <p>Ask your family members to think, what character strengths, in their opinion, you have and write them outside the circle.</p> <p>Then compare this new circle with the profile which you do in class and where your class mates write your character strengths.</p> <p>Try to answer:</p> <ul style="list-style-type: none"> <li>- What differences can you see in 3 of your profiles?</li> <li>- What are the reasons for these differences?</li> <li>- Who, in your opinion, knows you better – classmates or family members? Why?</li> <li>- What can you do to show your strengths to family members?</li> <li>- Show the profile, which you did at school, to your family member(s) and ask his/her opinion – what are the reasons of these differences?</li> </ul>
<b>Evaluation &amp; Reflection:</b>	<p>By the end of the activity students will learn about self- image and the importance of representation of themselves.</p> <p>This activity helps students to explore and act more upon their strengths.</p>

**Reference:**

Adopted from: "Who I am activity" in : [www.teacherVision.com](http://www.teacherVision.com).

<b>Title of the Activity:</b>		<b>The Character Strengths We Value</b>	
<b>Duration:</b>		(45 minutes)	
<b>Type of Activity:</b>	Group		
<b>Level of Difficulty:</b>	Intermediate		
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"><li>• Help students develop <i>self-regulation skills</i></li><li>• In the discussion on the most important character strengths for applying for job position, students will develop <i>collaboration</i>, <i>negotiation</i> and <i>team-work skills</i>.</li></ul>		
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"><li>• 24 Character Strengths from the VIA Classification of Character Strengths (Appendix)</li></ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Ask the student to review the 24 Character Strengths from the VIA Classification of Character Strengths and select the 4 strengths they believe will be most important in applying for job position. Pair up students and ask them to discuss the reasons they chose those 4 strengths and then debate over which 4 of their 8 strengths are the most important. Ask each pair to join another pair and proceed with this exercise - of debating over their chosen strengths. Merge groups until the entire class comes together to make a final decision on the Character Strengths, they value the most. Representatives of groups were given time to pitch their ideas to the whole class and argue for their chosen strengths. In the end all students must be given a silent vote regarding which strength they think is the most essential.</p> <p>Questions for discussion:</p> <ul style="list-style-type: none"><li>- Why these strengths are important in applying for job position?</li><li>- What benefits in using these character strengths?</li><li>- Are these strengths connected with concrete job position?</li><li>- What is the reason of different opinion of classmates about the</li></ul>		

	character strengths?
<b>Evaluation &amp; Reflection:</b>	In the end of this activity students will learn, that people have different opinions about character strengths and that various strengths can be important in job seeking.

**Reference:**

Adapted from: CHARACTER STRENGTHS IN ACTION. Discovering what is right with your students. Jennifer Hanson-Peterson and Dr Georgiana Cameron. Institute of positive education. [www.ggs.vic.edu.au/institute/blog/blog-posts/character-strengths-in-action](http://www.ggs.vic.edu.au/institute/blog/blog-posts/character-strengths-in-action)

## **APPENDIX**

### **VIA Classification of Character Strengths**

**Appreciation of Beauty and Excellence:** Awe and wonder for beauty, admiration for skill, excellence, elevation for moral beauty

**Gratitude:** Thankful for the good, expressing thanks, feeling blessed

**Hope:** Optimism, positive future-mindedness, expecting the best & working to achieve it

**Humour:** Playfulness, bringing smiles to others, light-hearted – seeing the lighter side

**Spirituality:** Connecting with the sacred, purpose, meaning, faith, religiousness

**Bravery:** Valour, not shrinking from threat or challenge, facing fears, speaking up for what's right

**Perseverance:** Persistence, industry, finishing what one starts, overcoming obstacles

**Honesty:** Authenticity, being true to oneself, sincerity without pretence, integrity

**Creativity:** Original, adaptive, ingenuity, seeing and doing things in different ways

**Curiosity:** Interest, novelty-seeking, exploration, openness to experience

**Judgment:** Critical thinking, thinking through all sides, not jumping to conclusions

**Forgiveness:** Mercy, accepting others' shortcomings, giving people a second chance, letting go of hurt when wronged.

**Humility:** Modesty, letting one's accomplishments speak for themselves

**Prudence:** Careful about one's choices, cautious, not taking undue risks

**Self-Regulation:** Self-control, disciplined, managing impulses, emotions, and vices

**Love of Learning:** Mastering new skills & topics, systematically adding to knowledge

**Perspective:** Wisdom, providing wise counsel, taking the big picture view

**Love:** Both loving and being loved, valuing close relations with others, genuine warmth

**Kindness:** Generosity, nurturance, care, compassion, altruism, doing for others

**Social Intelligence:** Emotional intelligence, aware of the motives/feelings of self/others, knowing what makes other people tick

**Teamwork:** Citizenship, social responsibility, loyalty, contributing to a group effort

**Fairness:** Adhering to principles of justice, not letting feelings bias decisions, equal opportunity for all

**Leadership:** Organizing group activities to get things done, positively influencing others

**Zest:** Vitality, enthusiasm for life, vigour, energy, not doing things half-heartedly



<b>Title of the Activity:</b>	<b>My Strengths in my CV</b>
<b>Duration:</b>	(45 minutes)
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Advanced
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• Help students develop <i>self-awareness</i> and <i>self-presentation skills</i></li> <li>• To enhance their <i>engagement</i> in career planning and job seeking activities.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Europass CV form (on-line)</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Students are asked to prepare their CV using Europass CV template so that their main strengths are being reflected. Students have to find ways to present their strengths and the ways that those strengths have been developed. After the task, group discussion might follow, including the following questions:</p> <ul style="list-style-type: none"> <li>- What were the difficulties in presenting your strengths in CV?</li> <li>- What ways and activities for developing strengths are (in)appropriate to be presented in CV?</li> <li>- What formal and informal activities may be used for developing character strengths?</li> <li>- What are benefits for presenting character strengths in CV?</li> <li>- Are these strengths connected with concrete job position?</li> </ul>
<b>Evaluation &amp; Reflection:</b>	This activity helps students to understand the importance of character strengths and their expression in job search and seeking.

<b>Title of the Activity:</b>	<b>Job Ads and my Strengths</b>
<b>Duration:</b>	(45 minutes)
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Advanced
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• Help students develop <i>self-awareness, self-presentation, and creativity skills.</i></li> <li>• To enhance their <i>engagement</i> in career planning and job seeking activities.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Any on-line website with job advertisements in national language</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Ask students to navigate through the aforementioned website and to choose at least 5 job positions that seem suitable for them and reflect their future career and job aspirations. Prompt students to think how their strengths fit into those job advertisements.</p> <p>After the task, group discussion should follow, including the suggested questions:</p> <ul style="list-style-type: none"> <li>- Was it difficult/easy to find how your strengths would be a good fit with the job positions advertised?</li> <li>- How would you state your strengths when applying to those job positions?</li> <li>- Do you think that your strengths would increase your chances of getting the aforementioned job positions?</li> </ul>
<b>Evaluation &amp; Reflection:</b>	This activity will help students to understand the importance of character strengths and their expression in job search and seeking.

<b>Title of the Activity:</b>		<b>My Strengths and Profession</b>	
<b>Duration:</b>		(45 minutes)	
<b>Type of Activity:</b>	Group		
<b>Level of Difficulty:</b>	Advanced		
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"><li>• Help students develop <i>self-awareness</i> and <i>critical thinking skills</i></li><li>• To enhance their <i>engagement</i> in career planning and job seeking activities.</li></ul>		
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"><li>• Any on-line platform with classification of occupations in national language.</li></ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Students are asked to navigate through the platform and to choose a specific professional area (for example Accounting, Fine Arts, Academics, etc) that they find interesting and they would like to follow in the future. Ask students to read all the occupations in the group and to think whether and how their character strengths are a good fit with the specific occupations.</p> <p>After the task, initiate a group discussion, using the following questions:</p> <ul style="list-style-type: none"><li>- Have you found your character strengths in the occupations of your interest?</li><li>- Are all your strengths reflected in the occupations of your interest? If no, what strengths are missing?</li><li>- In your opinion, how would your strengths increase your chances to succeed in the occupations of your interest?</li></ul>		

<b>Evaluation &amp; Reflection:</b>	This activity helps students to understand the importance of character strengths and their expression in job search and seeking. In the end of this activity students will learn, how character strengths can increase the chances to succeed in the occupations of your interest.
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<b>Title of the Activity:</b>	<b>Creating A Strengths Habit</b>
<b>Duration:</b>	(45 minutes)
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To ensure students utilize their Top Strengths on a regular basis within their daily lives, thereby increasing their levels of positivity</li> <li>To provide students with an outlet in their daily lives through which they can be <i>creative</i> and expressive.</li> <li>To increase students' opportunity to enter a <i>flow state (engagement)</i> on a more regular basis.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <p>N/A</p> <p><b><u>Implementation Procedure:</u></b></p> <p>This activity is designed to help students exert conscious control over their daily routine by embedding routine habitual behaviour related to their strengths into their everyday lives.</p> <p>Students are encouraged to set aside four 10-minute slots per week that they should dedicate to partaking in an activity that will nurture a personal strength.</p> <p>For example, if a student's character strength is humour, they may embed a humour-based activity into their routine as follows:</p> <p>Cue: Turn on the computer at the start of the day</p> <p>Routine: Watch a snippet of a sketch show/comedy set from a favourite comedian or performer.</p>

	<p>Reward: Take a first sip of coffee.</p> <p>The student can vary the nature (and length) of the routine behaviour as they desire (again for humour, the student may choose to attend a local comedy night or event or might join an improvisation group) but should attempt to consistently practice their strength-based activity on a regular basis each week.</p>
<b>Evaluation &amp; Reflection:</b>	<p>After the completion of the Activity, initiate a discussion using the following suggested questions:</p> <ul style="list-style-type: none"> <li>- How did it feel to regularly partake in activities which were tailored towards your unique character strengths?</li> <li>- Can you think of any alternative ways in which you could incorporate your core character strengths into your daily routine?</li> <li>- Students will learn how to incorporate their character strengths into daily routine</li> </ul>

### Reference:

Niemiec, R. M. (2017). Character strengths interventions: A field guide for practitioners. Boston, MA: Hogrefe Publishing.

## Resilience

### Synoptic Table of Activities

Title	Objectives	Overview	Evaluation & Reflection
<b>The House of Resilience</b>	<ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Creativity</li> <li>• Critical thinking</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	This Individual Activity invites students to reflect deeply on different aspects of their lives as well as to express them in written form. It will help them discover new things about themselves that can support them in life's difficult moments as well as to further their communication skills.	After this activity, students will have an improved sense of the self. Furthermore, they will have discovered the people and tools that can help them in coping with the challenges, everyone faces sooner or later in life.
<b>I am Good At</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-presentation</li> <li>• Communication skills</li> <li>• Teamwork</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	This Individual Activity prompts students to reflect on their skills and competences, including both, those that they already possess and those that they wish to acquire.	At the end of this activity, students will have a clearer idea of their skills as well as be aware that there are no competences that they cannot acquire in their lives with the needed effort.
<b>Body and Emotions</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Creativity</li> <li>• Communication skills</li> <li>• Self-regulation</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	This Individual Activity encourages students to focus on their emotions in order to and clearly identify and express their emotions. Additionally, it furthers their ability to regulate and manage even difficult emotions.	At the end of this activity, students will be able to clearly identify emotions as well as where they are located in the human body and which expressions these relate to.
<b>My Life Path</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-esteem</li> <li>• Communication skills</li> <li>• Emotional intelligence</li> </ul> <p><u>Level of Difficulty:</u> Advanced</p>	This Individual Activity encourages students to discover and express their emotions as well as to visualise their life-paths, thus reflecting on the people and resources that help them overcome difficult moments in life in the past.	At the end of this activity, students will be able to reflect on their emotions and lives as well as have a better understanding of how to face difficult situations.
<b>My 30 Second Ad</b>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Presentation</li> <li>• Creativity</li> <li>• Communication</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	This Individual Activity asks students to consider how they present themselves to the world and devise a creative "advertisement" and/or presentation which encapsulates their key strengths and best qualities.	At the end of this activity, students will reflect upon the positive representation they have developed for the purposes of the activity and how they may apply some of the Knowledge they have obtained about themselves as they approach upcoming challenges in their lives.
<b>Creative Exercise</b>	<ul style="list-style-type: none"> <li>• Self-Regulation</li> <li>• Self-Presentation</li> <li>• Creativity</li> <li>• Teamwork</li> </ul>	This Group Activity encourages students to reconsider their perceptions around what physical activity means to them and generate some inventive ideas for alternative	At the end of this activity, students will have reframed the idea of what physical activity is and will take note of how regular physical activity impacts upon their physical and mental wellbeing.

	<ul style="list-style-type: none"> <li>Engagement</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	forms of exercise, that they could incorporate into their daily routines.	
Inside Weather Report	<ul style="list-style-type: none"> <li>Self-Awareness</li> <li>Self-Regulation</li> <li>Communication</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	This Individual Activity will aid students in identifying and recognising their own emotional states at any given time. In addition, it will provide them with tools and strategies for how to positively influence these states in real time.	At the end of this activity, students should be more aware of the changeable nature of their emotions. Moreover, they should be better equipped to identify their emotions as and when they arise and should possess knowledge around how to positively impact the way they feel at any current moment.
Nip A Bad Mood In the Bud	<ul style="list-style-type: none"> <li>Self-Awareness</li> <li>Self-Presentation</li> <li>Emotional Intelligence</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	This Group Activity involves students brainstorming strategies which they deem to be helpful when navigating periods of adversity. Once this process is complete, students compile their own menu of coping strategies from the suggested activities which will assist them in navigating challenges that may crop up in their lives in the future.	By the end of this activity, students should exhibit a stronger capacity to manage and regulate their own emotions within the course of their daily lives. The group brainstorming element should also mean that students gain insight from the experiences of their peers, with regards to how best to do this.
What's Going On In This Picture?	<ul style="list-style-type: none"> <li>Creativity</li> <li>Critical Thinking</li> <li>Decision Making/Problem Solving</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	This Group Activity involves students providing an array of creative explanations for a series of strange and ambiguous images, in turn boosting their capacity to think flexibly and creatively when confronted with problems and adversity.	Upon completing this activity, students will be capable of taking a broader perspective upon the situations that arise in their own lives. They will come to see that no situation ever has one explanation and that there is considerable value in taking the time to think about any situation from a number of differing perspectives.
Traffic Jam	<ul style="list-style-type: none"> <li>Self-Regulation</li> <li>Critical Thinking</li> <li>Decision making/Problem Solving</li> <li>Teamwork</li> <li>Communication</li> <li>Engagement</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	This Group Activity is similar to a game of human chess, which demands that participants communicate clearly and efficiently with one another, in order to reach the desired outcome.	This activity should assist in elevating the students' capacity to work as part of a cohesive team and to communicate their wishes in an unambiguous, concise manner.
Ugli Orange Negotiation	<ul style="list-style-type: none"> <li>Self-Regulation</li> <li>Creativity</li> <li>Critical Thinking</li> <li>Decision Making/Problem Solving</li> <li>Negotiation</li> <li>Teamwork</li> <li>Communication</li> <li>Engagement</li> </ul> <p><u>Level of Difficulty:</u> Advanced</p>	This Group Activity involves the students being provided with a role and bargaining position in the context of the scenario provided. The key to the game is that a win-win scenario for both teams is achievable. Students are required to exhibit their negotiation and communication in order to attempt to reach the best possible outcome to the scenario.	The completion of this activity should prove beneficial in boosting students' ability to negotiate the terms they desire within a given circumstance and cooperate with others towards the attainment of a mutually beneficially outcome for all parties.
Lifeboat	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Self-awareness</li> <li>Self-presentation</li> <li>Communication skills</li> <li>Decision-making</li> <li>Teamwork</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	This interactive Group Activity asks students to take difficult decisions in a team effort, as well as to defend their proper position and make a point for themselves in an important discussion.	At the end of the activity, students will have exercised their capacity to advocate for themselves as well as to be aware of the difficulties, decisions made in groups can bring with them.

<b>Magnetic Fields</b>	<ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Critical thinking</li> <li>• Problem-solving</li> <li>• Teamwork</li> <li>• Negotiation</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	<p>This active Group Activity demands students to work well in a group to achieve a common goal. In order to reach their objective, they have to reflect and discuss together to find the most suitable solution. If one of them fails, all of them fail.</p>	<p>After this activity, students will have a better understanding of the importance of teamwork in reaching a common goal, as well as how successful teamwork relates to their personal success.</p>
<b>Highway Crossing</b>	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Problem-solving</li> <li>• Teamwork</li> <li>• Negotiation</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	<p>This active Group Activity requires students to trust each other as well as to find creative ways of non-verbal communication in order to reach a common goal. It also gives them the opportunity to discover and experience their senses in a new way.</p>	<p>At the end of this activity, students will know how to overcome obstacles using non-verbal communication, working in teams and trusting each other, as well as how to use all of their senses in a creative way.</p>
<b>Storyboards</b>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Critical Thinking</li> <li>• Decision Making/ Problem Solving</li> <li>• Teamwork</li> <li>• Communication Emotional Intelligence</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	<p>This Group Activity involves students being provided with a challenging scenario which they must resolve as a team using the storyboard problem-solving method.</p>	<p>Upon completing this activity, students will have developed their capacity to see any problems that they may be experiencing in their life, in a more open-minded manner. In addition, they will be more adept at identifying the actions that are required to reach satisfactory conclusions to these problems.</p>
<b>Positive Things a Day</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Communication skills</li> <li>• Critical thinking</li> <li>• Emotional intelligence</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	<p>This Homework Activity-Assignment will invite students to notice the positive things that happen to them every day – may they be big or small – and to reflect on these and on how these make them feel.</p>	<p>After having conducted the homework, students will have an increased awareness of the beauty of their lives, as well as the positive things that happen on a regular basis. This task might also increase their gratitude for all the good that is happening to them.</p>
<b>Positive Solutions</b>	<ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Critical thinking</li> <li>• Positive reactions</li> <li>• Reflection skills</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	<p>This Homework Activity invites students to reflect critically on how to react to difficult situations, as well as how different reactions may cause different outcomes for them.</p>	<p>After the conduction of the assignment, students will be aware of the impact their personal point of view and their reactions have on the outcomes of difficult situations. Furthermore, they will be enabled to reflect critically before responding to upsetting circumstances.</p>
<b>Strike Up A Conversation</b>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Regulation</li> <li>• Self-Presentation</li> <li>• Communication/Emotional Intelligence</li> </ul> <p><u>Level of Difficulty:</u> Advanced</p>	<p>This Homework Activity is designed to hone and refine the young peoples' self-presentation and communication skills. Throughout the course of their week, students are encouraged to start up conversations with people in their environment that they may not usually speak with (the shopkeeper or waiter, a colleague at school who they do not know too well etc.)</p>	<p>Following the completion of this activity, the young people should exhibit more confidence in their capacity to effectively communicate with others and should be more aware of how they need to present themselves, in order to make a more positive impression on other people.</p>
<b>Tangerine Meditation</b>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Regulation</li> <li>• Emotional Intelligence</li> </ul> <p><u>Level of Difficulty:</u> Advanced</p>	<p>This Individual Activity is designed to assist students in learning how to become more aware of their bodies in the here and now, and regulate their thoughts and emotions by guiding their attention towards an in-</p>	<p>Following the completion (and regular practice of this activity) students should become more attuned to their own bodies and emotions and how best to manage the feelings, sensations and thoughts they</p>



		the-moment experience (in this case, the consumption of a tangerine).	encounter in their day to day lives.
<b>A World of Solutions</b>	<ul style="list-style-type: none"> <li>• Self – Regulation</li> <li>• Negotiation</li> <li>• Self – Awareness</li> <li>• Critical thinking</li> </ul> <p><u>Level of Difficulty:</u> Advanced</p>	This Homework assignment invites students to reflect on constructive and contra-productive behaviours in conflicts, thus enabling them to deepen their knowledge about themselves as well as to further their ability to resolve conflicts.	After this assignment, students will have a deepened knowledge on conflicts as well as a clearer idea of how to confront and resolve them.

## Resilience Activities

<b>Title of the Activity:</b> <b>The House of Resilience</b> <b>Duration:</b> (45 minutes)	
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Beginner
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To improve students' verbal <i>communication</i> skills.</li> <li>To promote and cultivate students' <i>creativity</i> and <i>critical thinking</i> on different aspects of their lives.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>Copies of Worksheet</li> <li>Pens</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>After giving an introduction to the concept of resilience, show the house of resilience in the attached Handout "The House of Resilience" and explain to the students, what each room represents. These items represent the elements that build one's resilience. Afterwards, provide students with copies of the Worksheet "The House of Resilience" and give them time to fill in the elements:</p> <ul style="list-style-type: none"> <li>- Who are the people that love them unconditionally?</li> <li>- Where do they find a meaning?</li> <li>- What do they know how to do?</li> <li>- Which are their resources and potential?</li> </ul> <p>Help the students to fill in the worksheet and talk/reflect together on different aspects of their outcomes.</p>

**Evaluation  
& Reflection:**

In the end, reflect and evaluate the conducted activity with the students the using the following questions:

- What do you think was the purpose of this activity?
- Was it easy to fill in the worksheet or not?
- How do you feel at the end of the activity?
- What kind of resources or who helps you to overcome obstacles in your real life?
- Why and how could you reach the listed potential and use the identified resources?

You may give them some time to reflect individually first, before sharing their thoughts with the group.

