

Competent

Check Activity

— Manual —



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Introduction

The Role of Competency Validation in Youth Development

Competency validation with *Competent* provides a structured yet flexible process to recognise and support the development of young people's transversal competencies. Rooted in the principles of non-formal education, this approach allows for adaptation to individual needs while maintaining a robust framework for evaluation.

The process focuses on the observation of behaviours as evidence of personal competencies. Rather than relying solely on traditional assessments, this method captures the dynamic and often intangible qualities that underpin a young person's capacity to succeed in personal, social, and professional contexts. Familiar competencies such as communication, problem-solving, or resilience (or less familiar ones such as global citizenship, emotional self-regulation, or relationship building) are best understood not through written tests, but by observing how individuals act and react in real or simulated situations.

Observation as a Methodology for Assessing Competencies

This manual focuses specifically on *check activities*—structured, practical tasks that give young people the opportunity to demonstrate their competencies in action. These activities are central to the validation process, as they provide clear, observable moments through which youth workers (acting as validators or competency coaches) can assess both behavioural and dispositional aspects of competency. Behavioural observations focus on visible actions in response to a specific context, while dispositional observations seek to understand internal drivers such as motivation, persistence, and attitude. Used together, they allow for a deeper and more accurate picture of a young person's strengths and development areas.

This dual lens—what young people *do* and *why* they do it—is key to the process. It enables validators and coaches to offer meaningful feedback, guide reflection, and support continued growth. Observations are conducted systematically to ensure fairness and reliability, and they are informed by educational frameworks such as Bloom's Taxonomy. This framework helps structure the complexity of observed behaviours across different levels of cognitive engagement, from basic knowledge to higher-order thinking skills like analysis and evaluation.



Using Check Activities to Recognise and Support Growth

The competency validation process is especially valuable for young people who may not have had their strengths recognised within traditional educational systems—particularly those from disadvantaged or marginalised backgrounds. It provides an alternative route to recognition, helping young people articulate their capabilities and gain confidence in their potential.

This manual presents an indexed and categorised list of check activities, each designed to facilitate the validation of specific competencies. These activities are ready to use and supported by templates and documents that will guide youth workers in implementing and recording the validation process effectively.

By using this manual, competency coaches will be better equipped to observe, assess, and support the growth of young people through practical, human-centred methods that acknowledge their lived experiences and unique potential.



Check Activities



Accountability Buddies

Category of Competencies: Social Intelligence Skills

Description:

Over one week, participants work in pairs as accountability partners, setting personal or team goals and regularly checking in with each other on their progress. The activity encourages responsibility, fosters relationship-building, and supports a sense of accountability through mutual support.

Activity Categories:

Individual, Partner-Based, Reflection-Based, Ongoing

Main Competencies Involved:

Ability to lead and Inspire, Accountability, Inspiring Others, Motivating Others
Relationship Building

Other Competencies (Different Category):

Catalysing Change, Coaching, Desire to Learn, Determination, Developing Others, Responsibility, Self-Motivation

Resources Needed and Practical Considerations:

Goal-setting sheets or a simple tracking sheet for recording progress, Journals or notes for personal reflection, Space for in-person or virtual check-in discussions

Optional: For added engagement, partners can create a shared log or online journal where they track their progress visually (e.g., using ticks or photos), making it easier to reflect on their achievements at the end of the week.

Estimated Time:

Ongoing for 1 week, with daily check-ins (5-10 minutes/day)

Description of Activity:

Step 1: Begin by explaining the purpose of accountability in building trust and responsibility. Inform participants that they will be working with an accountability partner to set, track, and discuss progress on one personal or team goal over the next week.

Step 2: Pair participants based on shared interests or goals (e.g., learning a new skill, completing a small personal project, or creating a healthy habit). Each participant chooses a personal goal they want to work on during the week, and both partners agree on a check-in time each day.



Step 3: Give participants goal-setting sheets to note down their goals and strategies for achieving them. Encourage them to keep their goals realistic and measurable (e.g., “Spend 15 minutes a day practising guitar” or “Complete one chapter of a book each night”).