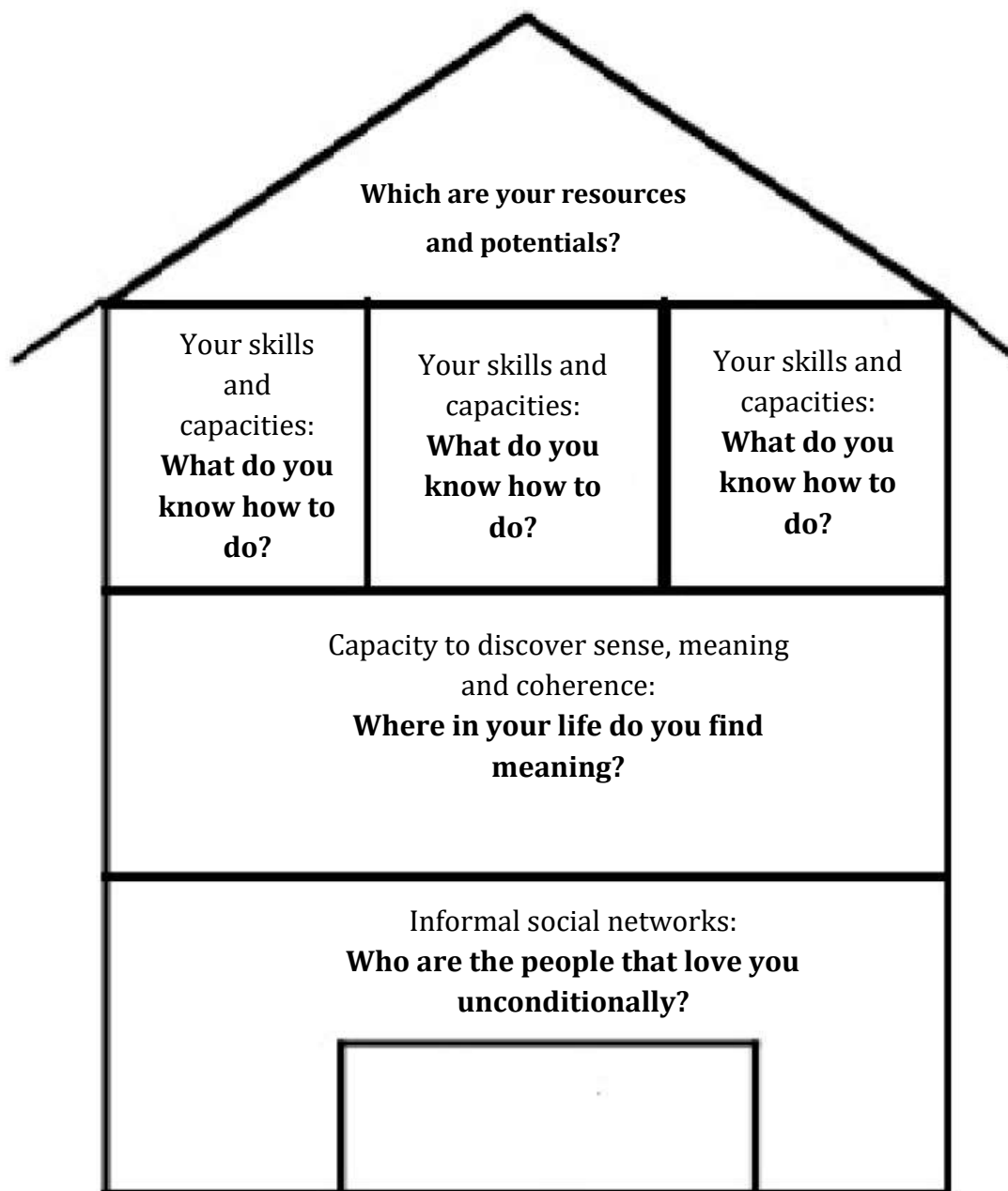
**Reference:**

Handbook of the Project “ROBIN - Reinforcing competences to Build Inclusion through a New learning methodology”

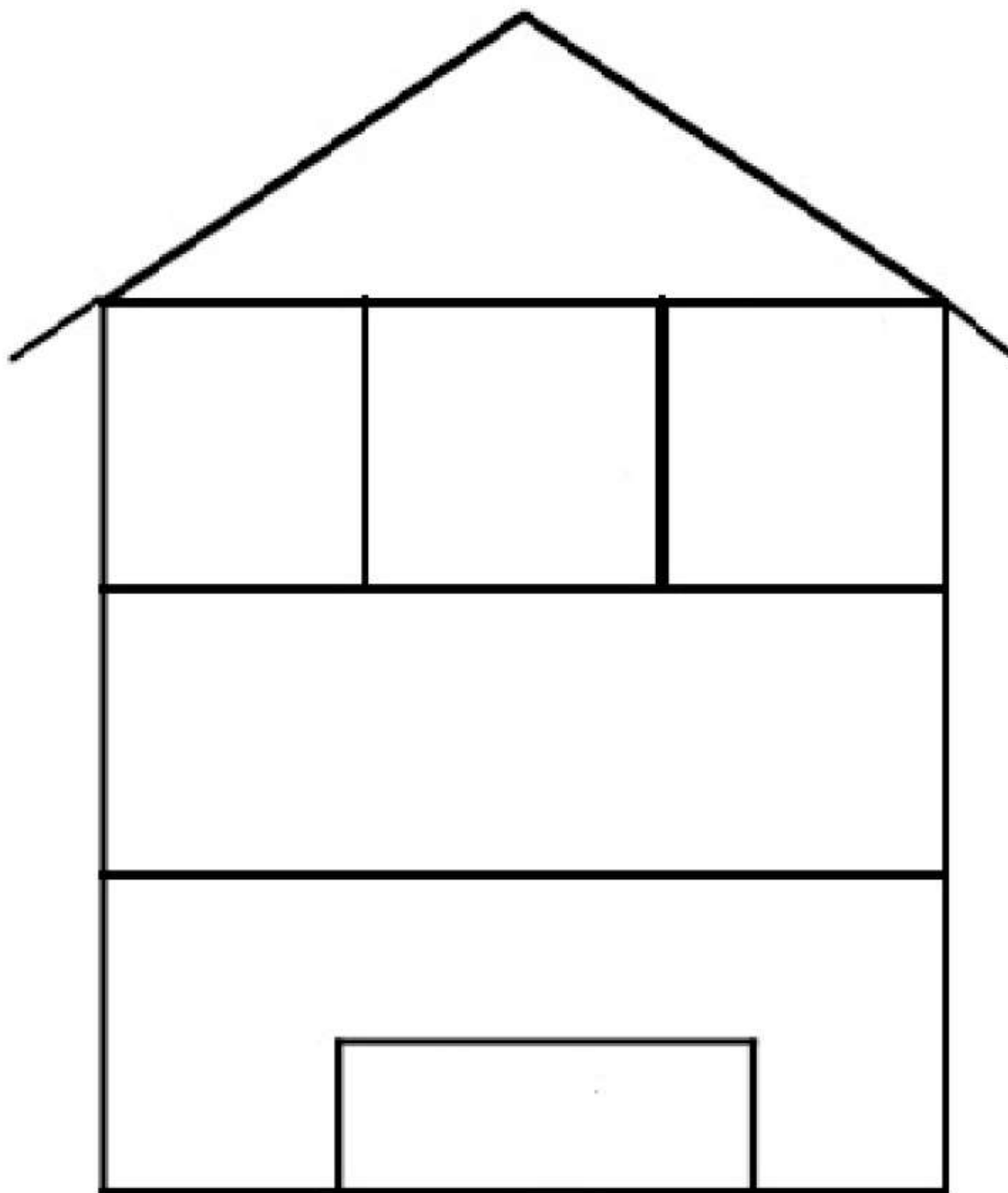
Authors: A. Alessi, R. Condrut, A. Dumitru, M. Orozco Mossi, N. Shalamanova, R. Shalamanova, D. Smolyanska, F. Steffen, C. Vlădescu.

**APPENDIX:**

**Handout “The House of Resilience”**



## Worksheet “The House of Resilience”



<b>Title of the Activity:</b> <span style="float: right;"><b>I am Good At</b></span> <b>Duration:</b> <span style="float: right;">(45 min)</span>	
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Beginner
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To share the skills that participants already have and discover competences that they would like to acquire.</li> <li>To enhance students' <i>self-awareness</i> and <i>self-presentation</i> skills, <i>teamwork</i> and <i>communicating</i> with others.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>Paper</li> <li>Pen</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>This activity can be conducted as an introduction to discover personal competences and skills, that each participant has or wants to discover in order to deal with difficult situation.</p> <p>Each participant is handed a paper, on which she/he writes three skills/competences: two he/she already possesses and one he/she does not yet have, but maybe wishes to acquire. Everybody present all of their skills without telling, which one is the "false skill", the one they do not yet possess. Afterwards, the group can guess, which one the "false skill" is.</p> <p>After collecting and sharing the skills participant do and do not have, you can open a discussion on what competences are and if it is possible to enhance them and/or develop new ones.</p> <p>Sometimes there might be a competence, which a participant would like to have, but thinks he/she cannot acquire. This could be a good starting point for opening a discussion on competences, hard and soft skills, discovering students' real desires etc.</p> <p>*While participants are sharing their competences, you can write the names and competences on the board. This does not only make it easier for you to keep the discussion going, but gives participants also food for</p>

	thought, while getting an overview of all the competences – achievable and supposedly unachievable ones.
<b>Evaluation &amp; Reflection:</b>	<p>After the discussion on the competences, you could use the following questions to evaluate the activity:</p> <ul style="list-style-type: none"> <li>- How did they choose the “false” competence?</li> <li>- Are those “false” skills maybe some abilities they would like to acquire, but do not know whether and how this might be possible?</li> <li>- Did they recognize themselves in other participants’ competences?</li> <li>- Was it easy to choose these three competences? Why?</li> </ul>

<b>Title of the Activity:</b> <b>Body and Emotions</b> <b>Duration:</b> (45 min)	
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To develop students' sense of <i>self-awareness</i> by encouraging them to focus on their emotions.</li> <li>To promote a <i>creative approach</i>.</li> <li>To become better adapted to managing negative emotions and bad moods as well as to <i>communicate</i> them to other people.</li> <li>To develop <i>self-regulation</i> regards showing and managing their own emotions.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>Scissors</li> <li>Coloured highlighters</li> <li>White/ coloured sheets of paper</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>First, with the students, collect expressions that involve sensations as a warm-up. Afterwards, the students individually cut out the shape of a person, who express an emotion, such as anger, fear, sadness, surprise or happiness etc.</p> <p>Ask them to show the part of the body, which is connected to the given emotion.</p> <p>You can help them discover, which emotion might be connected to which body part by asking questions, e.g. "Where do we see anger in someone?" or "What does anger look like to you?".</p> <p>Thus, students learn to connect emotions with a physical/physiological response, e.g. anger with the fisted hand, jumping up and down with joy, wide open eyes when being surprised, or tightly closed eyes when in fear.</p> <p>In addition, instruct them to colour these shapes using different colours to express different emotional states. Thus, they identify the body parts</p>



	<p>affected by an emotion based on a colour as well as assign a colour to the different emotions.</p> <p>Afterwards, ask them to explain to the group the emotions they have drawn in their pictures, as well as about the meaning of the different colours and which emotion they express.</p> <p>Finally, tell them to draw a self-portrait. Thus, the technique becomes more personal, since they use their own drawings instead of cut out characters. The activity works better with students from different backgrounds and different language skills.</p> <p><i>*Activity suggested for 14-15 years old students</i></p>
<b>Evaluation &amp; Reflection:</b>	<p>At the end, an evaluation and reflection should be conducted, asking students the following questions:</p> <ul style="list-style-type: none"> <li>- How did you feel having to associate body parts with emotions?</li> <li>- How do you think emotions can influence your life?</li> <li>- Did you find this activity to be useful/beneficial? Why?</li> <li>- Would you recommend this exercise to others? Please explain why.</li> </ul> <p>The questions should open a short discussion about emotions among the students, in which their importance is being discussed.</p>

### Reference:

Guidelines for EUMOSCHOOL implementation as a holistic approach to Early School Leaving (2015).

Authors: A. Biondo, A. Alessi, R. Schiralli, U. Mariani, M. Mari, F. Mencaroni, M. Pontani, O. Agaidyan, O. Duzgun, Z. Vastag, V. Suhajda, Z. Y. Dogan, D. Arati, B. Yurtseven, G. Agyuz, M. Kovacs, A.S. Vacaretu R.G. Gavris-Pascu, I.E. Mihacea, C. Pop, A. Ahmed Shafi, R. Pritchard, S. Templeton.

<b>Title of the Activity:</b> <span style="float: right;"><b>My Life Path</b></span> <b>Duration:</b> <span style="float: right;">(45 minutes)</span>	
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Advanced
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To understand how to better face difficulties thus building <i>self-awareness</i> and <i>self-esteem</i>.</li> <li>To improve students' written and oral <i>communication</i> as well as <i>emotional intelligence</i>.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>Paper</li> <li>Pens</li> <li>Post-its</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>The activity is divided into two parts.</p> <p><b><u>First part (5 minutes):</u></b></p> <p>Give the students a blank sheet of paper and ask them to write down everything they feel in that very moment. Tell them not to think too much, to just make a list with everything they are currently feeling. Give them only 90 seconds for this task.</p> <p>Ask students to read aloud what they have written. Note that they might tend to write general sensations, instead of specific ones. Additionally, they might ignore some sensations or censor themselves and thus not articulate specific things like "I'm hungry", "I am cold/hot", "I feel the pen in my hand", "My muscles are too tens for this activity", "I am empty-headed", "I am sad because of something that happened this morning on my way here" etc.</p> <p>This activity is training "the emotional muscle", enabling people to re-learn to express what they feel, instead of censoring their feelings because "they are not appropriate in this setting".</p>

	<p><u>Second part (40 minutes):</u></p> <p>Proceed with providing the time and the opportunity to students to express their deeper feelings. Ask them to individually draw a blank line on an A4 sheet, representing their lifeline from their birth up to today. Instruct the students to sketch the ups and downs of the experiences they lived through on that line. Next ask the participants to choose a difficult event, a low point on their timeline. Ask them to think about what helped them in facing this situation, e.g. the resources they used to overcome this particular event.</p> <p>In addition, you can give each of them a post-it, asking them to write something nice for one significant person, who really helped them to overcome difficult times in their lives, on it. Gather all these notes in a bowl, read them aloud and discuss them with your students.</p>
<p><b>Evaluation &amp; Reflection:</b></p>	<p>After the implementation of the activity, take some time to reflect and evaluate it with the students, e. g. asking the following questions:</p> <ul style="list-style-type: none"> <li>- How did you feel implementing this activity?</li> <li>- Why do you think it's important to retrace your lifeline?</li> <li>- Do you feel more confident explaining your life goals and objectives now?</li> </ul> <p>Give students enough room to express and discuss their impressions and feelings. You might give them some time to reflect individually first, before sharing their opinions in the group.</p>

### Reference:

Handbook of the Project "ROBIN - Reinforcing competences to Build Inclusion through a New learning methodology" (2017)

Authors: A. Alessi, R. Condrut, A. Dumitru, M. Orozco Mossi, N. Shalamanova, R. Shalamanova, D. Smolyanska, F. Steffen, C. Vlădescu.

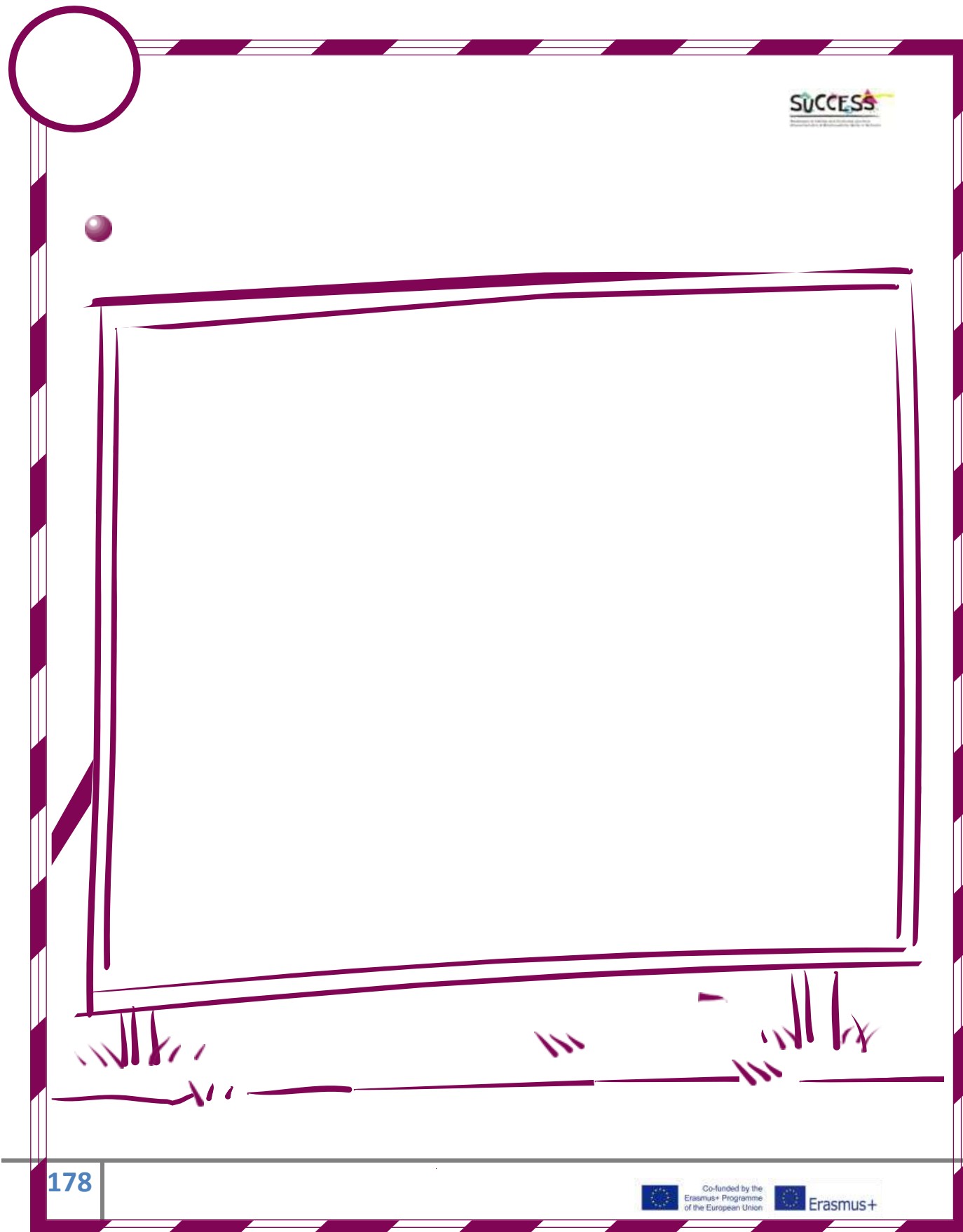
<b>Title of the Activity:</b> <b>My 30 Second Advertisement</b> <b>Duration:</b> (45 minutes)	
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To develop student's sense of <b><i>self-awareness</i></b> by encouraging them to focus upon their core traits and attributes that make them who they are, as well as areas which they may need to work upon and develop.</li> <li>To hone students' <b><i>self-presentation</i></b> skills by promoting a deeper consideration of how they approach their environment and the people within it.</li> <li>To build the effectiveness of students' <b><i>written</i></b> and <b><i>oral communication</i></b></li> <li>To foster and tap into student's <b><i>creativity</i></b> by giving them the opportunity for various and innovative means of expression within their own personal advertisement</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>My 30 Second Ad Worksheet (Appendix)</li> <li>Pen/Pencil</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Students are provided with the "My 30 Second Ad" Worksheet and asked to design their own 30 second advertisement. This ad should encapsulate how they think of themselves as a person and the image they wish to project to others. (To add a further dose of creativity to the task, students could be asked to answer a quirky person-specific criterion within the advertisement e.g. "If I was an animal, I would be..." or "The famous personality, past or present, I am most similar to is ..... because .....").</p> <p>Upon completion of their advertisement, students are then invited to</p>

	<p>premiere their advertisement in front of their classmates. They may choose to avail of a variety of accompaniments (props, accompanying music or sound effects etc.) in order to add color and vibrancy to the end product.</p> <p><u>Alternative:</u></p> <p>To ensure students take the activity seriously &amp; to aid shyer students who may not feel comfortable with excessive self-promotion: Students may partner off and swap their ad with that of their partner. Students are then required to present their partner's advertisement to their classmates, as per the outline devised upon the worksheet.</p>
<b>Evaluation &amp; Reflection:</b>	<p>After the implementation of the activity, take some time to reflect and evaluate it with the students, e. g. asking the following questions:</p> <ul style="list-style-type: none"> <li>- How did it feel to have to capture your best qualities in 30 seconds?</li> <li>- If you had to redo the activity, is there any aspect your advertisement you would change? If yes, why?</li> <li>- Why do you think this activity is important?</li> <li>- What is the main takeaway point you have learned from completing this activity?</li> </ul> <p>Give the students enough room to express and discuss their impressions and feelings. You might give them some time to reflect individually first, before sharing their opinions with the group.</p>

### Reference:

Adapted from Boniwell, I. & Ryan, L. (2012) *Personal Well-being Lessons for Secondary Schools: Positive Psychology in Action for 11 to 14-year olds*. Berkshire, UK: Open University Press.

**APPENDIX:**



<b>Title of the Activity:</b> <span style="float: right;"><b>Creative Exercise</b></span> <b>Duration:</b> <span style="float: right;">(45 minutes)</span>	
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• To develop an understanding of the importance of exercise and physical activity.</li> <li>• To promote a <b>creative approach</b> to exercise and physical activity by brainstorming the range of activities that can be viewed as exercise.</li> <li>• To provide an array of varied exercise strategies which can assist young people in <b>self-regulation</b>.</li> <li>• To provide students with the opportunity to work on their <b>presentation skills</b> by outlining the results of their class discussion to their classmates.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen</li> <li>• Any material related to the suggested activities</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Students will be given some introductory information regarding the neuroscience of exercise and the beneficial impact it can yield upon an individual's ability to manage and regulate their emotions.</p> <p>Take some time to explain to students / participants that exercise comes in many forms and variations, all of which can bring about considerable benefits to our health. The World Health Organization recommends that young people aged between 5–17 years should partake in at least 60 minutes of moderate-vigorous intensity physical activity daily. All activity which one participates in beyond this recommendation of 60 minutes has been shown to yield additional benefits for the participant.</p> <p>Some of the known benefits of engaging in the recommended levels of</p>

physical activity on a daily basis include:

- A steady release of endorphins, a natural “feel good” chemical/hormone which helps boost young people’s mood and enables them to better deal with stress/pain
- A reduction in one’s levels of cortisol, the stress hormone
- Enhanced body positivity
- Improved sleep quality

In addition to these physical benefits, engaging in exercise and team sports through the teenage years has also been linked to boosts in confidence, self-esteem and problem solving skills, as well as a reduction in experiences of social isolation (Eime, Young, Harvey, Charity, & Payne, 2013; Jewett, Sabiston, Brunet, O’Loughlin, Scarapicchia, & O’ Loughlin, 2014).

Next, the majority of students will be acquainted with and will have sampled a number of the more conventional forms of exercise such as football, swimming and jogging. This activity intends to help students consider exercise from a different perspective and show that it can have many different meanings to different people.

The class should be divided into small groups of 3 or 4 and encouraged to generate as many different types of unconventional or uncommon forms of physical activity that they may engage in to help them to get into/stay in shape. Students should be urged to be as innovative in their considerations as possible (e.g. skipping, hula hooping, trampolining, rock climbing, kayaking, frisbee, slacklining).

All suggestions should be compiled into a mind map or spider diagram, and presented to their classmates. These presentations may provide a source of inspiration to classmates.

When all presentations have been made, students are requested to select 2/3 of the activities suggested by either themselves or their classmates to sample over the course of the following week. Students should document



	<p>their progress by whichever means they feel best encapsulates their experience of the chosen activities (activity diary/logbook, blog post, photographs or vlog (video blog)).</p>
<p><b>Evaluation &amp; Reflection:</b></p>	<p>After the implementation of the activity, take some time to reflect and evaluate it with the students, e. g. asking the following questions</p> <ul style="list-style-type: none"> <li>- What was the favorite activity you experimented with during the past week?</li> <li>- How did it feel to complete a new physical activity that you had not tried before?</li> <li>- Will you persist with any of the new activities you have sampled in the past week? If so, why?</li> <li>- What impact, if any, do you think physical activity has upon your mood or emotional state?</li> </ul> <p>Give students enough room to express and discuss their impressions and feelings. You might give them some time to reflect individually first, before sharing their opinions in the group.</p>

**Reference:**

Adapted from Boniwell, I. & Ryan, L. (2012) *Personal Well-being Lessons for Secondary Schools: Positive Psychology in Action for 11 to 14-year olds*. Berkshire, UK: Open University Press.

<b>Title of the Activity:</b>		<b>Inside Weather Report</b>	
<b>Duration:</b>		(45 minutes)	
<b>Type of Activity:</b>	Individual		
<b>Level of Difficulty:</b>	Beginner		
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"><li>• To develop a sense of awareness around emotions and become better able to identify emotional states in real time.</li><li>• To develop an improved capacity to express negative emotions to other individuals who may be able to provide support/assistance.</li><li>• To become more adept at managing negative emotions and bad moods, and gain an <i>increased</i> sense of <i>control</i> with respect to influencing these emotions in a positive manner.</li><li>• <i>Self-Regulation</i></li><li>• To show that emotional states are changeable, just like the weather conditions.</li></ul>		
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"><li>• Pen</li><li>• Notebook</li></ul> <p><b><u>Implementation Procedure:</u></b></p> <p>This activity is designed to be completed individually.</p> <p>Students are requested to consider their emotional state at the beginning of the exercise (happy, sad, bored, excited). Having identified this and declared this state, they are then required to identify a weather condition that best corresponds to their current emotional state (e.g. happy might be “bright and sunny”, while bored might be “overcast and gloomy”).</p> <p>Having completed the broadcast of their “inside weather report”, students will then complete an exercise with the specific intention of generating positive emotions (3 good things that have happened this week or to log an entry in a gratitude journal).</p> <p>Upon finishing this task, students must then recomplete their “inside</p>		

	<p>weather report” paying particular attention to how the intervening activity may have, to some extent, initiated an alteration in how they feel.</p>
<p><b>Evaluation &amp; Reflection:</b></p>	<p>After the implementation of the activity, take some time to reflect and evaluate it with the students, e. g. asking the following questions:</p> <ul style="list-style-type: none"> <li>- What did you learn from completing this activity?</li> <li>- Did you find the comparison of emotions to weather conditions to be helpful?</li> <li>- Which activity do you feel would most help you change your mood from “Rainy &amp; Stormy” to “Calm &amp; Sunny”?</li> </ul> <p>What impact, if any, do you think physical activity has upon your mood or emotional state? Give students enough room to express and discuss their impressions and feelings. You might give them some time to reflect individually first, before sharing their opinions in the group.</p>

<b>Title of the Activity:</b> <b>Nip A Bad Mood In The Bud</b> <b>Duration:</b> (45 min)	
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Beginner
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To equip students with a range of strategies which will assist them in <b><i>cop</i></b>ing across a range of challenging situations and <b><i>managing their overall stress levels</i></b>.</li> <li>To exhibit the <b><i>self-control</i></b> one can, exert over their own emotions and responses to setbacks and adversity.</li> <li>To increase and cultivate <b><i>self-awareness, self-presentation, and emotional intelligence</i></b>.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <p>N/A</p> <p><b><u>Instructions:</u></b></p> <p>Students will be provided with a brief introductory piece wherein it will be outlined to them that adversity is part and parcel of life, and cannot be always be controlled or evaded. However, the purpose of this activity will be to help them to control the controllable aspects of the adverse experience: their response.</p> <p>Students will then engage in a group brainstorming session, during which they will be able to share strategies (such as reframing, breathing exercises, thought catching, reaching out to others for support, distraction, physical activity, mindfulness exercise etc.) which they find helpful when navigating challenging times. The facilitator of the activity will note each of the suggestions on a flipchart.</p> <p>Once all of the suggestions have been gathered from the group, students will then compile their own personalized menu of positive coping strategies from this long list of strategies, based upon what they deem to be most suited to their needs during difficult times. Students should attempt to include strategies which assist them in managing their emotions/ stress</p>

	<p>in real time during periods of adversity (e.g. how to remain calm during a conflict or an examination), as well as strategies which they can call upon to assist relaxation during their leisure time (e.g. playing the piano to help them switch off from their worries).</p>
<p><b>Evaluation &amp; Reflection:</b></p>	<p>After the activity finishes, evaluate and reflect on it with the students. You might ask the following questions:</p> <ul style="list-style-type: none"> <li>- Did any of your peers suggest any coping strategies that you thought would be useful that you had not previously encountered or considered?</li> <li>- Why do you think it might be important to have a variety of different types of coping strategies available to call upon during times of adversity?</li> <li>- Did you find this activity to be beneficial? Why?</li> </ul>

<b>Title of the Activity:</b> <b>What's Going On In This Picture?</b> <b>Duration:</b> (45 min)	
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To encourage students to look at situations in different ways, reminding us that there is more than one way of looking at a situation, problem, or challenge.</li> <li>To promote <b>creativity</b> and prompt students to view situations from a variety of perspectives</li> <li><b>Teamwork:</b> To increase individuals' ability to take on board the suggestions of others, work harmoniously as part of a pair/group and collaborate with a view to obtaining desirable outcomes.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>"WGOITP" Worksheet Print out or you can show the picture through a screen/projector to the class.</li> <li>"WGOITP" Explanation Sheet</li> <li>Pen &amp; Paper</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Each student will receive a copy of the "WGOITP" worksheet. This worksheet will contain a picture (or a selection) of ambiguous or curious images, which will not be immediately self-explanatory.</p> <p>The students will be encouraged to work in pairs to decide upon three alternative explanations for the image(s) they are presented with. It is important to encourage students to present explanations, which are creative whilst also remaining plausible.</p> <p>Having settled upon the three explanations per image, each of the pairs of students will share their thoughts with their peers. Upon completion of the sharing of ideas, the facilitator will lead a group discussion around the value of flexible thinking in opening up new avenues and potentials</p>

	solutions to the issues which may arise in their personal and professional lives.
<b>Evaluation &amp; Reflection:</b>	<p>After the activity finishes, evaluate and reflect on it with the students. You might ask the following questions:</p> <ul style="list-style-type: none"> <li>- What did you learn from completing this activity?</li> <li>- How will this activity affect your approach to situations moving forward?</li> <li>- What did you learn from doing this activity with a partner as opposed to completing the activity alone?</li> </ul>

**Reference:**

Photo used with the permission of the photographer Tinatin Kiguradze

Further images suitable for use in this exercise may be accessed from the New York Times' "What's Going On In This Picture?" column at the following link:

<https://www.nytimes.com/column/learning-whats-going-on-in-this-picture>

**What's Going On In This Picture? Worksheet**



Photo by Tinatin Kiguradze



**What's Going On In This Picture? Worksheet Answers**  
**(Picture Taken from NY Times What's Going On In This Picture Exercise)**

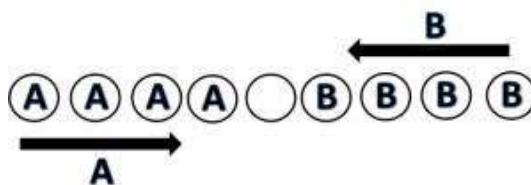
One of dozens of animals to have escaped amid flooding in the main zoo in Tbilisi, Georgia, a hippopotamus was coaxed away from dangerous waters on Sunday.

Neil MacFarquhar writes:

A burbling stream that feeds through a narrow gorge in parts of downtown Tbilisi turned into a raging torrent and burst its banks after heavy rains on Saturday night, local news reports said.

Images from the city underscored the anarchy. One showed people herding a hippopotamus along a street choked with mud, after it had been hit by a tranquilizer dart. Others revealed the corpses of animals amid the debris of wrecked cars and buildings. Tinatin Kiguradze - Photographer.

<b>Title of the Activity:</b>		<b>Traffic Jam</b>
<b>Duration:</b>		(45 min)
<b>Type of Activity:</b>	Group	
<b>Level of Difficulty:</b>	Intermediate	
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To hone student's ability to lead and communicate with others in a clear and concise manner</li> <li>To foster an ability to work as part of a functioning team which is striving towards a common goal</li> <li>To present students with a challenging quandary which requires them to consider a variety of approaches and think flexibly in order to solve the problem.</li> <li>To cultivate and increase <i>self-regulation, critical thinking, problem solving skills, teamwork, communication</i> and <i>engagement</i>.</li> </ul>	
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>Stepping stones/floor markers (can be made from colored card or paper) uniform in size and big enough for a person to stand with both feet upon (Number dependent upon the size of the group).</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>This activity is quite similar to a game of human chess and demands that the participants communicate clearly and consistently with one another, in order to reach the desired outcome. It requires an even number of participants (up to 20 people) and a floor marker for each individual, plus one additional marker.</p> <p>The group is split into two subgroups (A &amp; B). Each group must line up one behind the other (one person per floor marker) and face the other group who are arranged in the same straight-line formation (one person per marker). The two lines separated by one free floor marker between the two lines as in the image below (example below involves eight participants):</p>	



Aim of the activity:

To get Side A to Side B and Side B to Side A, with both groups facing the same direction as they began the activity (i.e. Side A facing left to right, and Side B facing right to left)

Rules:

- No moving backwards.
- A person can only move forward to an empty space
- A person cannot jump over their own teammate  
(You can jump past a member of the other team)
- Only one person can move at a time
- One person per floor marker, no sharing.

If any of the above rules are broken, the group must restart the task.

**Evaluation  
& Reflection:**

After the activity finishes, evaluate and reflect on it with the students. You might ask the following questions:

- What specific aspects of the task did you find the easiest/most difficult?
- Can you think of any strategies/practices which could have made the activity easier?
- Describe the experience of acting as part of a team working towards a common goal.
- What do you think was the most important point of learning you gained from this activity?

<b>Title of the Activity:</b> <b>Ugli Orange Negotiation</b> <b>Duration:</b> (45 min)	
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Advanced
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To promote positive <b>communication skills between team members</b> and underline the value of clear and detailed communication in conflict resolution/problem solving.</li> <li>To help nurture the student's ability to function as part of a <b>coherent team unit</b> working towards a common goal.</li> <li>To cultivate <b>decision making</b> and <b>critical thinking</b> skills in students</li> <li>To boost student's ability of <b>self-regulation</b> and remain calm even in high pressure situations.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>Confidential Instruction Sheets for Group A (Dr. Jones) &amp; Group B (Dr. Roland)</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>The facilitator will give each student an even or odd number and will ask the odd numbered students to move to one side of the room and the even numbered students to move to the other side of the room. If any students are familiar with the <i>Ugli Orange Negotiation</i> exercise, they will be requested to act as observers during the activity.</p> <p>When students have split into two groups, the facilitator should ascribe the role of "Dr. Jones team member" to all odd numbered students and "Dr. Roland team member" to all even numbered students. The facilitator will take the role of Mr. Cardoza. Before proceeding, the groups will receive a briefing from Mr. Cardoza (the facilitator), which will read as follows:</p> <p><i>I am the owner of the remaining Ugli oranges. After you read about your roles, spend about 6 to 10 minutes meeting with the other firm's</i></p>

*representative and decide on a course of action. I am strictly interested in making a profit and will sell my oranges to the highest bidder. Since my country is alien to yours, there is no way either government will assist you in obtaining the oranges from me. Each pair of negotiators can assume that there are no others interested in the oranges.*

The respective groups will then receive confidential instructions which detail the specifics of their circumstances and why they require the Ugli oranges

(See Instruction Sheets 1 & 2).

Having read their roles, the larger groups of odd and even numbered students will be split into smaller groups of three (i.e. in the case of a cohort of 24 students, 4x3 person teams representing Dr. Jones & 4x3 person teams representing Dr. Roland).

The three person teams representing Dr. Jones, will be paired with a three-person group representing Dr. Roland and will be given 10 minutes of negotiation time to reach an agreement over how to approach Dr. Cardoza regarding the purchase of the Ugli oranges. Ideally, the negotiations will not take place in earshot of each other. Negotiation and problem-solving skills are required on two fronts: to achieve a consensus with the other team members and to reach an agreement with the competitor.

Having reached a resolution (if one is achieved), one representative from each team will approach Mr. Cardoza with their proposal for purchasing the Ugli oranges.

#### Key Point in the Exercise:

A “win-win” resolution is possible as one team is seeking the rinds while the other is seeking the juice. Students must utilize their critical thinking skills and problem-solving abilities to deduce that this, as neither team is aware of this detail. Oftentimes, the students deem themselves as being in direct competition for the whole orange. Progress in the role play depends upon their capacity to realize that their needs are not necessarily in competition with one another.

	An added element of difficulty can be added to the activity by the facilitator influencing the level of competition between the opposing parties, by altering the manner in which the instructions are delivered.
<b>Evaluation &amp; Reflection:</b>	<p>After the activity finishes, evaluate and reflect on it with the students. You might ask the following questions:</p> <ul style="list-style-type: none"> <li>- What do you feel was the purpose of this activity?</li> <li>- What did you learn from engaging in this activity?</li> <li>- Was it easy to reach a consensus within your own team? Why do you think this was the case?</li> <li>- Was it easy to reach an agreement with the “Competitor”? Why do you think this was the case?</li> </ul>

**Reference:**

Additional resources: Ugli Orange Instruction Sheets 1 & 2

**APPENDIX:****Ugli Orange Negotiation Instruction Sheet 1****Role for Dr. Roland's Team**

You are a member of Dr. P. W. Roland's team. You work as a research biologist for a pharmaceutical firm. The firm is under contract with the government to do research on methods, in order to combat enemy uses of biological warfare. Recently several World War II experimental nerve gas bombs were moved from the U.S. to a small island just off the U.S. coast in the Pacific. In the process of transporting them, two of the bombs developed a leak. The leak is presently controlled, but government scientists believe that the gas will permeate the bomb chambers within two weeks. They know of no method of preventing the gas from getting into the atmosphere and spreading to other islands, and very likely to the West Coast as well. If this occurs, it is likely that several thousands of people will incur serious brain damage or die.

You have developed a vapor that will neutralize the nerve gas if it is injected into the bomb chamber before the gas leaks out. The vapor is made with a chemical taken from the rind of the Ugli orange, a very rare fruit. Unfortunately, only 4000 of these oranges were produced this season.

You have been informed, on good evidence, that a Mr. R.H. Cardoza, a fruit exporter in South America, is in possession of 3000 Ugli oranges. The chemicals from the rinds of this number of oranges would be enough to neutralize the gas if the vapor is developed and injected efficiently. You have been informed that the rinds of these oranges are in good condition. In addition, you have been informed that Dr. J. W. Jones is also urgently seeking purchase of Ugli oranges and he is aware of Mr. Cardoza's possession of the 3000 available. Dr. Jones works for a firm with which your firm is highly competitive. There is a great deal of industrial espionage in the pharmaceutical industry. Over the years, your firm and Dr. Jones' firm have sued each other for violations of industrial espionage laws and infringement of patent rights several times.

## **Ugli Orange Negotiation Instruction Sheet 2**

### **Role for Dr. Jones's Team**

You are a member of Dr. John W. Jones research team. You are a part of a team of biological research scientists employed by a pharmaceutical firm. You have recently developed a chemical useful for curing and preventing Rudosen. Rudosen is a disease contracted by pregnant women. If not caught in the first four weeks of pregnancy, the disease causes serious brain, eye, and ear damage to the unborn child.

Recently, there has been an outbreak of Rudosen in your state and several thousand women have contracted the disease. You have found, with volunteer victims, that your recently developed chemical cures Rudosen in its early stages. Unfortunately, the chemical is made from the juice of the Ugli orange, which is a very rare fruit. Only a small number (approximately 4000) of these oranges were produced last season. No additional Ugli oranges will be available until next season, which will be too late to cure the present Rudosen victims. You've shown that your chemical is in no way harmful to pregnant women and has no side effects. The Food and Drug Authority has approved the production and distribution of the chemical as a cure for Rudosen. Unfortunately, the present outbreak was unexpected and your firm had not planned on having the curing chemical available for six months. Your firm holds the patent on the chemical and it is expected to be a highly profitable product when it is generally available to the public.

You have recently been informed, on good evidence, that Mr. R.H. Cardoza, a South American fruit exporter, is in possession of 3000 Ugli oranges in good condition. If you could obtain the juice of all 3000, you would be able to both cure the present victims and provide injections for the remaining pregnant women in the state. No other state currently has a Rudosen threat.

You have recently been informed that Dr. P. W. Roland is also urgently seeking Ugli oranges and is also aware of Mr. Cardoza's possession of the 3000 available. Dr. Roland is employed by a competitor. He has been 4 working on biological warfare research for the past several years. There is a great deal of spying between pharmaceutical companies. Over the past several years, Dr. Roland's firm and your firm have sued each other for infringement of



patent rights and espionage law violations several times. You've been approved by your firm to approach Mr. Cardoza to purchase the 3000 Ugli oranges. You have been told he will sell them to the highest bidder. Your firm has authorized you to bid as high as \$250,000 to obtain the juice of the 3000 available oranges.

Before approaching Mr. Cardoza, you have decided to talk with Dr. Roland to influence him, so that he will not prevent you from purchasing the oranges.