Step 4: Partners check in with each other daily for 5 –10 minutes, either in person, over a messaging app, or by phone. During check-ins, they:

- Share their progress on their goals
- Discuss any challenges encountered
- Offer support and encouragement
- Adjust goals or strategies if needed

Step 5: At the end of the week, conduct a reflection session where each pair discusses:

- How the partnership helped them stay accountable
- Whether they achieved their goals and any changes in their habits
- What they learned about supporting others and staying accountable to themselves

Processing Questions:

How did it feel to have an accountability partner?

Did having a partner make you feel more responsible for achieving your goal?

What challenges did you encounter, and how did your partner help?

How did supporting someone else impact your own motivation?

How might you use accountability partnerships in other areas of your life?



FIDO: Fact, Interpretation, Decision, Outcome

Category of Competencies: Social Intelligence Skills

Description:

An exploration into how we interpret different situations and how these interpretations impact our decision-making and actions.

Activity Categories:

Group, In-person, Easy to prepare, One-off session, Little or no equipment needed

Main Competencies Involved:

Conflict Resolution, Conflict Management, Diplomacy, Emotional Intelligence, Empathy, Self-Control, Social Awareness, Understanding of Human Behaviour

Other Competencies (Different Category):

Reflection, Decision-Making, Reasoning, Evaluation

Resources Needed and Practical Considerations:

Flip-chart paper, four scenario cards (see printable resources below); minimum group size of four participants

Estimated Time:

40 minutes

Description of Activity:

Step 1: The facilitator asks a colleague or volunteer to sit still in a chair with their head in their hands without informing the group. Invite the group to share what they think is happening, e.g., the person is thinking or has a headache. Record answers on the flip-chart.

Step 2: Once a range of answers has been given, ask the group for the observable facts of the situation, e.g., the person is sitting with their head in their hands.

Step 3: Explain that apart from the raw facts, the group's answers are interpretations shaped by their past experiences. Highlight that while interpretations add meaning, they may not reflect the actual situation.



Step 4: Draw a table on the flip-chart with the following categories as headings:

Fact: Interpretation: Decision: Outcome

Step 5: Share a personal example, breaking it down into fact, interpretation, decision, and outcome:

- **Fact:** My friend didn't return my call for two days
- **Interpretation:** They are ignoring me
- **Decision:** Do not call them back
- **Outcome:** We don't speak for weeks, potentially harming the friendship.

Step 6: Emphasise that decisions and actions stem from interpretations rather than facts. Explain that while facts are fixed, interpretations can be modified, impacting outcomes.

Step 7: Divide the group into four. Provide each group with flip-chart paper and seven scenario cards (one fact, two interpretations, two decisions, two outcomes).

Step 8: Each group should recreate the table and organise the cards to form two distinct stories based on different interpretations.

Step 9: After forming two stories, groups should create a third story with new interpretations, decisions, and outcomes to present.

Processing Questions:

Can we change the facts of a situation?

How can our interpretation affect the outcome?

What stops us from changing our interpretation?

What would it be like to make decisions based only on the facts?

What are the benefits of considering multiple interpretations?

How can we find out what is really happening?



Scenario Cards

Fact: A police officer stops you and asks if you are carrying ID	
Interpretation: I'm being stopped because I am young.	Interpretation: The police are looking for someone who looks like me.
Decision: Tell the officer to mind their own business.	Decision: Show the officer any ID you have.
Outcome: You are arrested.	Outcome: You are thanked and continue on your way.

Fact: You are in a fast-food restaurant, and an adult who arrived after you is served first.	
Interpretation: They think they are better than me.	Interpretation: They didn't notice I was first.
Decision: Swear at them and demand they wait their turn.	Decision: Politely point out that you were in the queue first.
Outcome: You get into an argument and are refused service.	Outcome: They apologise, and you are served promptly.



Fact: Your friend has a spare ticket for a concert and invites another friend.	
Interpretation: They prefer the other person to me.	Interpretation: They didn't know I liked the artist.
Decision: Tell your friend they are out of order.	Decision: Mention you would have liked to go, but understand why they didn't invite you.
Outcome: Your friendship is damaged.	Outcome: Your friend invites you next time they have a spare ticket.

Fact: Your friend tells you that someone is spreading a rumour about you.	
Interpretation: Everyone is laughing at me.	Interpretation: The person who started the rumour is trying to provoke me.
Decision: Confront the person who started the rumour.	Decision: Tell your friend you don't want to get involved in rumours.
Outcome: You get into a fight.	Outcome: You no longer hear rumours about yourself.