<b>Title of the Activity:</b> <span style="float: right;"><b>Lifeboat</b></span> <b>Duration:</b> <span style="float: right;">(45 min)</span>	
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• To encourage participants to <b>think critically</b> about their qualities and values.</li> <li>• To develop students' sense of <b>self-awareness</b> by encouraging them to focus on their core traits and attributes.</li> <li>• To enhance students' <b>self-presentation</b> skills.</li> <li>• To provide students with the opportunity to cultivate <b>teamwork</b>.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <p>N/A</p> <p><b><u>Implementation Procedure:</u></b></p> <p>Divide the participants in small groups with 6 – 8 people per group. Assign each participant a character and ask him or her to take his role seriously.</p> <p>Each group is sitting in a boat in the middle of the ocean. There is a hole in the boat and water is coming in. Ask the participants to think about their role's positive/negative qualities and strengths/weakness for 5 minutes.</p> <p>In order to save the others, one person has to leave the boat. Each group gets 10 minutes to decide on which person should leave.</p> <p>During the discussion, everybody has to stay in character, defend their character and tell the others why they should stay in the boat.</p> <p>5 min later, more water is pouring in and another person has to leave the boat...this goes on until only one person is left.</p> <p><b><u>Suggestions for characters:</u></b></p> <ul style="list-style-type: none"> <li>- Doctor</li> <li>- Pregnant woman</li> <li>- Thief</li> <li>- Professor in Chemistry (Age 67)</li> </ul>

	<ul style="list-style-type: none"> <li>- Police-officer</li> <li>- Model (age 20)</li> <li>- Actor (age 30)</li> <li>- Cab-driver etc.</li> </ul> <p>They can even be family or friends.</p> <p>You can also give the characters positive and negative qualities, e.g. a cab-driver who is a trained lifeguard or a priest, who was a drunk in early life etc.</p>
<b>Evaluation &amp; Reflection:</b>	<p>After the activity finishes, evaluate and reflect on it with the students. You might ask the following questions:</p> <ul style="list-style-type: none"> <li>- Who left first and why?</li> <li>- How did the discussion on the boat go?</li> <li>- How was the atmosphere?</li> <li>- How did it feel to leave the boat?</li> <li>- How did it feel to stay in the boat?</li> <li>- What kind of arguments did you use?</li> <li>- Is the person leaving the boat “less valuable” than the others?</li> <li>- Do you think your qualities can help you during your real life?</li> </ul> <p>How?</p>

### Reference:

Developed by the SUCCESS project partners for the purpose of the training package

<b>Title of the Activity:</b> <b>Magnetic Fields</b> <b>Duration:</b> (45 minutes)	
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To help people <b>regulate</b> themselves when solving a complicated task.</li> <li>To enhance the ability of <b>critical thinking</b> and <b>problem solving</b> that may arise in daily life.</li> <li>To improve the capacity of <b>teamwork</b> and of negotiating to find the most suitable solution for everyday issues.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>Poles</li> <li>String</li> <li>Piece of wood, about 1 – 1.5 meters long</li> <li>Mats</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Set up 3 poles in a triangle with a rope stretched between them, about 1.2 m above the ground. The triangle should be big enough that there is room for all participants inside of it. The mats should be placed surrounding the triangle, thus preventing injuries, in case that participants fall. A piece of wood, about 1-1.5 meters long, will be needed.</p> <p>Everybody starts inside the triangle with the objective to get outside of it. The escape from it has to be made stepping over the strings. If anybody touches the strings or the parts between the strings and the ground, everybody has to go back inside the triangle and start all over. The plank is the only item, which may pass under the strings.</p> <p>Note that getting everybody out is quite difficult and if the children are not yet sufficiently far in their socializing process, the group may focus on who is to blame for an eventual failing, rather than on arriving at a suitable solution in order to get everybody outside the triangle. In case that happens, the activity is unsuccessful and should be stopped.</p>

<b>Evaluation &amp; Reflection:</b>	<p>Follow up by evaluating the activity with the students. You might ask the following questions:</p> <ul style="list-style-type: none"> <li>- What did you like about the activity?</li> <li>- How did you feel when you left the triangle?</li> <li>- Why is teamwork and negotiation important/ useful in your daily life?</li> </ul> <p>If the activity was unsuccessful, you might encourage them to reflect on why this happened and what should be done differently next time.</p>
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### Reference:

Developed by the SUCCESS project partners for the purpose of the training package.

<b>Title of the Activity:</b> Highway Crossing <b>Duration:</b> (45 minutes)	
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To cooperate and trust in each other in order to overcome obstacles using non-verbal <b>communication</b>.</li> <li>To enable participants to <b>solve problems</b> and make the right <b>decision</b>.</li> <li>To improve students' <b>teamworking</b> skills and ability to <b>engage</b> and <b>negotiate</b> with others.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>Blindfolds</li> <li>Chairs as obstacles</li> <li>Paper</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Prepare some cards writing down single words or drawing on paper.</p> <p>Divide students into pairs, each pair consists of one mute and one blind person. Their task is to cross a road with heavy traffic. On the other side of the road there is a box, in which the blind person will find cards with a drawing or a word on it. He/she has to choose one and safely bring it back to the other side of the road.</p> <p>During this whole process, partners are neither allowed to speak nor to touch. The mute person will give directions by using non-verbal sounds, such as clapping, clicking of the tongue, etc. (The pairs should agree on a "language" before starting the exercise. They will at least need signals for "STOP", "GO", "LEFT" and "RIGHT".)</p> <p>Back on the safe side of the road, the mute person must explain to the blind what the card reads. This has to still be done non-verbally, though, touching is allowed now. When the blind understands what is written or drawn on the card, he/she will call the "POLICE" (which is one of the group leaders) and</p>

	<p>tell him/her what the card says. If the answer is correct, the roles in the pair get reversed, in order to allow everybody to try both roles.</p> <p>Some of the other students could be "cars", running back and forth. If a pair is hit by a "car", they have to go back to the starting point. Any cards being carried in this moment will be lost. If the space is too small and moving obstacles make the task too difficult, distribute some chairs in the room representing roadwork sites instead. If the blind person walks into a "roadwork" site he will get lost and has to be guided back to the starting point. Any cards being carried in this moment will be lost</p>
<b>Evaluation &amp; Reflection:</b>	<p>Conclude the activity by asking the students questions evaluating and reflecting on the exercise. You could ask:</p> <ul style="list-style-type: none"> <li>- What did you think of the activity?</li> <li>- How did you feel communicating in this way?</li> <li>- Was it difficult or not?</li> <li>- Which aspect or who helped you most during the activity?</li> </ul> <p>You might give the students some time to discuss individually in each pair, before sharing their thoughts with the rest of the group.</p>

### Reference:

Developed by the SUCCESS project partners for the purpose of the training package.

<b>Title of the Activity:</b> <b>Duration:</b>		<b>Storyboards</b> (45 minutes)
<b>Type of Activity:</b>	Group	
<b>Level of Difficulty:</b>	Intermediate	
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To learn and practice some <b>problem-solving</b> techniques</li> <li>To develop the skills of flexible thinking and <b>creativity</b>, with a view to being more equipped to apply these skills in the face of adversity</li> <li>To enhance the capacity to <b>think critically</b> about problems which may arise on a daily basis, with a view to finding the most suitable solution to everyday issues as they arise</li> <li>To develop <b>teamwork, communication</b> and <b>decision-making</b> skills within the group discussion regarding the best way in which to resolve the problem</li> </ul>	
<b>Instructions:</b>	<b><u>Material:</u></b> <ul style="list-style-type: none"> <li>Storyboard handout (Appendix)</li> <li>Pencil</li> </ul> <b><u>Implementation Procedure:</u></b> <p>Students should be divided into groups of 3/4 members. Each group should be allocated a written version of a problem and a desirable outcome to the problem, as well as the Storyboard Handout (a page in landscape layout containing six distinct boxes designed in a storyboard/comic book layout).</p> <p>Students are required to draw their most representative depiction of the problem into Box No. 1, and similarly, their best representation of the desirable outcome into final box (Box No.6).</p> <p>Group members then engage in a considered discussion, regarding the four most important intermediate steps which should be taken so as to achieve the desired resolution to the initial problem.</p>	



	When the group reaches a consensus on these intermediate steps, they should draw in their most accurate depiction of the agreed intermediate steps to be taken in pursuit of the desired outcome into the storyboard in Boxes 2-5.
<b>Evaluation &amp; Reflection:</b>	<p>Conclude the activity by asking the students questions evaluating and reflecting on the exercise. You could ask:</p> <ul style="list-style-type: none"> <li>- What are the benefits, if any, of an activity of this nature?</li> <li>- Do you think this approach to problem solving, might be something you will try to use in your own personal life moving forward? What are the reasons for your answer?</li> </ul> <p>You might give the students some time to discuss individually in each pair, before sharing their thoughts with the rest of the group.</p>

### Reference:

Adapted from Boniwell, I. & Ryan, L. (2012) *Personal Well-being Lessons for Secondary Schools: Positive Psychology in Action for 11 to 14-year olds*. Berkshire, UK: Open University Press.

**Additional**

**Resources:**

Storyboards

Worksheet



Scene:	Scene:	Scene:
Scene:	Scene:	Scene:

Create your own at [Storyboard That](#)

<b>Title of the Activity:</b>		<b>Positive Things a Day</b>
<b>Duration:</b>		(5 min per day for 9 days, 45 min in total)
<b>Type of Activity:</b>	Homework	
<b>Level of Difficulty:</b>	Beginner	
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To develop students' <i>self-awareness</i> by encouraging them to focus on the positive aspects of their life.</li> <li>To enhance students' <i>written</i> and <i>oral communication, critical thinking</i> and <i>emotional intelligence</i>.</li> </ul>	
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <p>N/A</p> <p><b><u>Implementation Procedure:</u></b></p> <p>Ask the participants to write down three positive things a day that happened that day for 9 days, with an explanation as to why they went well. It is important that they do not simply conduct this activity in their heads, but take the time to write the three things down in a journal. They might create a ritual of writing them down before going to sleep. Capturing their thoughts in written form, will help them to reflect on the positive things in their life. The items can be small (e.g. "I was complimented on my hair") or big (e.g. "I got accepted into University"), as long as they affect them in a positive way.</p> <p>The participants are free to write in whatever style they like, but are ask to give as many details as possible. Tell them to focus on nice events and positive emotions in these days. This activity will get easier with practice and can make a real difference in how they perceive their day and life.</p> <p>Before textualizing their items, they should consider the following points and questions:</p> <ul style="list-style-type: none"> <li>- Title the event (e.g. "Boss complimented my efforts").</li> <li>- What happened? Give as much detail as you can.</li> </ul>	

	<ul style="list-style-type: none"> <li>- What did you say or do? What did others say or do?</li> <li>- How did the event make you feel at the time?</li> <li>- How did it make you feel later?</li> <li>- What do you think caused the event?</li> </ul>
<b>Evaluation &amp; Reflection:</b>	<p>After the nine-day-period ends, conduct an evaluation and reflection session on the activity asking the students the following questions:</p> <ul style="list-style-type: none"> <li>- How do you think negative thoughts can influence your daily life?</li> <li>- Do you know what critical thinking is?</li> <li>- How do you think critical thinking can help you in your everyday, study and work life?</li> </ul> <p>If they feel like it, maybe everybody could share one or two of the positive events they have written down with the group.</p>

## Reference:

Developed by the SUCCESS project partners for the purpose of the training package

<b>Title of the Activity:</b> <b>Duration:</b>		<b>Positive Solutions</b> (45 min)
<b>Type of Activity:</b>	Homework	
<b>Level of Difficulty:</b>	Intermediate	
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• To enable students to <i><b>solve problems</b></i> themselves.</li> <li>• To develop students' <i><b>critical thinking</b></i>.</li> <li>• To support students in developing positive reactions in challenging situations.</li> <li>• To enable students to reflect on possible behaviour before reacting to certain uncomfortable circumstances.</li> </ul>	
<b>Instructions:</b>	<b><u>Material:</u></b> <ul style="list-style-type: none"> <li>• Worksheet (Appendix)</li> </ul> <b><u>Implementation Procedure:</u></b> Hand out the worksheet, in which nine challenging situations are described. The students' task is to write down a positive reaction to these circumstances, stating how they make them feel and reflecting on the outcomes of possible reactions. Explain clearly that the situations are challenging and that it would be completely normal for them to be upset by such events. Then ask them to focus on the consequences that different forms of behaviours could cause for them and others. Emphasize that by thinking about the situations they will certainly find positive solutions, which will make them feel better, more capable and less upset. They will have 30 minutes to fill in the working sheet at home. Organise a follow-up session in order to discuss and evaluate the task.	

<b>Evaluation &amp; Reflection:</b>	<p>During the follow-up session, you should evaluate the activity. You might use the following questions:</p> <ul style="list-style-type: none"><li>- How did the described situation make you feel in the beginning?</li><li>- Was it difficult to find a positive response?</li><li>- What can you win from finding positive solutions to challenging circumstances?</li><li>- How did your positive solutions make you feel?</li><li>- What did you learn from today's activity?</li></ul> <p>Try to include everybody, if they are not willing to share their thoughts publicly with the others, they might write them down to be shared anonymously.</p>
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### Reference:

Developed by the SUCCESS project partners for the purpose of the training package

**APPENDIX:**

**WORKSHEET**

**1. You have studied more than one of your classmates but you got a lower grade.**

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**2. A group of students starts making fun of you.**

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**3. Another student is spreading the rumour that you have a contagious disease.**

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**4. A student is falsely accusing you of stealing their cell phone.**

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**5. One of your parents loses their job.**

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**6. You feel like nobody understands you.**

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**7. When you feel "down", you tend to focus on the negative things/ thoughts.**

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**8. You are experiencing a situation that makes you feel stressed.**

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**9. Your best friend asks your help to face a difficult situation.**

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<b>Title of the Activity:</b> <span style="float: right;"><b>Start up a Conversation</b></span> <b>Duration:</b> <span style="float: right;">(45 min)</span>	
<b>Type of Activity:</b>	Homework
<b>Level of Difficulty:</b>	Advanced
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To improve the students' <i>communication skills</i> and ability to <i>connect/engage</i> with others through the initiation of conversations.</li> <li>To assist fewer outgoing students in learning to <i>regulate</i> their anxiety and nerves when interacting with unfamiliar people.</li> <li>To make students <i>more aware</i> of how they may be <i>presenting</i> themselves to others and the world around them.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Throughout the course of one's daily routine, people encounter a variety of strangers across a range of settings. However, it is a rarity to see individuals choose to initiate conversations with these strangers. This exercise urges students to change their tendencies and urges them to reach out to others rather than proceeding in silence.</p> <p>Students are encouraged to strike up three separate conversations, with individuals they meet throughout the course of their daily routines. There are no parameters on what the identity of the individual should be, or where these exchanges should happen (fellow commuters, shoppers, other members of a queue or fellow students who the student participants do not regularly converse with).</p> <p>Students should endeavor to connect with the other party in the conversation, by finding out something about the individual, whilst also attempting to share personal detail about their own life.</p>



	<p>The longer the duration of the exchange the better. The aim of the conversation is to attempt to become more familiar with the other participant in the conversation. Reliable ways to generate conversation include:</p> <ul style="list-style-type: none"> <li>• Posing questions about the immediate surroundings (“What type of coffee do you like the most?” if waiting in line at a coffee shop/ “Is that worth reading?” if you notice someone is carrying a book)</li> <li>• Using broad and open questions to provide scope for a wide range of responses (e.g. “What are your favorite things to do for fun?”)</li> <li>• Using follow up questions to build upon the start of the exchange rather than flitting between topics.</li> </ul> <p>Though people are generally quite willing to reciprocate when met with a friendly, interested converser, students should remain cognizant and sensitive to whether the other party wishes to engage in conversation. If they do not, students should not feel implored to proceed.</p>
<b>Evaluation &amp; Reflection:</b>	<p>In a follow-up session, the trainer presents the given answers and reflects with the students on the correct/incorrect answers.</p> <p>Questions to ask the participants might include:</p> <ul style="list-style-type: none"> <li>- What did you learn from engaging with a selection of strangers you encountered in your daily life?</li> <li>- Describe the feelings and emotions you experienced during any of the exchanges you participated in with a stranger during the past week.</li> <li>- Would you recommend this exercise to others? Explain.</li> <li>- Will you continue with this practice in the upcoming weeks? Why/Why not?</li> </ul>

**Reference:**

Adapted from Greater Good in Action. (n.d.). *Small talk*. Retrieved from [https://ggia.berkeley.edu/practice/small\\_talk#data-tab-how](https://ggia.berkeley.edu/practice/small_talk#data-tab-how).



<b>Title of the Activity:</b> <span style="float: right;"><b>Tangerine Meditation</b></span> <b>Duration:</b> <span style="float: right;">(45 min)</span>	
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Advanced
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To deepen knowledge about conflicts and develop the ability to resolve conflicts and <b><i>increase self-awareness</i></b> and <b><i>self-regulatory skills</i></b>.</li> <li>To reflect on constructive and contra productive behaviour in conflicts.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>1 tangerine (or another easy-to-peel orange) per student.</li> <li>Napkins/Hand wipes</li> <li>Hand Sanitizer</li> <li>1 Tangerine Meditation Script for the Teacher (Appendix)</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Ask the students to each take a tangerine and sit at their desk. Next, using the sample script for the tangerine meditation, encourage the students to close their eyes and imagine the journey the orange made from the tree to being in their hand. Ask the students to being peeling the orange and focus on the smell, texture and colour during the peeling process. Bring in as many senses as possible.</p> <p>Ask them then to place a piece of orange in their mouth and taste the flavour of the juice, being aware of the whole experience.</p> <p>Ask the class or groups to share their experience.</p>

### **Evaluation & Reflection:**

In a follow-up session, the trainer presents the given answers and reflects with the students on the correct/incorrect answers.

Questions to ask the participants might include:

- How did the exercise make you feel?
- Were you surprised by the way the orange tasted or felt?
- Do you think about oranges differently now you know the journey they've taken?

**APPENDIX:****Sample Script for the Tangerine Meditation****(To Be Accompanied by Music Suitable for Mindfulness Exercises at a Gentle Volume)**

Find a comfortable seated position in your chair and place the tangerine on a table in front of you. Close your eyes and bring your attention to your breathing. Take a deep and steady breath in, and feel the sensation of the air filling your lungs. Hold the breath for a couple of seconds and then breathe out slowly. Become aware of the sensations you are currently feeling within your own body – in your feet, your knees thighs and hips, your stomach and torso, your arms neck and torso and, your shoulders neck and head.

Now, take some time to look at the fruit lying on the table opposite you. Look at the color of the tangerine and take note of its shape. Become aware of any dimples, marks or differences in the consistency of the color of the fruit. See the dimple at the center of the tangerine. Is the fruit exactly round?

Next, allow yourself the opportunity to hold the tangerine in your hands. Feel the skin of the fruit. How does it feel to hold the fruit in your hands? Is it heavy or light? Is it cool or warm? Is the skin of the tangerine rough or smooth? How does the skin on the outside of the fruit smell? Take some time to truly connect with the experience of holding the fruit in your hands.

Now, take a moment to consider where the tangerine has come from and the journey it has been on before you took it up into your hands. Imagine the tangerine hanging on a tree in the warm, bright sunshine in the grove where it originally grew. Imagine the other trees in this grove and the many other tangerines which grew nearby.

You can now open your eyes and begin to peel the tangerine. Take note of the variety of sensations that you experience during the peeling process and the colors of the tangerine skin (both inside and outside) and segments. How does the inside of the peel feel when compared with the outside of the peel? Notice the texture and shape of the tangerine segments. See the white strings on each of the tangerine segments. How many segments does the tangerine contain? Hold the tangerine close to your nose and become aware of its fragrance.

Remove a segment from the tangerine and take a bite. Pay attention to the texture of the tangerine and notice the taste of the fruit. Are there any seeds contained within the segment? Is the taste sweet or bitter? Is it juicy? Has any of the juice from the fruit gotten onto your fingers and hands? Continue to eat the tangerine focusing upon the numerous sensations associated with eating. Observe how you are feeling whilst eating the tangerine and how you feel after eating the tangerine.

<b>Title of the Activity:</b>		<b>A World of Solutions</b>
<b>Duration:</b>		(45 min)
<b>Type of Activity:</b>	Homework	
<b>Level of Difficulty:</b>	Advanced	
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To deepen knowledge about conflicts and develop the ability to resolve conflicts.</li> <li>To reflect on constructive and contra productive behaviour in conflicts.</li> <li>To increase and cultivate <i>self-regulation, self - awareness, negotiation skills</i> and <i>critical thinking</i>.</li> </ul>	
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>Question and answer sheet (Appendix)</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Conflicts at work can come in many forms. It may occur that two employees simply do not get along or that someone harbours grievance against their manager. Conflicts may take the form of rivalry between teams; or they may occur as a lack of trust and cooperation between large groups of employees and management.</p> <p>Some signs of conflict are noticeable, such as the verbal exchange of negative emotions between colleagues. However, not all forms of conflict are obvious. Some individuals might hide their feelings as a way of coping with the problem.</p> <p>It is very important for personal success to be able to resolve conflicts and disagreement between conflict parties, as well as to deal with difficult situations within your working context. In this exercise, the participants will deepen their knowledge on conflict situations and the appropriate behaviours for solving them. Hence, they will gain or further their ability to resolve conflicts.</p>	

	Assign the participants the activity asking them to read each statement and decide what the appropriate behaviour for resolving the conflict would be. Ask them to mark their selection.
<b>Evaluation &amp; Reflection:</b>	<p>In a follow-up session, the trainer presents the given answers and reflects with the students on the correct/incorrect answers.</p> <p>Questions to ask the participants might include:</p> <ul style="list-style-type: none"> <li>- Why did you choose your answer instead of the other option?</li> <li>- How do you usually face difficult/conflict situations at work or in your daily life?</li> </ul>

## Reference:

Adaption from: Open Educational Resources (OERs) “JOB-YES: Choose a job not a dole” project

**APPENDIX:**

**QUESTION SHEET**

**Read each statement carefully and decide if it is true or false. Mark your selection.**

**(1/5) A conflict is just a disagreement.**

- False
- True

**(2/5) It is a good strategy to ignore the conflict.**

- False
- True

**(3/5) We respond to conflicts based on our perceptions of the situation.**

- False
- True

**(4/5) Conflicts trigger strong emotions.**

- False
- True

**(5/5) Conflicts always influence relations negatively.**

- False
- True



**APPENDIX:**

**ANSWER SHEET**

**(1/5)**

**False – Yes, you are correct!**

**True – Your chosen answer is incorrect.**

A conflict is more than just a disagreement. It is a situation in which one or both parties feel a threat (whether or not the threat is real).

Conflict arises from our differences, both large and small ones: it occurs whenever people disagree over their values, motivations, perceptions, ideas, or desires. Sometimes these differences appear trivial, but when a conflict triggers strong feelings, a deep personal need is often at the core of the problem. Such can be the need to feel safe and secure or to feel respected and valued.

**(2/5)**

**False – Yes, you are correct!**

**True – Your chosen answer is incorrect.**

It is not a good strategy to ignore conflict situation, as this requires energy and effort.

We feel tension while we ignore conflict situation. Conflicts involve perceived threats to our well-being, and these threats stay with us until we face and resolve them. If we are not willing to solve conflict situation and choose to ignore them, the circumstances may get even worse over time.

**(3/5)**

**False – Your chosen answer is incorrect.**

**True – Yes, you are correct!**

Yes, we respond to conflicts based on our perceptions of the situation, not necessarily to an objective review of the facts. Our perceptions are influenced by our life experiences, culture, values and beliefs. And we should draw attention to the fact that the other person does this as well.

**(4/5)**

**False – Your chosen answer is incorrect.**

### **True – Yes, you are correct!**

We all experience strong emotions and always feel uncomfortable during conflict. Some feelings of anger and/or hurt, guilt and shame could be experienced during/after these situations. Before any kind of problem-solving can take place, these emotions should be expressed and acknowledged. We should be able to manage them in times of stress, and this would help resolve conflict successfully.

**(5/5)**

### **False – Yes, you are correct!**

### **True – Your chosen answer is incorrect.**

When you are able to resolve conflicts in a relationship, it builds trust. You can feel secure knowing your relationship can survive challenges and disagreements. Conflicts are an opportunity for growth. They are important in working as well as in personal life. Hence, you should always try to listen attentively to the other person's opinion, try to understand it and only afterwards share your own understanding of the situation and look for the solution that could be satisfying for both sides. In doing so, you will demonstrate your readiness to deal with conflict situations.

## Meaning of Life

### Synoptic Table of Activities

Title	Objectives	Overview	Evaluation & Reflection
<b>Compassionate Chair Work</b>	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Self-regulation</li> <li>Self-presentation skills</li> <li>Decision-making</li> <li>Negotiation skills</li> </ul> <p><u>Level of Difficulty:</u> Advanced</p>	<p>This is an Individual Activity, where students sit on three chairs that represent different parts of their self:</p> <ol style="list-style-type: none"> <li>The first chair represents a voice of self-criticism.</li> <li>The second chair represents the emotionality or sensation of feeling judged.</li> <li>The last chair takes the perspective of a supportive friend or wise councilor.</li> </ol>	<p>After the end of the exercise, students will reflect on how they felt during the exercise and why. Also, they will try to think if they have learnt something new about themselves and new ways to behave towards themselves. Ultimately, they will be already capable of using a more supportive inner voice.</p>
<b>Smart Goals</b>	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Self-regulation</li> <li>Decision-making skills</li> <li>Engagement</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	<p>This is an Individual Activity, where students learn how to create SMART goals, which draws on an action-orientated planning that helps them monitor their progress and face difficulties.</p>	<p>After the end of the exercise, students will reflect on how they felt during the exercise. Also, they will focus on what they learned and how they can implement it in their everyday lives and decisions.</p>
<b>The Future Me</b>	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Decision-making skills</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	<p>This is an Individual Activity, where students envision their ideal future self and ideal world and try to identify what they do in the present to reach those desirable situations.</p>	<p>After the end of the exercise, students will understand that every time we are called to make important decisions. In every situation our prime goal should be to cultivate our empathy and flexibility to take the right decisions in the present that will result to our future fulfillment.</p>
<b>The Values in My Core</b>	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Self-regulation</li> <li>Engagement</li> </ul> <p><u>Level of Difficulty:</u> Advanced</p>	<p>This is an Individual Activity, where students identify and measure personal values, values-action discrepancies, values attainment and persistence in the face of barriers to value-based living. They focus on four pillars of life: health, education, relationships and leisure.</p>	<p>After the end of the exercise, students will reflect on whether they learned anything new about themselves, or if they experienced any new revelations regarding what really matters to them.</p>
<b>The Life Goal</b>	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Self-presentation skills</li> <li>Engagement</li> </ul> <p><u>Level of Difficulty:</u> Advanced</p>	<p>This is an Individual Activity, where students envision what it would be like living a life, where their goal plays a major role. This activity aims to show to the participants how to pursue their true calling in life.</p>	<p>Promoting students' pursuit of calling may assist students in identifying how their current school experience is related to their future. Students should focus on how they could also apply this knowledge in their career choice procedure.</p>
<b>My Signature in The World</b>	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Self-presentation skills</li> <li>Creativity</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	<p>This is an Individual Activity, where students present in a creative and constructive way, what they want their life to be about.</p>	<p>After the end of the exercise, students will try to answer question like: "What is the legacy you may wish to leave in the world?" or "What impact would you most like to make?" or "What are the goals that will help you to achieve your purpose in life?"</p>

<b>It's Flow Time</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Creativity</li> <li>• Engagement</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	This is a Homework Activity, where students learn how to enhance their everyday experiences of flow, so as to focus on the immediate and moment-to-moment experience of doing things for their own sake, and thus become aware of their potential to overcome challenges.	Students try to find out in which ways flow may be further facilitated in the future. Also, students need to understand that flow is a state when attention becomes effortlessly focused on an activity, because someone is doing intrinsically motivated activities.
<b>The Motivational Letter</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-regulation</li> <li>• Critical thinking skills</li> <li>• Decision-making skills</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	This is a Homework Activity that strengthens students' motivation towards and engagement in their goals through a self-reflection writing process that promotes recognition and self-control of internal states.	Self-reflection writing that draws on skills in optimistic thinking, reminds us why our goal is important and helps us to better deal with our anxieties and negative thoughts that act as motivational setbacks.
<b>Loving-Kindness Meditation</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-regulation</li> <li>• Engagement</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	This is a Homework Activity, where students learn to cultivate an attitude of self-compassion, feelings of goodwill, unconditional love and kindness. Also, they enhance their personal resources, self-acceptance and wellbeing.	Applying the practice to daily life is a matter of directing a friendly attitude. Such an attitude provides meaning not only to their daily actions, but to the overall process of trying to fulfill their life, school or work happiness.
<b>The Mission Statement: Mission Possible</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-presentation skills</li> <li>• Creativity</li> <li>• Critical thinking skills</li> <li>• Decision-making skills</li> <li>• Engagement</li> </ul> <p><u>Level of Difficulty:</u> Beginners</p>	This is a Homework Activity, where students uncover the vision and the attitudes they have towards their personal and professional life, as well as the methods and techniques they need to use to get where they want to be.	After the end of the exercise, students will discuss if they have viewed things differently after the implementation of this activity and what did they learn about what really matters to them.
<b>Seeing Yourself Through the Eyes of a Significant Other</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-regulation</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	This is a Homework Activity, where students nurture their self-esteem and self-compassion through seeing themselves with the genuine respect and positive appreciation with which they were treated by someone else in the past.	Students should think of which skills did they cultivated by applying this exercise and think of ways of using those skills in their everyday lives.
<b>Top 5 Values</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-presentation skills</li> <li>• Engagement</li> </ul> <p><u>Level of Difficulty:</u> Beginners</p>	This is a Homework Activity, where students realize which things make them feel that they are really doing what they were put on this earth to do.	Learning about one's values, strengths and talents is crucial in developing deeper meaningfulness in identifying and pursuing an occupation. Using one's talents and values at work is associated with greater meaning and well-being.
<b>Balance your Group</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-presentation skills</li> <li>• Engagement</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	Engaging all participants in one Group Activity by having the same goal. The better they do the exercise, the better the results. The Aim of this activity is to learn that meaning at workplace increases when engagement is in balance.	Increasing "profitability, productivity, customer satisfaction, innovation, health and safety, turnover and wellbeing" are some of the outcomes when engaging your employees at work.

<b>Going to the Right High Scoring</b>	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Decision Making</li> <li>• Critical Thinking</li> <li>• Negotiation Skills</li> <li>• Engagement</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	<p>This Group Activity aims to encourage engagement in teamwork. Achieving the same goal when engagement in work tasks. When new working tasks are added the employees learn to re-position and re-structure strategical plans and actions.</p>	<p>By the end of this exercise participants will be aware that employers must provide a concise and well-organized strategic plan in order to implement actions and tasks necessary for the increasing productivity of the organization.</p>
<b>Fun at Work</b>	<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Decision Making</li> <li>• Engagement</li> <li>• Communication</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	<p>A feeling of togetherness increases when people collaborate together. Employees when working together with trust and respect increases their impact and meaning of their workplace and hence generate and cultivate positive environment at work.</p>	<p>In a working environment that promotes engagement and teamwork, people may thrive as it provides them the tools to pursue challenging goals as well as cultivates positive emotions. By the end of this activity, the participants will be able to value the aforementioned useful assets.</p>
<b>Don't Smirk</b>	<ul style="list-style-type: none"> <li>• Beginners</li> <li>• Teamwork</li> <li>• Negotiation Skills</li> <li>• Commitment</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	<p>Meaning increases when influenced by others</p>	<p>This exercise is very important to convey the meaning of collaboration, trust and good teamwork capabilities. All members and the leader play a vital role in influencing each other. Precise and consistent coordination and management skills are also important in the workplace that increases unity and a sense of "working together" and trusting each other.</p>
<b>Blindfolded Trust</b>	<ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Commitment</li> <li>• Teamwork</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	<p>Meaning increases when recognized by others. When a person's capabilities and efforts are recognized builds trust and improves performance.</p>	<p>This exercise is very important to convey the meaning of trust and good teamwork capabilities. All members and the leader play a vital role in influencing each other. When a person's capabilities and efforts are recognized by other team members then it increases self-confidence and willingness, it builds trust and improves work performance.</p>
<b>Communication Construction</b>	<ul style="list-style-type: none"> <li>• Communication Skills</li> <li>• Commitment</li> <li>• Teamwork</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	<p>Meaning increases when communication is maintained Communication increases understanding Increase commitment and team dynamics Communication can increase employee job satisfaction</p>	<p>Clear directions and positive feedback is necessary for an effective communication at workplace and therefore increasing meaning and job satisfaction. If employers are able to actively listen to employees and respond positively and constructively then it increases employees job satisfaction.</p>
<b>Find Common Interests</b>	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Communication</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	<p>Common interests increase understanding and job satisfaction By improvising and collaborating can influence communication that will lead to necessary adjustments for effective implementation of tasks. Finding a common activity in a group that is most enjoyable increases attention and willingness to participation</p>	<p>The more the activity is enjoyable, the more the satisfaction and attention, thus flow occurs.</p> <p>When individuals 'enter the flow state' Sawyer (2015) they feel more confident leading to job satisfaction and to increase meaning at work.</p>
<b>Flow Triggers</b>	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Self-Regulation</li> <li>• Flow</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	<p>By improvising and collaborating can influence communication that will lead to necessary adjustments for effective implementation of tasks. Flow activities provide opportunities for relaxation and rest (Csikszentmihalyi) Flow can build mutual understanding</p>	<p>The more the activity is enjoyable, the more the satisfaction and attention, thus flow occurs.</p> <p>When individuals 'enter the flow state' Sawyer (2015) they feel more confident leading to job satisfaction and to increase meaning at work.</p>

		and trust among team members.	Participants may reflect their thoughts about the outcomes of the exercise on a paper
<b>Setting Clear GOALS</b>	<ul style="list-style-type: none"> <li>• Decision Making Skills</li> <li>• Organizational Skills</li> <li>• Self – Regulation</li> </ul> <p><u>Level of Difficulty:</u> Advanced</p>	<p>Participants must set up SMART goals in every setting/situation/environment. The goals must be:</p> <ul style="list-style-type: none"> <li>o Specific</li> <li>o Measurable</li> <li>o Attainable</li> <li>o Realistic</li> <li>o Timely</li> </ul>	<p>Goal setting at work provides employees with a structure guidelines and procedures that increase attention, focus and motivation at work. The more motivated the individuals at work, the most likely to put a meaning in their work life (Nasibov, A. 2015)</p>
<b>Constructive Team Feedback – Positive workplace</b>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Teamwork</li> </ul> <p><u>Level of Difficulty:</u> Advanced</p>	<p>Being able in understanding and give meaning to feedback.                      Being able to provide constructive feedback                      Being able to provide positive statements to others                      Being able to discuss areas of improvement.                      Being able to find solution                      Increase meaning at work when provide positive statements to others.                      Being able to discuss areas of improvement and avoid conflict</p>	<p>A person feels appreciated in situations where is asked for his/her opinion/suggestions/ideas/feedback. When the person's ideas/opinions are heard and valued, the person feels more confident which increases self-esteem and self-awareness. If these feelings occur in the workplace then it is more likely meaning of work will increase</p>

## Meaning (of Life) Activities

<b>Title of the Activity:</b>		<b>Compassionate Chair Work</b>
<b>Duration:</b>		60 minutes
<b>Type of Activity:</b>	Individual	
<b>Level of Difficulty:</b>	Advanced	
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To access disparate facets of the self, in order to understand how they work.</li> <li>To build student's compassion. This exercise aims to teach participants how to filter self-criticism in order to keep any constructive insights and discard any unnecessary negativity.</li> <li>To enhance <i>self-awareness, self-regulation, self-presentation, decision making</i> and <i>negotiation skills</i>.</li> </ul>	
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>Three empty chairs, preferably in a tri-angular arrangement.</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>The school counsellor may make a brief introduction (A) and then provide the instructions on how to do the exercise (B) so that the student may proceed with by applying step (C):</p> <p><b><u>A: Introduction</u></b> The school counsellor asks the student to think of something that has recently caused him/her to criticize themselves. Each chair in front of him/her represents a different perspective to help him/her understand self-criticism.</p> <ol style="list-style-type: none"> <li>The first chair represents a voice of self-criticism.</li> <li>The second chair represents the emotionality or sensation of feeling judged.</li> <li>The last chair takes the perspective of a supportive friend or wise counsellor.</li> </ol> <p>The students' job, is to play the role of each voice represented by the respective chairs. It is good to prevent using humour to avoid the situation and encourage the participants to sincerely learn from</p>	

allowing themselves to explore different perspectives. It is good to let the conversation between the different voices be as dynamic as possible and take the proposed structure mainly as a rough guideline.

If students find it difficult to directly talk to the different aspects of the self, school counsellor can take a seat in one of the chairs and physically represent the voice that is being talked to.

**B: Instructions** The school counsellor explains that the activity comprises of four parts:

**Part 1:** First, the student sits in the perspective of the inner critic. Then, he/she vocally expresses how he/she thinks about the issue, that they have been dwelling on (out loud). For example, “I hate that I am so lazy and can’t seem to get anything done.” He/she tries to understand the tone of his/her voice and notice the emotions his/her words evoke. He/she even notices his/her posture or general demeanour.

**Part 2:** Next, he/she moves to the chair that represents the sensation of being judged (by his/herself). Vocally, he/she expresses how it feels to encounter criticism (out loud). For example, “I feel hurt” or “I do not feel supported.” He/she notices the same things he/she did before (his/her tone, emotions, posture, etc.).

**Part 3:** After that, he/she engages with his/herself in a dialogue between the last two perspectives (the critical voice and the emotional voice) and try to understand how each perspective feels.

**Part 4:** Finally, he/she moves to the chair that represents the friend or wise counsellor. Drawing on a sincere sense of compassion, he/she confronts the critical voice and the critiqued voice. He/she addresses both perspectives vocally.

**C: Implementation** The student implements the exercise according to the instructions. He/she allows his/herself enough time to express everything he/she needs to form each perspective.



### **Evaluation & Reflection:**

Students try to understand how they think, and how they could benefit from the perspectives they explored. They should reflect on how they felt during the exercise and why.

Also, they should try to think if they have learnt something new about themselves and new ways to behave towards themselves. Ultimately, they are already capable of using a more supportive voice. Next time they find themselves being negative and self-critical, they try to locate the compassionate voice and feel self-compassion. The more the exercise is practiced, the more effective it gets.

<b>Title of the Activity:</b>		<b>SMART Goals</b>	
<b>Duration:</b>		60 minutes	
<b>Type of Activity:</b>	Individual		
<b>Level of Difficulty:</b>	Intermediate		
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"><li>• To introduce an effective goal-setting skill that may help students clarify their vague intentions and objectives about their future, and to better organize their efforts regarding strategic success planning.</li><li>• To turn goals to certain realistic choices and prepare action steps with clear milestones and an estimation of the goal's attainability.</li><li>• To enhance <i>self-awareness, self-regulation, decision making</i> and <i>engagement skills</i>.</li></ul>		
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"><li>• Pen / Pencils</li><li>• Papers</li><li>• Flip chart or Blackboard (for the career counsellor / facilitator)</li><li>• Markers (for the career counsellor / facilitator)</li></ul> <p><b><u>Implementation Procedure:</u></b></p> <p>The school counsellor can have a brief introduction (A) and then proceed by applying steps (B), (C) and (D):</p> <p><b><u>A: Introduction</u></b> Most of the times, when we start to look at our future vision, we set rather broad aims. In doing so, we neither specify why, how and when we intend to do these aims, nor we indicate how we will know when we have achieved the results we are looking for. Also, sometimes we may gear our efforts towards setting unrealistic goals, or goals that require more effort to achieve than we initially thought of. What we have to keep in mind is that goals, usually include an end point, but there are multiple stages involved in achieving the goal, which may require sustained effort and clear planning. Then, effective goal-setting is a necessary activity in order to “put flesh on the bones” with regard to our future vision.</p> <p>A useful technique for goal-setting is the SMART model, which brings</p>		

structure and tractability into our objectives. Every goal, from intermediary step to overarching objective, can be made S.M.A.R.T., which is an acronym that stands for the words: Specific, Measurable, Attractive, Realistic, and Time-framed, as these will be explicated further. This exercise will help you to break big, potentially vague, goals into manageable parts that you can evaluate for their effects on your life.

**B: The GOALS** First, the counselor asks students to think about their goals for the next five years. Questions that may be asked include “What do you want to be able to look back and be proud of?”, or “What do you want to have achieved?”. The students are encouraged to be as bold and authentic as they wish and to put aside any reservations.

Goals should be worded in positive, approach-orientated, terms (i.e. what they *do* want) and not in avoidance-orientated terms (i.e. what they *don't* want). The students should write down their thoughts about what they would like to have accomplished in different areas of their life and how they would like to be.

Finally, they are asked to choose one of their goals, the one that provides them with a sense of personal meaning and authenticity, and then to write it down in a different piece of paper as a heading (e.g. “My goal is to ...”).

**C: SMART steps:** The school counselor can use a flip chart to note the criteria of the SMART approach and the respective questions:

- **Specific:** What specific (clear and concrete) steps will I take to achieve my goal? What action do I need to take? What exactly do I want to achieve? Where? How? When? With whom? What are the conditions and limitations? What are possible alternative ways of achieving the same?
- **Measurable:** How will I measure my progress towards the goals, so I will know when I have achieved it?
- **Attractive:** Is this goal attractive to me? Is it worth pursuing? Does this goal excite, energize, or inspire me? Why exactly do I want to

	<p>reach this goal? What is the objective behind the goal, and will this goal really achieve that?</p> <ul style="list-style-type: none"> <li>• <b>Realistic:</b> Is this goal realistic? How confident am I that I can achieve it? Have I given myself the best chance of success? Do I have the necessary skills, or I need to develop them first? Do I have the necessary resources, or I should look for ways of getting them?</li> <li>• <b>Time-framed:</b> What timeframe do I have around this goal? By what date and time will I expect to have achieved this? What deadline I may set by which I expect to have achieved a result? Is the timeline realistic and flexible enough to keep morale high?</li> </ul> <p><b>D: SMART GOALS</b> The school counsellor asks students to provide written answers to these questions in order to make their selected goal SMART. In case there are any difficulties, the school counsellor provides support and examines with the student whether the particular goal may need further refinement, or to be broken down a bit further, in order to be possible to be achieved.</p>
<b>Evaluation &amp; Reflection:</b>	<ul style="list-style-type: none"> <li>• Goals stretch our creative potential, our skills and knowledge, thus helping us to grow and live meaningfully.</li> <li>• People who set clear, concrete and practical goals tend to be more successful than those who do not. Thus, setting tangible and achievable goals is a vital component for being focused on our aims and on what really matters for us.</li> <li>• Having SMART goals draws on an action-orientated planning that helps us monitor our progress as well as evaluate whether our goals are sufficiently meaningful for us to keep going, even if it is a stretch.</li> <li>• Having SMART goals keeps us motivated and committed, while it aids us to identify missing skills that might increase our chances of success.</li> <li>• Students should reflect on how they felt during the exercise.</li> </ul>

- They should focus on what they learned and how they can implement it in their everyday lives and decisions.

<b>Title of the Activity:</b> <span style="float: right;"><b>The Future Me</b></span> <b>Duration:</b> <span style="float: right;">60 minutes</span>	
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To introduce to the early and late adolescent students a dialectical process in developing their picture “Quality World” through the use of imagery.</li> <li>To enhance <i>teamwork</i>, and to organize their efforts around <i>strategic success planning</i>.</li> <li>To consider and explore what “future” may indicate about the type of career they are likely to find meaningful and fulfilling.</li> <li>To enhance <i>self-awareness</i> and <i>decision-making skills</i>.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>Three empty chairs</li> <li>Pen / Pencils (in case students want to take notes)</li> <li>Paper (in case students want to take notes)</li> <li>Flip chart or Blackboard (for the career counsellor)</li> <li>Markers (for the career counsellor)</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Making meaningful choices in our personal or professional life is hardly a straightforward process. School counsellors should use their counselling skills to help students explore how specific activities influence their self-concepts, self-efficacy, and their worldview, helping students identify which aspects of these new roles they find rewarding and offer potential for future careers that they might regard as meaningful.</p> <p>It is important for school counsellors to help students process how the information gained through such activities relates to their developing awareness of their interests. In follow-up classroom lessons and group activities, school counsellors can ask students to consider if the experience helped them identify additional areas they want to explore, and what information and experiences they now want to pursue as result of the</p>

experience. When thinking about their future career, some students may exhibit such negative or irrational thoughts as the following:

- *"I will never be successful."*
- *"What is the point in even trying?"*
- *"Why think about something now when it is so far away?"*
- *"There are so many jobs to think about and I will never be able to make a choice. I must make the right choice."*
- *"Important people in my life must approve of my career choice."*

Students can be taught how to identify and replace such irrational thoughts. This strategy can be a difficult to grasp, and thus, school counsellors are encouraged to reinforce this concept through concrete metaphors and repeated exposure.