Fact:	
Interpretation:	Interpretation:
Decision:	Decision:
Outcome:	Outcome:

Fact:	
Interpretation:	Interpretation:
Decision:	Decision:
Outcome:	Outcome:



The Titanic Debate

Category of Competencies: Social Intelligence Skills

Description:

An interactive group activity exploring social status and how this can be gained or lost.

Activity Categories:

Group, In-person, Easy to Prepare, One-off Session, Little to No Equipment Needed

Main Competencies Involved:

Assertiveness, Conflict Management, Conflict Resolution, Cooperation, Diplomacy, Empathy, Influencing Others, Mediation, Negotiation, Social Awareness

Other Competencies (Different Category):

Ability to compromise, Group effectiveness, Listening Skills, Non-verbal Communication, Reasoning

Resources Needed and Practical Considerations:

Chairs/floorspace, Persona Cards; minimum group size of six participants

Estimated Time:

30 minutes

Description of Activity:

Step 1: Participants sit in a circle, with five seats set out in the shape of a boat to the side of the group.

Step 2: Each member of the group is given a Persona Card with a role they will play and instructed not to share this information.

Step 3: The Youth Worker reveals to the group that they are onboard the Titanic 2, which will sink in 15 minutes. There is only one lifeboat remaining that has space for 5 people. The group must decide who is deserving of those seats.

Step 4: Each member of the group reveals the first piece of information on their Persona Card and explains why they think they should be saved. Every few minutes, as managed by the facilitator, participants may reveal another piece of information on their Persona Card if they wish. As the group makes decisions, selected individuals should sit on the lifeboat. Decisions can be reversed as more information is revealed. By the end of the 15 minutes, the group should have agreed on who will fill the seats on the lifeboat.



Step 5: If, after 15 minutes, the group has not reached a decision on all seats, participants reveal all information on their Persona Cards and vote on who gets into the lifeboat.

Processing Questions:

How easy/difficult was it to come to your decision?

Who did you feel had the highest status at the beginning of the task?

Who had the lowest status at the beginning of the task?

Did anyone's status change as you learned more information?

What became more important to you: status, skills, or abilities when making your decision?

Did anyone withhold any information when making your argument? If so, why?

Do you feel this activity reflects real life?



Persona Cards

Female Doctor, 61 1. Married with 3 children 2. 7 grandchildren 3. Hobbies include golf and travel Male Rapper, 24 1. Single, no children 2. Two number-one singles 3. Patron of inner-city youth work charity Female Shop Assistant, 33 1. Single, 2 children 2. Favourite music is R&B 3. Studying nursing Male Youth Worker, 27 1. Married with 1 child 2. Has several swimming medals 3. Wheelchair user Male Survival Expert, 42 1. Married with no children 2. Wants to emigrate to Australia 3. Broken arm during collision Ship's Captain, Female, 38 1. Single, no children 2. Interested in astronomy 3. Socialising with guests when collision happened Male Judge, 70 1. Widower with 4 children 2. 13 grandchildren 3. Likes whisky tasting	Male MEP, 51 1. Lives with partner 2. No children 3. Equal rights campaigner Female Artist, 56 1. Single, no children 2. Campaigns against cruelty to animals 3. Recreational drug user Male Chef, 36 1. Single, no children 2. TV personality 3. Speciality is fish Unemployed Male, 18 1. Single, no children 2. Enjoys spending time with friends 3. Carer for sick mother Male Boxer, 28 1. Single, 3 children 2. Likes to party 3. In contention for title fight Female Police Officer, 26 1. Single, no children 2. Volunteers with the Coastguard 3. Competitive rower Female Teacher, 64 1. Married with 1 child 2. Experienced hill walker 3. Qualified first-aider
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Mirror of Strengths

Category of Competencies: Positive Self-Concept Skills

Description:

This activity encourages self-reflection and peer feedback to help participants identify and articulate their personal strengths.