School counsellors can discuss with the students their perceptions regarding how adults pursue meaning, what types of careers, community involvement, relationships, and leisure activities find meaningful, and efforts they have initiated in their pursuit of meaning. Students may consider what they are passionate about, what makes them passionate about their future, and what current and future pursuits would enable them to continue to explore this passion.

In this exercise, students will sit in three different chairs to help them get in touch with and to experience, in the present moment, different parts of their self with respect. Individual students sitting in the first of three chairs are asked to imagine, with their eyes closed, to envision their idealized picture of what they would like the world to look like as they imagine themselves ten years in the future. During this envisioning, the students are asked, in sequence, to identify and report what they see, smell, and hear.

They are subsequently asked to move to the second chair, and now undergo the same imagery process but envisioning their Quality, ideal World five

	<p>years into the future.</p> <p>Finally, the students are asked to sit in the third chair, which represents their current self, and also to identify what they are doing today, in the present, to make possible their idealized visions.</p> <p>In other words, they are going to role-play these three parts of their self by sitting in the different chairs. They should try to relax and be open to the experience of self in an accepting way. It is important to let their thoughts and feelings flow freely.</p> <p>The school counsellor can use three different flip charts to note the future aspects and notice what emotions are coming up.</p>
<b>Evaluation &amp; Reflection:</b>	<ul style="list-style-type: none"> <li>• The school counsellor prompts the students to reflect upon their experience by guiding the process with the use of the flip chart.</li> <li>• The student needs to understand that every time we are to make important decisions, our prime goal should be to cultivate our empathy and flexibility to take the right present decisions that will determine our future fulfilment.</li> <li>• The school counsellor needs to help students identify further areas for exploration. They can ask students to identify what additional information or experiences they want; what some extracurricular, volunteer activities, job shadowing, or informational interviewing opportunities would help them explore and reach their ideal future.</li> </ul>

**Title of the Activity:**  
**Duration:**

**The Values in My Core**  
 60 minutes



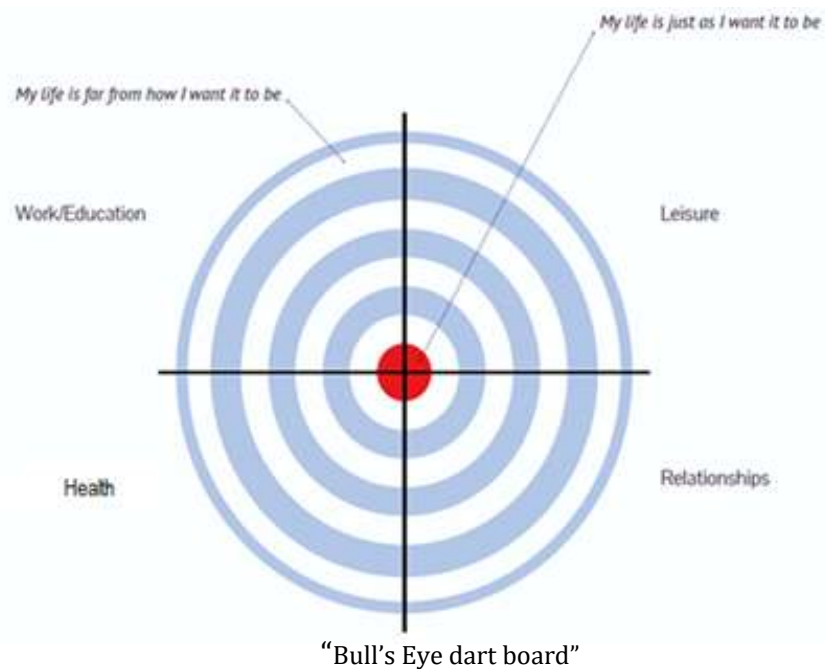
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Advanced
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To <i>identify and measure personal values</i>, values-action discrepancies, values attainment and persistence in the face of barriers to value-based living.</li> <li>To assess the current discrepancy between values and actual valued living.</li> <li>To take a closer look at the barriers or obstacles in life that stand between students and the kind of life they want to live.</li> <li>To enhance <i>self-awareness, self-regulation</i> and <i>engagement skills</i>.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>Pen / Pencils</li> <li>Paper</li> <li>'The values in my core' dart board</li> <li>Slide projector or flip chart with the instructions (for the career counsellor)</li> <li>Markers (for the career counsellor)</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>The school counsellor may have a brief introduction (A) and then provide the instructions on how to implement the exercise (B):</p> <p><b><u>A: Introduction</u></b> 'The values in my core' dart board is divided into four areas of living that are important in people's lives:</p> <p><b><u>Work/education, leisure, relationships and personal growth</u></b></p> <p>1. Work/Education refers to your career aims, your values about improving your education and knowledge, and generally feeling of use to those close to you or to your community (i.e., volunteering, overseeing your household,</p>

etc.).

2. Leisure refers to how you play in your life, how you enjoy yourself, your hobbies or other activities that you spend your free time doing (i.e., gardening, sewing, coaching a children's soccer team, fishing, playing sports).

3. Relationships refers to intimacy in your life, relationships with your family of origin, your friends and social contacts in the community.

4. Health refers to your physical life, like exercise, nutrition, and addressing health risk factors like drinking, drug use, smoking or weight.



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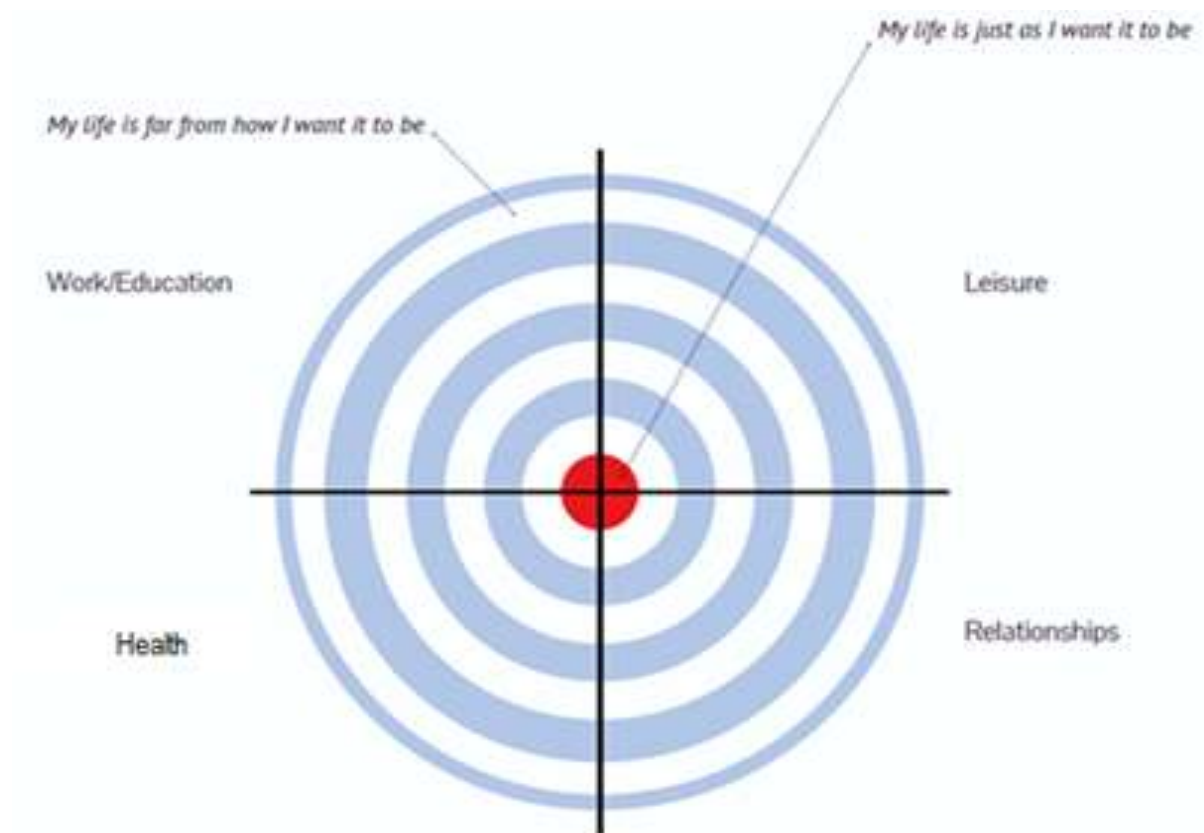
**(B: Instructions)** First, the school counsellor/facilitator informs the students that the activity consists of three parts:

### 1. Identify Your Values

Students write down their values within each of the four areas of the board. They analyse their dreams, qualities and expectations from these areas of their life. Values are not a specific goal, but instead a way in which they would like to live their lives over time, e.g. devoted friendship,

	<p>volunteering, healthy nutrition, mental growth.</p> <p>Then, they reflect on the values they have written and think of them as the middle of the dart board. There is exactly how we want our lives.</p> <p>Then, students note down a mark on each area of the dart board that best represents where they stand today. A mark in the middle means that they are living completely in keeping with their values, they have reached their ideal self. A mark far from the middle means that their life is far from where they want to be, their ideal self.</p> <p>Since there are four areas of valued living, they should mark four points on the dart board.</p> <p><u>2. Identify Your Obstacles</u></p> <p>Students write down what stands as an obstacle between them and living their current life as they want to. When they think of the life they want to live and the values that they would like to put in play, what gets in the way of living that kind of life? Try to make the obstacles specific.</p> <p><u>3. My Valued Action Plan</u></p> <p>Students think about actions they can take in their daily life that would overcome the obstacles they have identified. These actions could be small steps toward a particular goal.</p> <p>They should try to identify at least one action they are willing to take in each of the four areas to get closer to their ideal, valued life.</p>
<b>Evaluation &amp; Reflection:</b>	<p>The school counsellor/facilitator may discuss with the students about this experience. Did they learn anything new about their selves? Did they view things differently about what really matters to them?</p> <p>Having clear-cut values constitutes the meaning of our life and provides structure and purpose in life. A clear view of the values helps us discover our strengths and potentials, clarify our priorities and goals, and align our actions to what really matters.</p>

## APPENDIX:



**Title of the Activity:**

**The Life Goal**

<b>Duration:</b>	60 minutes
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Advanced
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To foster students' habits to envision what it would be like living a life, where their goal plays a major role.</li> <li>To help students pursue their calling. Calling can be defined as a pull toward a career path that connects one with a deeper purpose in life. Finding a calling appears to be important for many people. For students it has been found that calling is positively associated with career maturity, career-decision, self-efficacy, work hope and academic satisfaction.</li> <li>To understand their strengths and select a career that matches them.</li> <li>To enhance <i>self-awareness</i>, <i>self-presentation</i> and <i>engagement skills</i>.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>Pen / Pencils</li> <li>Paper</li> <li>Sheet of paper with the instructions</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>The school counsellor can hand out the sheet of paper with the instructions and students' information for the exercise:</p> <p>At first, students should identify a goal, which they think may play a major role in their lives. If some students struggle to identify such a goal, they can alternately be asked to replace a goal with a passion.</p> <p>Following this step, students must identify what motivates them. Through individual student planning, school counsellors can help students identify what motivates them through reviewing their career interests or strengths or personal goals.</p>

	<p>Students are asked to think about whether their most passionate goal matches their most purposeful inner drive.</p> <p>School counsellors will help the students connect all previous steps to moving ahead with their goal by identifying what it is that is holding them back.</p> <p>The last step is to develop ideas of how to remove those obstacles and provide students the tools it will take to act on the goal.</p>
<b>Evaluation &amp; Reflection:</b>	<ul style="list-style-type: none"> <li>• School counsellors should try to promote students' awareness of their inner drives.</li> <li>• Promoting students' pursuit of calling may assist students in identifying how their current school experience is related to their future.</li> <li>• Students should focus on how they could apply this knowledge in their career choice procedure.</li> </ul>

<b>Title of the Activity:</b> <span style="float: right;"><b>My Signature in The World</b></span> <b>Duration:</b> <span style="float: right;">60 minutes</span>	
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• To aid the students discover and clarify what has meaning in their lives.</li> <li>• To present in a creative and constructive way what they want their life to be about.</li> <li>• To enhance <i>self-awareness</i>, <i>self-presentation</i> and <i>creativity skills</i>.</li> </ul>
<b>Instructions:</b>	<p><b>Material:</b></p> <ul style="list-style-type: none"> <li>• Pen / Pencils</li> <li>• Papers</li> </ul> <p><b>Implementation Procedure:</b></p> <p>The school counsellor may start with a brief introduction (A) and then provide the instructions on how to do the exercise (B):</p> <p><b><u>A: Introduction</u></b> Having a clear personal definition of what is the meaning of our life, provides the framework for setting goals and making choices that would be consistent with our uniqueness and would increase our resilience, when facing difficulties and setbacks. Meaning-making is an active and creative process that evolves as we do, rather than a pre-destined “truth” that if discovered can provide us with long-lasting fulfilment. Also, meaning to life derives from many different sources and a wide range of activities, commitments and relationships.</p> <p>A useful method to help you discover at the present moment your personal meaning of life is to encounter in your imagination with the end of an important part of your life and identity, like the high school graduation. This imaginary technique empowers you for working out what is important for you and what gives meaning in your life. It involves of writing a tribute for yourself in an admirable newspaper, magazine, or</p>

journal if you prefer, after your high school graduation. All you need for this writing exercise is to get some quiet space and uninterrupted time for at least 20-30 minutes.

**B: Instructions** First, the school counsellor / facilitator asks the students to have a few deep breaths to clear their mind. Then, s/he asks them to imagine that they have recently graduated from school and that a special edition is compiled to honour them. This edition would include interviews with people, who wish to pay tribute to them (e.g., family members, friends, colleagues, etc.). The participant should write down what s/he would *most like* these people to say rather than what s/he imagines people would actually say.

The school counsellor / facilitator can use a slide projector or a flip chart to provide the following questions for the exercise (Corrie, 2009):

- What is written about you and why? Who contributes to the special edition and What do they say?
- What impact do people say that you have had in the world till now?
- Which achievements does this edition celebrate and honor?
- For what strengths and talents do people honor and celebrate you?
- What is your legacy till now (to those you love, your community, and globally)?

**Evaluation  
& Reflection:**

The school counsellor may discuss with the student about his/her tribute, by keeping in mind the aforementioned questions to reflect upon the emotional experience of writing a tribute for yourself. Discuss if students have viewed things differently after this exercise and what did they learn about what really matters to them.

Questions that may be asked include:

- “What is the legacy you may wish to offer the world?”
- “What impact would you most like to make?”
- “What are the goals that will help you to achieve your purpose in life?”



Students need to understand that having a clear mindset about what constitutes the meaning of our life provides structure and purpose in life. Self-reflection writing that draws on skills in meaning-making helps us discover our strengths, values and potentials, clarify our priorities and goals, and align our actions to what really matters.

<b>Title of the Activity:</b> <b>Duration:</b>		<b>It's Flow Time</b> 60 minutes
<b>Type of Activity:</b>	Homework	
<b>Level of Difficulty:</b>	Intermediate	
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• To help students enhance their everyday experiences of flow, so as to focus on the immediate and moment-to-moment experience of doing things for their own sake, and thus become aware of their potential to overcome challenges.</li> <li>• To enhance <b>creativity</b> since practicing <b>flow</b> results to dealing with challenges in a constructive, meaningful, and enjoyable way.</li> <li>• To build <b>self-awareness</b> as the students are expected to identify activities that are consistent with their skills, while they also develop the capacity to merge action with awareness.</li> <li>• To reinforce <b>engagement</b> in specific tasks.</li> </ul>	
<b>Instructions:</b>	<b>Material:</b> <ul style="list-style-type: none"> <li>• Pen / Pencils</li> <li>• Papers</li> <li>• Slide projector or flip chart with the instructions (for the career counsellor / facilitator)</li> <li>• Markers (for the career counsellor / facilitator)</li> </ul> <b>Implementation Procedure:</b> The school counsellor may have a brief introduction (A) and then provide the instructions on how to do the homework exercise (B) so as the student may proceed with by applying step (C) and reflect on it in the next session (D): <b>A: Introduction:</b> Flow is the mental state where challenge and skill are in a balanced proportion. In a flow state, we do something just because we enjoy doing it, either it is play, work, or something else. It is the feeling of being "in the zone", since time seems to fly by and attention is so absorbed by the activity that no attention is left over to notice time passing and get bored or	

worried. People in flow experience effortless concentration, enjoyment, and satisfaction. To get into flow one needs to experience high perceived challenges along with high perceived skills. When someone lives with flow, their self-esteem grows, and they feel in control, involved, creative, and happy. Thus, it is important to learn how to bring flow in our everyday life.

**B: Instructions:** The school counsellor can use a slide projector or a flip chart to provide the following instructions for the homework exercise:

Allow a short time (approximately 5-10 minutes) to consider a moment, an activity, or an occasion that you felt flow. Remember what did you do and how did you feel in as much detail as you can. Then try to connect this memory of flow to your skills and interests. Write in a piece of paper what it means for you to be in a state of flow. Try to identify how often you feel flow in your everyday routine and with which activities, or in which moments. Rate your flow level from 0 = a total lack of flow to 10 = totally in flow, regarding the past week. Define the level you wish to reach in the next days.

For the next week, try to facilitate flow by doing *each day* something that *you* choose with concentration and playfulness. Examples could be to do: (a) habitual things in different, new ways, than usual (e.g., cooking, having a shower), (b) things that inspire you (e.g., read poetry, painting, talking to friends, listening to music), and (c) rather arduous things with an attitude of increased curiosity and interest (e.g., work, studying, searching information on the net). Whatever you choose, try to be challenging tasks that are not too difficult (not overwhelming), nor too easy (not boring). In other words, make an opportunity each day to let yourself flow. Give yourself some time to be absorbed in what you are doing, to actively revel in the activity. These moments each day will be “flow time”: they might be quiet or energetic, creative or relaxing, but in any case, you enjoy the activity just for the sake of it – exactly the way children know how to do by heart, when they play.

At the end of each day, keep some notes of what happened and how you felt

	<p>about it. Was your flow experience something that just occurred with no particular effort, or you had to make it happen? What was the activity about? Were you alone or with other people? What thoughts did you have afterwards?</p> <p><b><u>C: Implementation</u></b> The student the homework exercise by following the instructions provided in step B.</p> <p><b><u>D: Next Session</u></b> At the next meeting, the school counsellor asks the students to present their flow experiences and to reflect upon emotions and thoughts that they have about them. Then, they may rate again their flow level from 0 = a total lack of flow to 10 = totally in flow, regarding the last week, to see whether there are any differences and to discuss about them.</p>
<b>Evaluation &amp; Reflection:</b>	<p>Students reflect upon how these flow experiences may be connected to their skills. Participants are prompted to find out in which ways “flow” may be further facilitated in the future.</p> <p>It is important to understand that “flow” is a state of mind, where attention becomes effortlessly focused on a specific activity because during that time intrinsic motivations are activated. When we are in a state of flow, we experience the activity as intrinsically rewarding, because of that often the end goal is just an excuse for the process. Such an attitude provides meaning not only to our daily actions, but to the overall process of trying to fulfil our life goals.</p>

<b>Title of the Activity:</b>		<b>The Motivational Letter</b>	
<b>Duration:</b>		60 minutes	
<b>Type of Activity:</b>	Homework		
<b>Level of Difficulty:</b>	Intermediate		
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"><li>• To strengthen students’ motivation and engagement regarding their goals through a self-reflection writing process that promotes identification and <i><b>self-regulation</b></i> of internal states (i.e. strengths, weaknesses, thoughts, emotions, and motives) as well as critical evaluation of a challenging situation.</li><li>• To enhance <i><b>self-awareness</b></i> and <i><b>self-regulation</b></i>.</li><li>• To enhance the skills of <i><b>critical thinking</b></i> and <i><b>decision making</b></i> since it helps participants to become aware of their potential motivation setbacks and to better organize and plan the needed actions in order to attain their valued goals.</li></ul>		
<b>Instructions:</b>	<p><u><b>Material:</b></u></p> <ul style="list-style-type: none"><li>• Pen / Pencils</li><li>• Papers</li><li>• Slide projector or flip chart with instructions (for the counsellor)</li><li>• Markers (for the counsellor)</li></ul> <p><u><b>Implementation Procedure:</b></u></p> <p>The school counsellor may have a brief introduction (A) and then provide the instructions on how to do the homework exercise (B) so as the student may proceed with by applying step (C) and reflect on it in the next session (D):</p> <p><u><b>A: Introduction</b></u> When it comes to making important changes, we sometimes have mixed feelings, biases and fears about pursuing our goals that may discourage us or prevent us from taking appropriate action. Also, at times we may feel that things in our personal or professional life don’t quite</p>		

work out for us as we have hoped, or we might feel scared by the potential failures and mischiefs. It is then that we may lose faith to ourselves, and our motivation and courage may need a boost. To this end, a useful method you may try is to write a motivational letter to yourself. All you need for this writing exercise is to get some quiet space and uninterrupted time for at least 20-30 minutes. The aim of this motivational letter is to encourage you towards your goals by adopting a self-soothing and positive attitude.

**B: Instructions** The school counsellor can use a slide projector or a flip chart to provide the following instructions for the exercise (Corrie, 2009):

- The language of your letter should be compassionate, supportive, and concerned. Self-criticism or judgments should be avoided at all costs.
- It should remind you of all the times you managed to overcome obstacles and to succeed.
- It should remind you to view delays and setbacks as an inevitable part of your development process and as a challenge to learn something from them rather than due to lack of ability.
- It boosts an optimistic attitude that is based on the value of your goal and the personal meaning for keeping going
- It suggests you specific, achievable and practical actions that you can take in a short-term perspective (e.g., the next few minutes, hours, or days) to encourage you to keep your motivation going.