Activity Categories:

Individual, Group, In-person, Easy to Prepare, Easy to Implement, One-off Session, Little to No Equipment Needed

Main Competencies Involved:

Accurate Self-Assessment, Empathy, Reflection, Self-Esteem

Other Competencies (Different Category):

Understanding of human behaviour

Resources Needed and Practical Considerations:

A large mirror (if available) or reflective surface, sticky notes or small pieces of paper, pens, a quiet room for the activity, handout with a list of qualities/strengths (to guide reflection)

Estimated Time:

60 minutes

Description of Activity:

Step 1: The facilitator introduces the idea of 'self-concept' and the importance of understanding and valuing one's strengths. Participants are encouraged to reflect on their own qualities that they believe contribute positively to their lives and the lives of others.

Step 2: Each participant receives a handout with a list of qualities or strengths (e.g., empathy, resilience, creativity, integrity). They are asked to stand in front of a mirror or imagine themselves looking into one. Using the handout as a guide, they select qualities that resonate with them, write each on a sticky note, and place them on the mirror or a wall. This step emphasises accurate self-assessment and self-esteem.

Step 3: Once participants have identified their strengths, they write down or explain specific examples of how they have demonstrated these competencies in real-life situations. For example, if a participant lists "resilience" as a strength, they might provide an example of a time when they overcame a significant challenge at school or work.



These examples can be written on additional sticky notes or shared verbally with the group.

Step 4: Participants are paired up or placed in small groups (maximum 4 people). They exchange their sticky notes, and each person in the group provides additional strengths they perceive in the other participants. These new sticky notes are added to each participant's original set. This step focuses on empathy, reflection, and enhancing self-concept through the perspective of others.

Step 5: The group reconvenes to discuss the experience. Participants share how the activity made them feel and how the feedback from peers influenced their self-perception. The facilitator leads the discussion, ensuring that the conversation remains positive and constructive.

List of Personal Qualities and Strengths



Instructions: Review the list of qualities below. Reflect on which of these qualities you believe are your strengths. You may select multiple qualities that resonate with you. You may also add other qualities if desired. Write each selected quality on a sticky note, ideally including an example of how this relates to you or how you use it, and use these to guide your reflection in front of the mirror.

- **Self-Awareness & Self-Reflection**

- Accurate Self-Assessment: Understanding your own strengths and weaknesses.
- Reflection: Thoughtfully considering your experiences and how they shape you.

- **Emotional Intelligence**

- Empathy: The ability to understand and share the feelings of others.
- Emotional Self-Regulation: Managing your emotions in a healthy way.
- Optimism: Having a positive outlook on life and expecting the best outcomes.
- Resilience: Bouncing back from adversity and remaining strong in challenging situations.
- Self-Control: Exercising restraint and mastery over your actions and feelings.

- **Personal Growth**

- Desire to Learn: A strong drive to acquire new knowledge and skills.
- Self-Motivation: Initiating actions and pursuing goals without external encouragement.
- Self-Confidence: Having trust in your own abilities and judgment.
- Self-Direction: Setting and achieving your own goals independently.

- **Integrity & Values**

- Integrity: Sticking to moral and ethical principles, being honest and fair.
- Positive Attitude: Approaching situations with a hopeful and constructive mindset.
- Self-Esteem: Valuing yourself and having a favourable impression of who you are.

- **Interpersonal Skills**

- Assertiveness: Expressing your needs and opinions clearly and confidently.
- Empathy: Being able to understand and relate to others' feelings.



Strengths' Collage

Category of Competencies: Positive Self-Concept Skills

Description:

This creative activity allows participants to visually express their strengths and positive qualities through a collage, fostering self-reflection and self-esteem.

Activity Categories:

Individual, Group, In-person, Easy to Prepare, Easy to Implement, One-off Session, Requires Equipment

Main Competencies Involved:

Positive attitude, Reflection, Self-Confidence, Self-Esteem

Other Competencies (Different Category):

Creativity

Resources Needed and Practical Considerations:

Magazines, newspapers, or printed images, scissors, glue sticks, large sheets of paper or poster boards, markers or pens, a quiet and comfortable workspace

Estimated Time:

60 minutes

Description of Activity:

Step 1: The facilitator introduces the activity by explaining the concept of a collage and how it can be used to express one's strengths and positive qualities. Participants are encouraged to think about what makes them unique and strong.