**C: Implementation** The student undertakes the homework exercise by following the instructions provided in step B.

**D: Next Session** At the next meeting, the school counsellor may discuss with the student about their motivational letter to reflect upon the emotional experience of writing a letter from you to you. For example, the school counsellor may encourage the participant to discuss about how s/he may have viewed things differently and more positively, and why the goal is

	important to get going after all. The school counsellor may also inform the student about the other two options in writing a motivational letter to use them in the future: (a) writing on behalf of a family member or friend who is supportive and non-judgmental, and (b) writing on behalf of a member of the council of advisers (if any).
<b>Evaluation &amp; Reflection:</b>	<p>Students need to understand that to keep themselves motivated is a dynamic process that demands a constant active encouraging attitude.</p> <p>Self-reflection through writing that focuses on enhancing the individual's skills in optimistic thinking can be extremely beneficial when it comes retaining self-motivation. Reflective writing is an effective way to be reminded why our goal is important and find the inner strength to deal with anxieties and negative thoughts that act as motivational setbacks.</p> <p>Writing a motivational letter to ourselves is acting like an objective, supportive, "observer" for us; an observer who guides us to realize that feelings of self-doubt, insecurity and fear are part for the course and that change involves more than good intentions.</p>

<b>Title of the Activity:</b>		<b>Loving-Kindness Meditation</b>
<b>Duration:</b>		60 minutes
<b>Type of Activity:</b>	Homework	
<b>Level of Difficulty:</b>	Intermediate	
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• To cultivate an attitude of self-compassion, feelings of goodwill, unconditional love and kindness.</li> <li>• The key to loving-kindness meditation is to enhance the feelings that should be inclusive and undiscriminating. Nothing is expected in return and as such, it is considered the purest form of love.</li> <li>• To experience feelings of deep warmth and affection for themselves and others, an ability to accept all parts of themselves, others and life, including pleasurable and painful parts.</li> <li>• To increase positive emotions and reduce negative ones.</li> <li>• To increase personal resources, self-acceptance and wellbeing.</li> <li>• To activate empathy.</li> <li>• To improve social connection and positive relationships.</li> <li>• To enhance <i>self-awareness</i>, <i>self-regulation</i> and <i>engagement skills</i>.</li> </ul>	
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Pen / Pencils</li> <li>• Papers</li> <li>• Sheet of paper with the instructions</li> <li>• Loving Kindness Meditation to Develop Mindfulness and Compassion video (<a href="https://www.youtube.com/watch?v=-d_AA9H4z9U&amp;t=8s">https://www.youtube.com/watch?v=-d_AA9H4z9U&amp;t=8s</a>)</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>The school counsellor may start with a brief introduction (A) and then provide the instructions on how to do the homework exercise (B). Students could make a first attempt to follow the instructions individually or as a</p>	



group in class before following them on their own at home. Thus, school counsellor could ask them follow his/her instructions in class and try to follow them on their own at home (C) by reading them or listening to the relevant video. At the next session, they discuss about their experience (D):

**A: Introduction** Loving-kindness is a meditation practice which brings about positive attitudinal changes as it systematically develops the quality of 'loving-acceptance'. It acts, as it were, as a form of self-psychotherapy, a way of healing the troubled mind to free it from its pain and confusion. Of all meditations, loving-kindness has the immediate benefit of sweetening and changing old habituated negative patterns of mind.

Loving-kindness produces four qualities of love: Friendliness, Compassion, Appreciative Joy and Equanimity. The quality of 'friendliness' is expressed as warmth that reaches out and embraces others. When loving-kindness practice matures, it naturally overflows into compassion, as one empathizes with other people's difficulties. The positive expression of empathy is an appreciation of other people's good qualities or good fortune, or appreciative joy, rather than feelings of jealousy towards them. So, ultimately you remain serene, kindly disposed and caring toward everybody with an equal spread of loving feelings and acceptance in all situations and relationships.

**B: Instructions** The school counsellor can hand out the instructions for the homework exercise:

- Close your eyes. Sit comfortably with your feet flat on the floor and your spine straight. Relax your whole body. Keep your eyes closed throughout the whole visualization and bring your awareness inward. Without straining or concentrating, just relax and gently follow the instructions.
- Take a deep breath in. And breathe out. Take a few deep breaths to

relax your body. Take the air in, through your nose, breathing deeply into your lungs and release the breath through your mouth.

- After taking a few deep breaths, no longer try to control your breath but allow to come and go from your body naturally.
- Focus on your breath as it comes into your body and as it leaves. As you breathe in and out move your focus from your breath to your heart.
- Keeping your eyes closed, think of a person close to you who loves you very much. It could be someone from the past or the present; someone still in life or who has passed; it could be a spiritual teacher or guide, a good friend or a family member.
- Imagine that person standing on your right side, sending you his/her love. That person is sending you wishes for your safety, for your well-being and happiness. Hear and feel the warm wishes and love coming from that person towards you.
- Now bring to mind another person who cherishes you deeply. Imagine that person standing on your left side, sending you wishes for your wellness, for your health and happiness. Hear the wishes and feel the kindness and warmth coming to you from that person.
- Now imagine that you are surrounded on all sides by all the people who love you and have loved you. Picture all of your friends and loved ones surrounding you.
- They are standing sending you wishes for your happiness, well-being, and health. Bask in the warm wishes and love coming from all sides. You are filled, and overflowing with warmth and love.
- Take a deep breath in. And breathe out. And another deep breath in

	<p>and let it go.</p> <ul style="list-style-type: none"> <li>• Notice the state of your mind and how you feel after this meditation.</li> <li>• When you're ready, you may open your eyes.</li> </ul> <p><b><u>C: Implementation</u></b> The student undertakes the homework exercise by following the instructions provided in step B.</p> <p><b><u>D: Next Session</u></b> At the next meeting, the school counsellor asks the students to present their experiences and to reflect upon emotions and thoughts. Also, the school counsellor encourages the participants to reflect upon how these experiences may be connected to their skills and in which ways this process may be further facilitated in the future. Moreover, if the discussion takes place in the classroom, students could make groups of two and discuss to each other about the people sent them loving-kindness wishes, the content of the wishes and the emotions they felt during the exercise.</p>
<b>Evaluation &amp; Reflection:</b>	<ul style="list-style-type: none"> <li>- Students should think if they learnt something new about themselves. And if so, what?</li> <li>- Would they repeat the exercise on their own on daily basis?</li> <li>- How did they feel, when they shared their experience?</li> <li>- What benefits can they identify?</li> </ul> <p>Students need to understand that loving-kindness is a heart meditation and should not to be seen as just a formal sitting practice removed from everyday life. Applying the practice to daily life is a matter of directing a friendly attitude and having openness toward everybody they relate to, without discrimination.</p> <p>Such an attitude provides meaning not only to their daily actions, but to the overall process of trying to fulfil their life, school or work happiness. Thus, it shifts a person's basic view of the self in relation to others and increases empathy and compassion.</p>

<b>Title of the Activity:</b> <span style="float: right;"><b>The Mission Statement: Mission Possible</b></span>	
<b>Duration:</b> <span style="float: right;">60 minutes</span>	
<b>Type of Activity:</b>	Homework
<b>Level of Difficulty:</b>	Beginners
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• To help students uncover the vision and the attitudes they have towards their personal and professional life as well as the methods and techniques they need to use to get where they want to be.</li> <li>• To identify the areas of their life in which they find meaning, passion and engagement and to focus on specific steps they need to take.</li> <li>• To enhance self-awareness, self-presentation, creativity, critical thinking, decision making and engagement skills.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Pen / Pencils</li> <li>• Papers</li> <li>• Slide projector or flip chart with the instructions (for the career counsellor)</li> <li>• Markers (for the career counsellor)</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>The school counsellor may have a brief introduction (A) and then provide the instructions on how to do the homework exercise (B) so as the student may proceed with by applying step it at home (C) and they discuss about it at the next session (D):</p> <p><b><u>A: Introduction</u></b> Finding meaning in life entails to be committed to fulfilling your potential. To do so, first you need to be clear about where you are headed and why this is important to you. In addition, you need to recognize the attitudes and beliefs you hold about yourself and others, so as to identify any influences that may hold you back, or to expand your</p>

perspectives to support your mission. Subsequently, you need to design an action plan and to draw upon all the available resources. In other words, you should develop your own MAP (: Mission, Attitude, Process) to navigate you in your life journey. To this end, a useful method you may try is to write a story about this journey, by using your MAP to find the right direction.

**B: Instructions** The school counsellor can use a slide projector or a flip chart to provide the following instructions for the homework exercise:

Allow enough time (approximately 30 minutes) for introspection and reflection while performing this exercise. Find a quiet place where you can be uninterrupted while you work. Consider both your personal and professional life when writing your story. Take a few breaths and let your imagination free.

Imagine that you are the script writer of a new movie, called “Mission Possible” that is about you and your life. What kind of film would it be? Who are the main characters? What is the Mission that the hero/heroine would like to manage? What are the Attitudes held by the hero about the world, the other people and himself/herself? Which Process does the hero adapt to overcome the setbacks and to come out on top? How does your story end? What alternative title would you like to give to your movie?

Take the time to reflect thoughtfully on each answer. Once you have the details of your movie clearly in your mind, write some key notes to answer the aforementioned questions.

**C: Implementation** The student undertakes the homework exercise by following the instructions provided in step B.

**D: Next session** At the next meeting, the school counsellor asks the students to present their stories by taking account of the aforementioned

	<p>steps, and to reflect upon emotions and thoughts that they have about their story now. Also, the counsellor encourages the participants to reflect upon their Mission, Attitude and Process in their stories and to think about whether there are any disempowering elements of the story that they need to discard. Finally, the school counsellor asks the students to create a mission statement that is the best reflection of them.</p>
<b>Evaluation &amp; Reflection:</b>	<p>Discuss if students have viewed things differently after this exercise and what did they learn about what really matters to them.</p> <p>Students need to understand that uncovering our purpose in life is essentially an exploratory and creative process. Story-telling is an effective creative method to express our authenticity, but also to construct new possibilities for ourselves that we may have overlooked.</p> <p>A clear mission reflects our authenticity and integrity, our vision and values, and it serves as our guide to living our life.</p> <p>Our mission may evolve over time, and we should review it regularly to make sure that it is aligned with our beliefs, perspectives, actions and choices.</p>

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esteem is not a static entity, but a dynamic and ever-changing part of ourselves. Thus, a key to healthy self-esteem is to better integrate and build upon our experiences with people who was unconditionally loving, accepting, kind, and encouraging to us. By bringing to our memory and reviving these experiences of valuing others it aids to develop a caring empathic self and to show compassion towards our inadequacies and imperfections, as these are limits of the human nature. Thus, our efforts to boost self-esteem involve systematic work both from the outside in and the inside out.

A useful method that combines both of these approaches is an imaginary exercise that you can undertake as a homework. All you need for this exercise is to get some quiet space and uninterrupted time for at least 15 minutes to do the following steps.

**B: Instructions** The school counsellor can hand out the sheet of paper with the following instructions for the homework exercise:

In a quiet space, seat upright and breathe smoothly. Then, you may close your eyes and put aside all thoughts and worries. Take deep breaths and relax.

Now, you may bring to your memory a period or an incidence in your life, when someone (e.g., relative, teacher, friend, colleague, neighbour or even a stranger) showed to you kind and generous love, a benevolent attitude towards you that touched your life once and for all. It may be a unique act of generosity, or a simple act of kindness, which influenced your life decisively. Try to have a picture of the particular memory and to reflect on where you were, what was taking place around you, and which your needs were at that phase, in every possible detail.

Reflect upon the feelings that emerge as a result from that person's behaviour towards you. They may be feelings of gratitude, humility, care, and interest. Reconnect yourself with these feelings in the here-and-now. You may notice that the more you are dwelled into these feelings the more tender you feel towards that person. You may also feel in a state of a



	<p>harmonious connection with him/her.</p> <p>Now, without forcing yourself, try to direct to yourself the kindness and acceptance you have felt by the other person. Think of an issue that tends to make you feel stressed or inadequate (e.g., school or relationship issue), and which threatens your self-esteem. Become the benefactor of yourself. Bring the compassion, empathy, acceptance, and care to deal with your own issue. Feel the compassion as it pours into you, soothing and comforting you.</p> <p><b>C: Implementation</b> The students do the homework exercise according to the instructions.</p> <p><b>D: Next Session</b> At the next meeting, the school counsellor may discuss with the students about their experience, so they reflect upon their emotions and thoughts. For example, the school counsellor may encourage the participants to discuss about which part of the exercise was difficult or easy for them, how they may have viewed things differently, and whether they felt a positive impact for their self-esteem after having done the exercise.</p>
<b>Evaluation &amp; Reflection:</b>	<p>Students need to understand that a robust self-esteem is not about having unshakable confidence, but rather it is about developing a mature, compassionate, and accepting attitude to oneself.</p> <p>To see ourselves through the lens of a valuing other draws on our capacity for mirroring with others, a fundamental neuropsychological mechanism that contributes to our healthy development.</p> <p>What we need to keep in mind is that we have value as a human being regardless of our achievements or failures, and that we need to be compassionate towards setbacks so as to be able to learn from our experiences.</p> <p>Students should think of which skills did they cultivated by applying this exercise and think of ways of using those skills in their everyday lives.</p>

<b>Title of the Activity:</b>		<b>Top 5 Values</b>
<b>Duration:</b>		60 minutes
<b>Type of Activity:</b>	Homework	
<b>Level of Difficulty:</b>	Beginners	
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• To identify their values.</li> <li>• To realize which things make them feel that they are serving their true life and self-purpose.</li> <li>• To help students enhance <i>self-awareness</i> and <i>decision-making skills</i>.</li> </ul>	
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Pen / Pencils</li> <li>• Paper</li> <li>• Sheet of paper with the instructions</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>The school counsellor may have a brief introduction (A) and then provide the instructions on how to do the homework exercise (B). The student may proceed by applying it at home (C) and they can discuss about it at the next session (D):</p> <p><b><u>A: Introduction</u></b> The school counsellor asks students to take some time with the core values exercise in order to consciously assess what really matters to them. Identifying their values, will make it much easier for them to work out how they need to adjust what they are doing in their life and work. Core values are different for each of us.</p> <p><b><u>B: Instructions</u></b> The school counsellor - facilitator can hand out the sheet of paper with the following instructions for the homework exercise.</p>	

Here is an inventory of core values that students can just read through and see which values ring true for them.

Acceptance	Fairness	Peace
Achievement	Fame	Personal development
Advancement	Family happiness	Personal expression
Adventure	Fast pace	Planning
Affection	Freedom	Play
Altruism	Friendship	Pleasure
Arts	Fun	Power
Awareness	Grace	Privacy
Beauty	Growth	Purity
Challenge	Harmony	Quality
Change	Health	Radiance
Community	Helping others	Recognition
Compassion	Helping society	Relationships
Competence	Honesty	Religion
Competition	Humor	Reputation
Completion	Imagination	Responsibility
Connectedness	Improvement	Risk
Cooperation	Independence	Safety & security
Collaboration	Influencing Others	Self-respect
Country	Inner Harmony	Sensibility
Creativity	Inspiration	Sensuality
Decisiveness	Integrity	Serenity
Democracy	Intellect	Service
Design	Involvement	Sexuality
Discovery	Knowledge	Sophistication
Diversity	Leadership	Spark
Environmental awareness	Learning	Speculation
Economic security	Loyalty	Spirituality
Education	Magnificence	Stability
Effectiveness	Making the difference	Status
Efficiency	Mastery	Success
Elegance	Meaningful work	Teaching
Entertainment	Ministering	Tenderness
Enlightenment	Money	Thrill
Equality	Morality	Unity
Ethics	Mystery	Variety
Excellence	Nature	Wealth
Excitement	Openness	

The counsellor guides students to use ticks and crosses to mark off values or

	<p>use a rating to help them work out which are more important. There may be some additional personal values that are unique to them. Students can add anything else that just feels right.</p> <p>After considering their core values, they select the five most important values and try to reflect on them. They try to think why they are important for them and what do they do to serve them in their lives.</p> <p><b>C: Implementation</b> The students do the homework exercise according to the instructions.</p> <p><b>D: Next Session</b> At the next meeting, the school counsellor may discuss with the students about their values and what drives and motivates them about those values and why.</p>
<b>Evaluation &amp; Reflection:</b>	<p>School counsellors can share with students that using one's values in one's job, is more likely to result in a person perceiving their work to be meaningful.</p> <p>Learning about one's values, strengths and talents is crucial in developing deeper meaningfulness in identifying and pursuing an occupation. Using one's talents and values at work is associated with greater meaning and well-being.</p> <p>It is important for school counsellors to help students process, how the information gained through such activities relates to their developing of awareness of their values and interests.</p> <p>School counsellors can ask students what they learned about their values, if the experience helped them identify additional areas they want to explore, and what information and experiences they now want to pursue as result of this experience.</p>

<b>Title of the Activity:</b> <b>Balance your Group</b> <b>Duration:</b> (45 minutes)	
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Beginners
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• Learn that meaning at workplace increases when engagement is in balance</li> <li>• Engaging all participants in one group activity by having the same goal. The better they do the exercise, the better the results.</li> <li>• This activity aims to enhance <b>engagement</b> along with other objectives like <b>team work, self-management, critical thinking, negotiation</b> and <b>decision making</b>.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Pen / Pencils (in case that students' / participants want to take notes)</li> <li>• Flip chart or Blackboard (for the career counsellor / facilitator)</li> <li>• Markers (for the career counsellor / facilitator)</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>The facilitator explains that keeping employees engaged is a challenge at workplace. It's also a huge opportunity to gain long-term commitment and effort from your team members. This may result into to higher sales and fewer mistakes.</p> <p>The facilitators prompt the participants to get into pairs and to discuss in which ways an employer can engage the employees. All participants engage in discussion.</p> <p>The facilitator then asks pairs to hold hands and sit down then stand up, without letting go of one another's hands. Then the pairs are asked to join with another pair in order to become 4 people in a group. Repeat the same exercise in groups of four people. The 4-member groups join into groups of</p>

	<p>eight people holding hands in a circle.</p> <p>While they perform the activity, the facilitator asks members in each group to assign numbers for each member from 1-8. The facilitator gives a signal and the team members who have even numbers fall backwards while the odd numbers fall forwards. The effort is to achieve a group balance.</p>
<b>Evaluation &amp; Reflection:</b>	<p>Increasing "profitability, productivity, customer satisfaction, innovation, health and safety, turnover and wellbeing" are some of the outcomes when engaging your employees at work.</p> <p>Employers must provide a concise and well-organized strategic plan in order to implement actions and tasks necessary for the increasing productivity of the organization.</p> <p>Participants may reflect their thoughts about the outcomes of the exercise on a paper how they felt:</p> <ul style="list-style-type: none"> <li>- How well do you feel you contributed to the team?</li> <li>- How well do you think team members worked together?</li> <li>- Do you feel your understanding of engagement was clear?</li> </ul>

**Reference:**

<https://gethppy.com/employee-engagement/15-employee-engagement-activities-can-start-now>

Alliance, Supporting Community Action on AIDS in Developing Countries

<b>Title of the Activity:</b> <b>Going to the right high scoring</b> <b>Duration:</b> (45 minutes)	
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Beginners
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• Encourage <b>engagement</b> in teamwork</li> <li>• Achieving the same goal when engagement in work tasks</li> <li>• Increase <b>Teamwork</b> and <b>decision making</b></li> <li>• Increase critical thinking, negotiation</li> <li>• When new working tasks are added the employees learn to re-position and re-structure strategical plans and actions.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Pen / Pencils (in case that students / participants want to take notes)</li> <li>• Drinking straws</li> <li>• Paper balls</li> <li>• Large piece of paper</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>The facilitator explains that engagement assist in the development of working relationships, in the enhancement of teamwork and team management.</p> <p>A discussion is made with all participants.</p> <p>All participants draw scoring circles on a large piece of paper</p> <p>Create small balls with paper.</p> <p>The participants must work all together to blow some balls (with the drinking straws) to the scoring circles. The facilitator avoids to give directions as to which scoring circle the balls should get into. While they are doing this, the facilitator adds more balls.</p> <p>More balls come into the game, and the participants must decide with others how they will place the paper balls into scoring circles without moving balls that are already in place. The facilitator asks the participants to decide together to put all the paper balls in one scoring circle.</p>

<p><b>Evaluation &amp; Reflection:</b></p>	<p>Employers must provide a concise and well-organized strategic plan in order to implement actions and tasks necessary for the increasing productivity of the organization.</p> <p>If the decision making is put on the employees, then the responsibility increases which necessitates strong engagement and teamwork by all members.</p> <p>Participants may reflect their thoughts about the outcomes of the exercise on a paper how they felt:</p> <ul style="list-style-type: none"> <li>- How well do you feel you contributed to the team?</li> <li>- How well do you think team members worked together?</li> <li>- Do you feel your understanding of engagement was clear?</li> </ul>
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**Reference:**

Csikszentmihalyi, M. (1997). Finding Flow: The Psychology of Engagement with Everyday Life

Gutknecht, D., & Lahey, S. (2017). Meaning at Work and his hidden language.