Step 2: Participants are given magazines, newspapers, or printed images, along with scissors, glue, and large sheets of paper. They are instructed to find and cut out images, words, or phrases that represent their strengths and positive qualities. These are then arranged and glued onto the paper to create a "Strengths' Collage." Participants can also add drawings, doodles, or write their own words to further personalize their collage.

Step 3: Once the collages are complete, participants are divided into small groups where they share their work, explaining the images and words they chose and how these reflect their strengths.



Processing Questions:

What qualities did you choose to highlight in your collage, and why do you think they are important to you?

Were there any qualities that you found surprising or challenging to represent visually? Why?

Did creating this collage change the way you perceive your strengths?

Did anyone in your group identify a strength that you hadn't considered before?

How do you think these strengths help you cope with challenges in your life?

How can you use the insights gained from this activity in your daily life or future goals?

Are there any new strategies or approaches you plan to take to leverage your strengths more effectively?



Strengths journal

Category of Competencies: Positive Self-Concept Skills

Description:

This online journaling exercise encourages participants to reflect on their strengths daily and explore how these qualities help them navigate challenges and achieve personal growth.

Activity Categories:

Individual, Online, Easy to Prepare, Easy to Implement, Various Sessions, Little to No Equipment Needed

Main Competencies Involved:

Emotional Intelligence, Positive attitude, Reflection, Self-Esteem, Self-Motivation

Other Competencies (Different Category):

Resilience

Resources Needed and Practical Considerations:

Access to an online journaling platform (e.g., Google Docs, Evernote, or any digital journal), printable journaling prompts

Estimated Time:

10–15 minutes per day over one week

Description of Activity:

Step 1: Participants receive an introductory email or message explaining the concept of strength journaling. They are encouraged to set aside 10–15 minutes each day to reflect on their strengths and how these qualities have influenced their actions and decisions throughout the day.

Introductory Email:

Subject: Welcome to the Strength Journaling Experience

Dear [Participant's Name],

We're excited to invite you to begin your Strength Journaling journey! This journaling practice is designed to help you reflect on your personal strengths, how you use them in your daily life, and how they contribute to your growth and well-being.



What is Strength Journaling?

Strength journaling is a simple but powerful tool for self-reflection and personal growth. Each day, you'll take a few moments to reflect on the strengths you've demonstrated in different situations and how they've helped you overcome challenges, stay motivated, or achieve your goals. This practice will help you:

- Recognise your strengths: Identify the qualities that make you unique and effective.
- Reflect on your experiences: Think about how your strengths have contributed to your successes and learning moments.

Why is Strength Journaling Important?

Taking the time to recognise and reflect on your strengths helps build self-confidence and resilience. It shifts your focus from what you might perceive as weaknesses to what you're already good at, giving you a positive foundation to approach challenges with clarity and confidence.

How Does It Work?

Over the next week (or two weeks), you will spend 10–15 minutes each day journaling about how you used your strengths in different situations. You will receive daily prompts to guide your reflections and help you think more deeply about your strengths. At the end of each week, you'll review your entries and summarise what you've learned about yourself.

What Do You Need to Get Started?

All you need is a journal (either digital or physical) and about 10–15 minutes each day. You'll receive your first journaling prompt tomorrow!

Optional Sharing

If you're comfortable, feel free to share some of your reflections with a mentor, youth worker, or peer. This can provide valuable feedback and support as you continue to develop your strengths.

We're excited to see what insights you'll gain from this practice! Please don't hesitate to reach out if you have any questions.



Kind

regards,

(Name of person and organisation sending the email)

Step 2: Participants are provided with daily prompts to guide their reflections. (See handout.)

Step 3: At the end of the week, participants review their journal entries and reflect on any patterns or insights they noticed. They are asked to write a summary entry that captures what they've learned about their strengths and how they've applied them.

Step 4: Participants have the option to share their reflections with a mentor, youth worker, or peer for feedback. This can be done through an online discussion forum or one-on-one virtual meetings, encouraging further development and support.



Strength Journaling Prompts

Instructions: Set aside 10–15 minutes each day to reflect on the prompts below. Use these questions to guide your journaling and explore how your strengths play a role in your daily life.

- **Day 1: Recognising Strengths**

- *Prompt:* Identify a moment today when you felt proud of your actions. Which of your strengths were at play?
- *Reflection:* Consider how this strength helped you in the situation and why it made you feel proud.