<https://www.huddle.com/blog/team-building-exercises/>



<b>Title of the Activity:</b> <b>Fun at Work</b> <b>Duration:</b> (45 minutes)	
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Beginners
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• Perceived Impact in the Workplace.</li> <li>• Increase <i>cooperation</i> and <i>decision-making skills</i>.</li> <li>• Increase <i>engagement</i> among team members.</li> <li>• Increase <i>communication</i>.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Pen / Pencils (in case that students participants want to take notes)</li> <li>• Jigsaw puzzle (50 medium- large pieces - depending on the number of participants)</li> <li>• Small bags to divide the puzzles</li> <li>• Projector</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>The facilitator explains that cooperation is a valuable asset when it comes to the development of positive working relationships and to make work fun. A discussion is made with all participants, regarding how fun at work can facilitate meaning at work.</p> <p>All participants are provided with a picture (depicted on a projector). The facilitator provides each participant with a bag including puzzle pieces. The facilitator asks participants to cooperate and put together all puzzle pieces to create the picture depicted on the projector. The facilitator avoids to give directions as to how they will work but he/she monitors and writes down the process that participants followed.</p> <p>When the participants finished, the facilitator presents to them (in bullet points) the process they follow.</p>

**Evaluation  
& Reflection:**

A feeling of togetherness increases when people collaborate together. Employees when working together with trust and respect, enjoy higher level of job satisfaction and meaning and hence generate and cultivate positive environment at work. In these kinds of environments, people may thrive as it provides them all the necessary tools to pursue challenging goals, as well as cultivates positive emotions.

In the contrary, when employees' workplace lacks positive characteristics and tools to facilitate social emotional skills, then their interest dissolves into "office politics, ego management, and passive-aggressive avoidance of tough issues" Cranston, S., & Keller, S. (2013) (online article in the McKinsey Quarterly "Increasing the meaning quotient of work).

Participants may reflect their thoughts about the outcomes of the exercise on a paper how they felt:

- How well do you feel you contributed to the team?
- How well do you think team members worked together?
- Do you feel your understanding of engagement was clear?

**Reference:**

Teambuilding with Teens: Activities for Leadership, Decision Making, and Group Success, by Mariam G. MacGregor)

<https://www.mckinsey.com/business-functions/organization/our-insights/increasing-the-meaning-quotient-of-work>

<b>Title of the Activity:</b>		<b>Don't smirk</b>
<b>Duration:</b>		(45 minutes)
<b>Type of Activity:</b>	Group	
<b>Level of Difficulty:</b>	Beginners	
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• Meaning increases when influenced by others.</li> <li>• Recognize team influence.</li> <li>• Enhance <i>collaboration skills</i>.</li> <li>• Improve <i>negotiation skills</i>.</li> <li>• Increase trust and <i>commitment</i>.</li> </ul>	
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <p><u>N/A</u></p> <p><b><u>Implementation Procedure:</u></b></p> <p>A 15' discussion with all participants on topics such as trust and commitment should be made. The facilitator just coordinates the discussion and asks participants to write their thoughts on their notebooks first. (Probes: 3-4 questions for discussion-Why trust is important in the workplace? Think about a person you can trust in your class, what skills does the (authority /person) need to encompass in order to be trusted by others, etc.)</p> <p>Have participants stand in two parallel lines (each line is considered one team). Each line facing the opposing line/team. The last member of the line (either left or right end) is going to lead the other team members to walk from one end of the line to the other. Don't give instructions. Let them designate the leader. They need to designate one person from each team to walk between the two lines at the same time with instruction III.</p> <p>Ask all participants not to laugh or talk until they go from one end of the room to the other. If one member smiles/giggles/laughs/talks then he/she will leave the team and go to the other team. The team with more members wins.</p>	

**Evaluation****& Reflection:**

This exercise is very important to convey the meaning of collaboration, trust and good teamwork capabilities. All members and the leader, play a vital role in influencing each other. Precise and consistent coordination and management skills are also important in the workplace that increases unity and a sense of “working together” and trusting each other.

A person experiences a meaningful life when he/she responds promptly to any situations and challenges and discovers its own responsibility in life that allows him/her to experience and believe in a superior meaning (Frankl, 1962).

Participants may reflect their thoughts about the outcomes of the exercise on a paper how they felt:

- How well do you feel you contributed to the team?
- How well do you think team members worked together?
- Do you feel your understanding of engagement was clear?

**Reference:**

MacGregor, M. Teambuilding with Teens: Activities for Leadership, Decision Making, and Group Success.

Cranston, S., & Keller, S. (2013). Increasing the ‘meaning quotient’ of work (<https://www.mckinsey.com/quarterly/overview>)

<b>Title of the Activity:</b>		<b>Blindfolded Trust</b>	
<b>Duration:</b>		(45 minutes)	
<b>Type of Activity:</b>	Group		
<b>Level of Difficulty:</b>	Beginners		
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"><li>• Meaning increases when an individual’s efforts and skills are recognized by others as well.</li><li>• When a person’s capabilities and efforts are recognized builds trust and improves performance.</li><li>• Increase a feeling of being valued.</li><li>• Increase <i>commitment, team work, team dynamics</i>.</li></ul>		
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <p>N/A</p> <p><b><u>Implementation Procedure:</u></b></p> <p>Initiate a discussion with all participants on how commitment increases trust and engagement. (Probes: Think about a person you acknowledge his/her capabilities in your class. What have you pointed out? Can you trust this person to work with? Will you be influenced by this person? Why? etc.)</p> <p>Ask participants to get into groups of 2.</p> <p>Ask all groups to map a walking route (it can be a complex one) in the room with a chalk. Ask them to walk the route before they start implementing the exercise.</p> <p>Prompt them to decide who will be the leading member and ask them to give 3 reasons why? (Understanding and recognize abilities). The person who is responsible for leading the blindfolded person, leads the person without giving instructions and talk about anything else. Ask them to change roles. Follow the same pattern.</p> <p>Both in the group are blindfolded and walk with instructions. One group at a time. The rest of the participants observe and take notes for feedback.</p>		

**Evaluation  
& Reflection:**

This exercise is very important to convey the meaning of trust and good teamwork capabilities. All members and the leader play a vital role in influencing each other. When a person's capabilities and efforts are recognized by other team members, then it increases self-confidence and willingness, it builds trust and improves work performance.

Participants may reflect their thoughts about the outcomes of the exercise on a paper how they felt:

- What were the competencies (leadership, clear structure, etc.)?
- How well do these competencies promote the successful accomplishment of the exercise?
- Trustworthiness is understood and recognized through honesty, sincerity, integrity, promise-keeping, loyalty. Which of the above were presented in the activity?

**Reference:**

<http://ipm-info.org/group-dynamics-exercises/blindfold-exercise/>

Hobbs, S. Blindfold Obstacle Course. From the business ethics activity book.

<b>Title of the Activity:</b> <b>Communication Construction</b> <b>Duration:</b> (45 minutes)	
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Beginners
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• Meaning increases when communication is maintained.</li> <li>• Communication increases understanding.</li> <li>• Increase commitment and team dynamics.</li> <li>• <b>Communication</b> can increase employee job satisfaction.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Papers</li> <li>• Scissors</li> <li>• Glue</li> <li>• Colour pencils/markers</li> <li>• Appendixes Printouts</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Ask participants to think about an event in their life, when they received a very positive feedback and how did it influence their performance? Discuss 10' minutes with the group. Let all participants present one life-event.</p> <p>Encourage the participants to think about an event in their life when they received a very bad feedback and how did it influence their performance? Discuss 10' minutes with the group. Let all participants present one life-event.</p> <p>Ask participants to get into group of 2. Assign participants with labels A and B. Participants will sit with their backs facing each other. Provide Participants with Appendix 1 Printout.</p> <p>Ask participants A to choose two leaves and to give directions to participants B in order to draw, cut and replicate the two chosen leaves.</p> <p>When participants B finish, then Participants A provide a feedback (not positive nor negative). How do A and B feel?</p> <p>Provide participants B now with Appendix 2 Printout.</p>

	<p>Ask participants B to give clear instructions to participant A in order to produce the exact replica of the drawing.</p> <p>When participants A finish, then Participants B provide a positive feedback only. How do A and B feel?</p> <p>Participants B provide a Negative feedback only. How do A and B feel?</p>
<b>Evaluation &amp; Reflection:</b>	<p>Clear directions and positive feedback is necessary for an effective communication at workplace and therefore increasing meaning and job satisfaction. If employers are able to actively listen to employees and respond positively and constructively then it increases employees job satisfaction.</p> <p>Participants may reflect their thoughts about the outcomes of the exercise on a paper how they felt:</p> <ul style="list-style-type: none"> <li>- How well do you feel you contributed to the team?</li> <li>- How well do you think team members worked together?</li> <li>- Do you feel your understanding of engagement was clear?</li> </ul>

**Reference:**

Effective Communication in the Workplace (<https://www.skillbuilderlms.com/wp-content/uploads/2017/07/Communication-in-the-Workplace-Reference-Guide.pdf>)

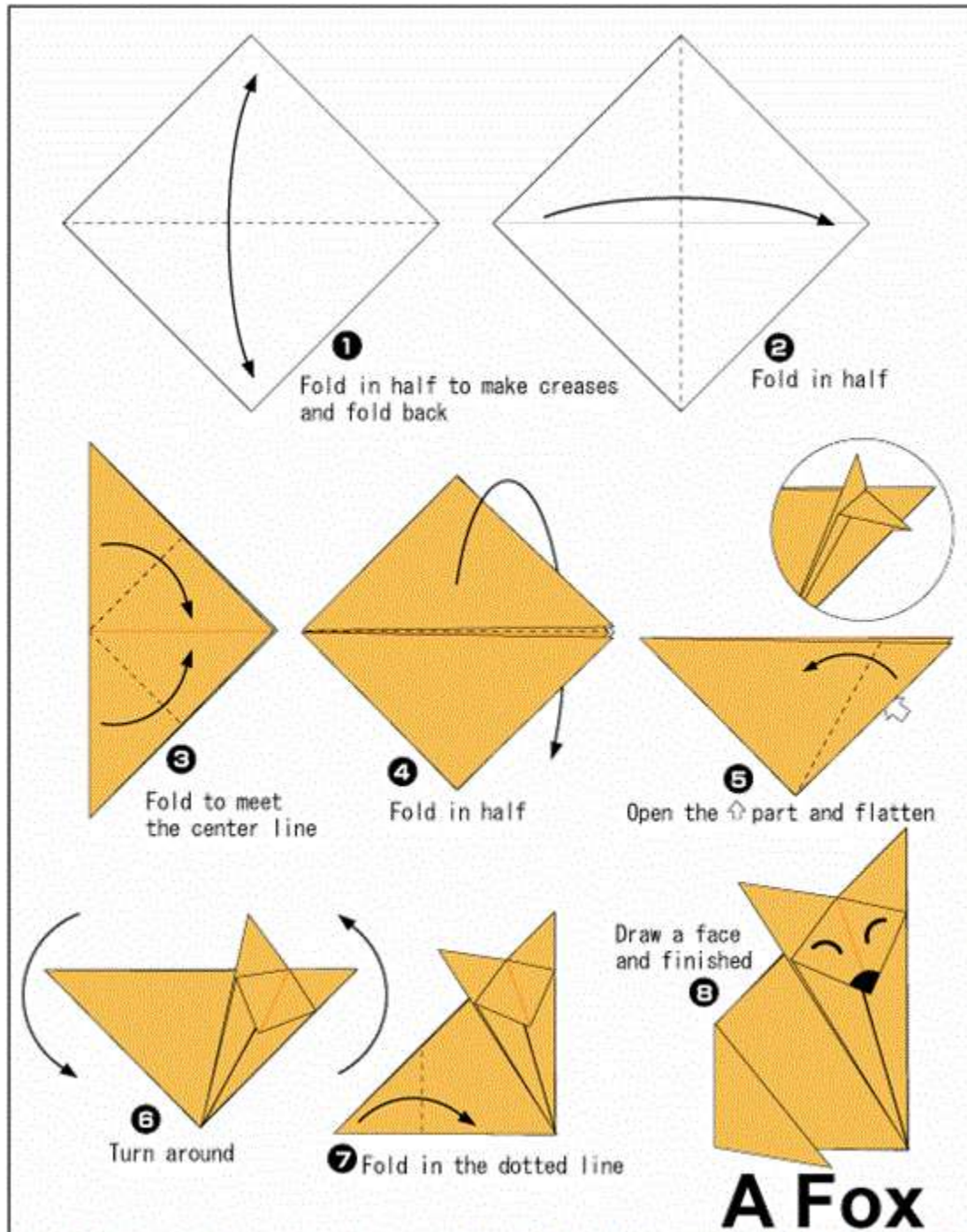
Experiential Learning Games (<http://www.experiential-learning-games.com/feedbackgames.html>)



APPENDIX 1



## APPENDIX 2



<b>Title of the Activity:</b> Find Common Interests <b>Duration:</b> (45 minutes)	
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• Common interests increase <i>understanding</i> and job satisfaction</li> <li>• By improvising and <i>collaborating</i> can influence <i>communication</i> that will lead to necessary adjustments for effective implementation of tasks.</li> <li>• Finding a common activity in a group that is most enjoyable increases attention and willingness to participation.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencils/pens</li> <li>• A flip chart paper</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Ask participants to think about something that they do at work/school and they get absorbed in the task that they lose track of time. Discuss for 10' minutes.</p> <p>Ask participants to get into groups of 3-4 and imagine that they work together. They need to decide content of their workplace and write it down on a flip chart paper (e.g., working at a clothing store)</p> <p>Encourage them to think about together, an activity that is considered from all the most enjoyable at their workplace. Describe it by writing it down on the paper. Every single member needs to have a role in this workplace. Ask each participant to present the workplace, the enjoyable task and each assign role.</p>

<b>Evaluation &amp; Reflection:</b>	<p>The more the activity is enjoyable, the more the satisfaction and attention, thus flow occurs. When individuals 'enter the flow state' Sawyer (2015) they feel more confident leading to job satisfaction and to increase meaning at work.</p> <p>Participants may reflect their thoughts about the outcomes of the exercise on a paper.</p>
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### Reference:

Sawyer, K.(2015) Group Flow and Group Genius. The NAMTA Journal,40 (3)

<b>Title of the Activity:</b> <b>Duration:</b>		<b>Flow Triggers</b> (45 minutes)
<b>Type of Activity:</b>	Group	
<b>Level of Difficulty:</b>	Intermediate	
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• By improvisation and collaboration, we can influence and elicit communication, that will lead to necessary adjustments for effective implementation of tasks.</li> <li>• Flow activities provide opportunities for <b>relaxation</b> and <b>rest</b>.</li> <li>• Flow can build mutual understanding and trust among team members. "Flow is collaborative, not argumentative".</li> </ul>	
<b>Instructions:</b>	<b><u>Material:</u></b> <ul style="list-style-type: none"> <li>• Flip Chart Paper</li> <li>• Water painting</li> <li>• Big and Small Brushes</li> </ul> <b><u>Implementation Procedure:</u></b> Provide each participant with Flip Chart paper and ask them to think about 3 things are grateful about their work/school. Ask them to draw with the water colours the 3 things (could be abstract figures) Set groups of 3-4 participants. And ask them to find a way to join the 3 things that are grateful about work. Ask them to draw one picture how these things are connected/combined/interrelated.	
<b>Evaluation &amp; Reflection:</b>	The more the activity is enjoyable, the more the satisfaction and attention, thus flow occurs. When individuals 'enter the flow state' Sawyer (2015) they feel more confident leading to job satisfaction and to increase meaning at work. Participants may reflect their thoughts about the outcomes of the exercise on a paper.	

### Reference:

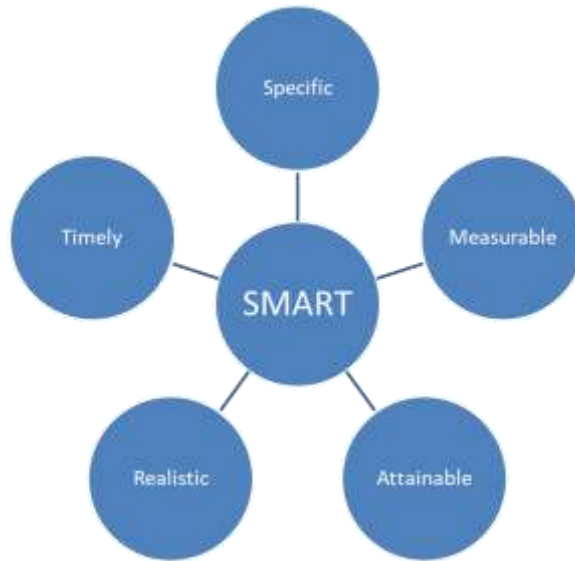
Steven Kotler The Rise of Superman: Decoding the Science of Ultimate Human Performance

Csikszentmihalyi, M. (1991), Flow: The Psychology of Optimal Experience

Csikszentmihalyi, M., Good Business: Leadership, Flow, and the Making of Meaning

<b>Title of the Activity:</b> <b>Setting clear GOALS</b> <b>Duration:</b> (45 minutes)	
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Advanced
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>Participants must set up SMART goals in every setting/situation/environment. The goals must be:               <ul style="list-style-type: none"> <li>Specific</li> <li>Measurable</li> <li>Attainable</li> <li>Realistic</li> <li>Timely</li> </ul> </li> <li>Employees perform better at work when they have a clear set of goals which will lead them to successful <i>decision making</i> at workplace.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>Table of SMART GOALS guide</li> <li>pdf with the source (source: S.M.A.R.T. Goal Setting Guide employeeewellness.kennesaw.edu)</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <ol style="list-style-type: none"> <li>Show participants the video about setting SMART goals (<a href="https://www.youtube.com/watch?v=yA53yhiOe04">https://www.youtube.com/watch?v=yA53yhiOe04</a>)</li> <li>Divide participants into groups of 2.</li> <li>Ask them to think about their own goal.</li> <li>Provide them with the SMART GOAL template (see below) and ask them to complete it individually according to the guide provided from “get healthy owls!” (source: S.M.A.R.T. Goal Setting Guide employeeewellness.kennesaw.edu)- see attached pdf.</li> <li>The other person provides feedback and suggestions.</li> </ol>





**Evaluation  
& Reflection:**

Goal setting at work provides employees with a structure guidelines and procedures that increase attention, focus and motivation at work. The more motivated the individuals at work, the most likely to put a meaning in their work life (Nasibov, A. 2015).

- What is important to keep in mind?
- How well do you feel you contributed to the team?
- How well do you think team members worked together to set goals?

**Reference:**

Nasibov, A. (2015). Impact of Employee Motivation on Performance (Productivity)

<https://www.linkedin.com/pulse/impact-employee-motivation-performance-productivity-anar-nesibov>

S.M.A.R.T. Goal Setting Guide

(<http://employee wellness.kennesaw.edu/SMART%20Goal%20How%20To%20Step%20by%20Step.pdf>)

[www.smartsheet.com/blog/essential-guide-writing-smart-goals](http://www.smartsheet.com/blog/essential-guide-writing-smart-goals)



<b>Title of the Activity:</b> <b>Constructive Team Feedback – Positive workplace</b> <b>Duration:</b> (45 minutes)	
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Advanced
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• Being able to provide constructive feedback.</li> <li>• Being able to receive feedback and use it as best as you can.</li> <li>• Being able to provide positive statements to others.</li> <li>• Being able to discuss areas of improvement.</li> <li>• Being able to find solution.</li> <li>• Increase meaning at work when provide positive statements to others.</li> <li>• Being able to discuss areas of improvement and avoid conflict.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Sticky notes 3 different colours</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Participants are divided into two teams according to the three questions and all are given with a probe to create their own scenario:</p> <p>“X manages a company (choose what kind) that is going out of business with 20 staff members. All of the employees seem to lack motivation and interest in the business. Most of the time X feels that there is no communication with the employees. Some of the employees are indifferent to learn new methods and techniques. Some of the facilities in the company (choose what kind, PCs, etc) are not in use by the employees. The creditors are mostly huge companies. What should X do to increase productivity, pay off all company’s debtors and avoid closing up his/her company?” (The facilitator can find any scenario on the web.)</p> <p>Ask participants to write on sticky notes</p> <ol style="list-style-type: none"> <li>a. What should we stop doing?       <ol style="list-style-type: none"> <li>i. What things are not working properly?</li> <li>ii. What has been going wrong?</li> </ol> </li> </ol>

- iii. What has been proved not practical?
- b. What should we start doing?
  - i. What we are not doing, but we think we should do
  - ii. Come up with new ideas
  - iii. Ideas and suggestions that address new goals that we haven't seen before the initial steps of the project
- c. What should we continue doing?
  - i. What has been going well and must be kept
  - ii. What are the most successful steps to be continued?

Ask participants to put all sticky notes on the wall and ask them to group things that seem similar. (Themes will be created for each of the three categories). Ask them to decide a name for each created theme.

Put each theme (along with sticky notes) under each question/category and discuss.

Explain also to participants the method 'E(vidence), E(ffect) and C(hange) or EEC' when providing feedback as an alternative way of providing positive feedback.

- Evidence: Describe a person's behaviour/action (but not about personality)
- Effect: Describe (non-subjective manner) the effects of his/her behaviour.
- Change: Provide suggestions/solutions on how they can change this behaviour. NOT IMPOSE your ideas but offer guidance and help to come up with their own ideas

### Evaluation & Reflection:

A person feels appreciated in situations where is asked for his/her opinion/suggestions/ideas/feedback. When the person's ideas/opinions are heard and valued, the person feels more confident which increases self-esteem and self-awareness. If these feelings occur in the workplace then it is more likely meaning of work will increase.

### Reference:

Ciccarelli, D. (2016). Start, Stop, Continue Tutorial.

<https://www.forbes.com/sites/groupthink/2016/02/02/start-stop-continue-tutorial/#9fc06eb27980>

<https://medium.com/@jessicaivins/how-to-do-a-start-stop-continue-exercise-with-your-ux-team-dba72271bec4>

<https://www.people-results.com/start-stop-continue/>

Source: the ultimate guide to giving feedback (e-book Upraise- Together – RISE

<https://www.brighthubpm.com/monitoring-projects/125744-three-methods-to-avoid-feedback-failure-in-project-management/>

<https://s3.wp.wsu.edu/uploads/sites/2070/2016/08/The-big-book-of-Conflict-Resolution-Games.pdf>