- **Day 2: Managing Challenges**

- *Prompt:* Describe a challenge you faced today. How did you use self-control or resilience to manage it?
- *Reflection:* Think about what the challenge was, how you responded, and how your strengths contributed to your ability to overcome it.

- **Day 3: Motivation and Action**

- *Prompt:* Reflect on a time when you felt particularly motivated today. What sparked this motivation, and what strengths did you draw upon?
- *Reflection:* Analyse what circumstances or thoughts led to this motivation, and how your strengths were involved.

- **Day 4: Emotional Intelligence**

- *Prompt:* Think about a conversation you had today. How did empathy or emotional intelligence influence your interaction?
- *Reflection:* Reflect on how understanding and managing emotions impacted the conversation and your relationships.

- **Day 5: Overcoming Obstacles**

- *Prompt:* Describe a situation where you faced an obstacle or setback today. How did your optimism or positive attitude help you navigate it?
- *Reflection:* Consider how your outlook influenced the outcome and how you can apply this strength in future challenges.

- **Day 6: Self-Motivation**

- *Prompt:* Identify a task you completed today without external encouragement. What strengths did you rely on to stay motivated?
- *Reflection:* Reflect on your internal motivations and how your self-directed actions contributed to your success.

- **Day 7: Personal Growth**

- *Prompt:* Look back over the past week. What patterns have you noticed in your strengths, and how have they contributed to your personal growth?
- *Reflection:* Summarise your week of reflections, considering how your strengths have evolved and how you plan to continue developing them.



The Innovation Challenge

Category of Competencies: Productivity Skills

Description:

This activity challenges participants to develop a creative solution to a real-world problem, fostering skills in creativity, innovation, and decision-making.

Activity Categories:

Group, In-person or Online, Needs Lots of Preparation, Easy to Implement, One-off Session, Requires Equipment

Main Competencies Involved:

Creativity, Innovation, Leadership

Other Competencies (Different Category):

Problem-Solving, Teamwork, Decision-Making

Resources Needed and Practical Considerations:

A real-world problem or scenario relevant to the participants, materials for brainstorming and prototyping (e.g., paper, markers, cardboard, digital tools), access to research materials or the internet, a timer, list of real-world problems/scenarios (annex)

Estimated Time:

90 minutes

Description of Activity:

Step 1: The facilitator presents a real-world problem or scenario (see annex) that requires an innovative solution. Participants are divided into small groups of 4–6 people and are tasked with developing a creative solution within a set time frame.

Step 2: Groups brainstorm potential solutions, drawing on their creativity and innovation skills. They may use the internet or other resources to research existing solutions and generate new ideas. They are encouraged to think outside the box and consider various approaches.

Step 3: Each group selects their best idea and begins to create a prototype or detailed plan. This phase emphasises decision-making, as participants must choose which ideas to pursue and how to allocate their time and resources.



Step 4: Groups present their solutions to the larger group or a panel of judges. They explain their decision-making process, the innovation behind their solution, and how they managed their time and resources. The session concludes with feedback and discussion on the strengths and weaknesses of each solution.

Debriefing questions:

What were the key challenges you faced during the innovation process? How did your group overcome them?

How did your group decide on the final idea to develop? What factors influenced your decision-making process?

In what ways did your group's solution demonstrate creativity and innovation? Are there aspects of your solution that you would like to improve or develop further?

How did your group manage leadership and collaboration during the activity? Were there moments where leadership was particularly important?

How can the skills you practised during this challenge be applied to real-life situations or future projects? What have you learned about your own strengths in these areas?

How did the feedback from the presentation influence your understanding of the strengths and weaknesses of your solution?



Scenarios

1. Environmental Sustainability

- *Problem:* Plastic waste is overwhelming the planet, polluting oceans, and harming wildlife.
- *Task:* Design an innovative solution to reduce plastic waste in your local community.

2. Youth Mental Health

- *Problem:* The mental health of young people is a growing concern, with issues like anxiety, depression, and stress becoming more prevalent.
- *Task:* Create a campaign, tool, or resource to promote mental well-being among youth in your school or community.

3. Digital Literacy and Cyberbullying

- *Problem:* Many young people face cyberbullying and online harassment.
- *Task:* Create an educational initiative or platform to help your peers navigate the internet safely, improve digital literacy, and combat cyberbullying.

4. Climate Change Preparedness

- *Problem:* Climate change is causing more frequent and severe weather events. Your community has not yet prepared for these changes.
- *Task:* Come up with a project or strategy to help your community become more resilient to the effects of climate change.

5. Access to Education

- *Problem:* Many students around the world lack access to quality education due to financial barriers, geographical location, or other challenges.
- *Task:* Develop a solution to help ensure that more young people have access to educational resources and opportunities.



Adapt and Solve

Category of Competencies: Productivity Skills

Description:

This simulation allows participants to experience changing work environments where they must adapt to new tasks and responsibilities. The activity is designed to build skills in working independently, adapting to changes, and solving problems in different work situations.

Activity Categories:

Individual, Group, In-person or Online, Needs Lots of Preparation, Easy to Implement, Various Sessions, Requires Equipment

Main Competencies Involved:

Efficiency, Leadership, Motivating Others, Outcome-oriented, Proactiveness

Other Competencies (Different Category):

Flexibility, Independent-thinking, Initiative, Teamwork, Decision-making,

Resources Needed and Practical Considerations:

Pre-designed simulation challenges (simple situations that change as the activity progresses), role descriptions for participants, materials for communication (digital or paper), a quiet space for focused work and discussions

Estimated Time:

60 minutes

Description of Activity:

Step 1: The facilitator introduces the skills of working independently and adapting to change, explaining how these skills are important in any job. Participants are informed that they will be placed in a work simulation where their roles, tasks, and project conditions may change unexpectedly. The facilitator explains that participants need to stay productive, manage themselves, and work well with others, even under pressure.

Step 2: Participants are assigned simple roles in a specific work situation. Each participant receives a short role description and an outline of their responsibilities in the project. The facilitator explains that unexpected changes will occur as the simulation progresses, and participants will need to adapt and show independence.



Step 3: Participants engage in the simulation, working on their assigned tasks and roles. During the activity, the facilitator introduces simple, unexpected challenges based on the chosen scenario. Participants must adapt quickly, maintain productivity, work independently, and manage their time while helping each other as needed.

Step 4: After the simulations, the facilitator leads a debriefing session. Participants are encouraged to share reflections and give feedback to each other. The facilitator guides a supportive discussion to reinforce the skills learned during the simulation.

Debriefing questions:

How did you handle changes in the situation? What helped you to adapt?

When did you work on your own, and how did that help you finish the tasks?

How did unexpected changes affect your stress levels and decision-making process?

What would you do differently next time to improve your flexibility and initiative?



(Challenges are provided gradually during Step 3)

Scenario 1: Community Event – Planning a Local Gathering

Context: You are part of a small team planning a community event like a local market or small festival. The team is responsible for setting up stalls, inviting guests, and promoting the event in the community.

Challenges:

- One of the food stalls drops out at the last minute, requiring a replacement option.
- A team member falls ill, and the rest of the team must cover additional tasks.
- The start time of the event is changed to an earlier hour, increasing pressure to complete preparations quickly.

Scenario 2: Retail Job – Preparing for a New Product Launch

Context: You are working in a shop, preparing for the launch of a new product line. Your team needs to organise the shelves, set up displays, and prepare for customer service.

Challenges:

- A delay in delivery means some items won't arrive on time, requiring the team to adjust displays.
- A team member is unavailable, and others must cover customer assistance.
- A large group of customers arrives unexpectedly, requiring the team to adapt quickly and restock shelves.

Scenario 3: Youth Centre Activity – Organising a Game Night

Context: You are part of a team at a youth centre, organising a game night for local youth. Your team needs to set up games, manage refreshments, and promote the event to other young people.

Challenges:

- Some of the games are missing or broken, requiring creative solutions.
- Fewer volunteers than expected are available, so team members take on more tasks.
- A change in venue happens at the last minute, requiring a quick setup in the new space.

Role Descriptions



Role 1: Group Leader
Responsible for guiding the team, making key decisions, and ensuring progress despite challenges. You will need to manage stress, assign tasks, and keep the team focused.

Role 2: Team Member (General)
Your job is to complete assigned tasks and support the team. You must manage your workload, stay adaptable, and take on new responsibilities as challenges arise.

Role 3: Helper/Peacemaker
Responsible for helping resolve any disagreements in the group to ensure everyone stays on track and works well together.

Role 4: Technical Helper
Handles any technical or equipment issues that come up during the project, troubleshooting and providing solutions to keep things on track.

Role 5: Organiser
Supports the team by helping organise tasks and providing feedback as needed, ensuring everyone understands their tasks and timelines.



Daily Productivity Tracker

Category of Competencies: Productivity Skills

Description:

This online journaling exercise encourages participants to track and reflect on their productivity each day, focusing on how they manage their time, prioritise tasks, and adapt to challenges.

Activity Categories:

Individual, Online, Easy to Prepare, Easy to Implement, Various Sessions, Little Equipment Needed

Main Competencies Involved:

Adaptability, Autonomy, Conscientiousness, Organisation, Prioritising Tasks, Time Management

Other Competencies (Different Category):

Accurate self-assessment, Reflection, Self-motivation

Resources Needed and Practical Considerations:

Access to an online journaling platform (e.g., Google Docs, Evernote, or any digital journal). Optional: Printed tracking template for manual version

Estimated Time: 10–15 minutes per day over one week

Description of Activity:

Step 1: Participants receive an introductory email or message explaining the concept of tracking daily productivity. They are encouraged to set aside 10–15 minutes at the end of each day to reflect on their productivity, how they managed their time, and what strategies they used to stay on track.

Introductory Email:

Subject: Welcome to the Daily Productivity Tracker

Dear [Participant's Name],

We are excited to introduce you to the Daily Productivity Tracker! This simple yet powerful tool will help you reflect on your daily productivity, develop better time management skills,



and discover ways to improve your efficiency in achieving personal and professional goals.

What is the Daily Productivity Tracker?

The Daily Productivity Tracker is a journaling exercise that encourages you to monitor and reflect on your productivity each day. By spending just 10–15 minutes daily, you will:

- **Analyse how you manage your time:** Identify what you prioritise, how you handle tasks, and how effectively you use your time.
- **Reflect on your progress:** Understand your strengths in productivity, where you can improve, and how to apply those insights moving forward.
- **Adapt and grow:** Learn to adjust your daily habits and strategies based on what you discover through reflection.

Why is Tracking Productivity Important?

Tracking productivity helps you stay focused on your goals and provides insights into how to optimise your daily activities. By reflecting on your tasks, you can identify where you excel and where you might be losing valuable time. Over the course of this journaling exercise, you will build habits that will help you:

- Improve time management
- Prioritise tasks more effectively
- Enhance decision-making under pressure
- Develop autonomy and adaptability in managing your workload

How Does It Work?

Each day, you will receive a short prompt to guide your journaling. These prompts will help you reflect on your day's activities, identify what worked well, and uncover areas for improvement. You will be encouraged to think about how you handled your tasks, managed your time, and coped with any challenges.

Daily Prompts

You will receive a daily prompt to help structure your reflection. For example:

- What were the top three tasks you completed today, and how did you prioritise them?
- Did you face any unexpected challenges today? How did you adapt?



At the end of the week, you will review your entries and reflect on patterns or insights you've gained about your productivity habits. This weekly reflection will help you set new goals and strategies for the following week.

What Do You Need to Get Started?

All you need is:

- A journal (either digital or physical) where you can write your reflections
- 10–15 minutes of uninterrupted time each day
- A commitment to self-improvement!

Optional Sharing and Feedback

If you're comfortable, feel free to share your weekly reflections with a mentor, youth worker, or peer for additional feedback. This can provide support and help you refine your productivity strategies even further.

Kind
(Name of person and organisation sending the email)

regards,

Step 2: Participants are provided with daily prompts to guide their reflections (see annex).

Step 3: At the end of the week, participants review their daily entries and reflect on any patterns or insights they noticed. They are asked to write a summary entry that captures what they've learned about their productivity habits and how they plan to improve them.

Step 4: Participants have the option to share their reflections with a mentor, youth worker, or peer for feedback. This can be done through an online discussion forum or one-on-one virtual meetings, encouraging further development and support.

Example Tracking Prompts



- **Day 1: Task Prioritisation**
 - *Prompt:* List the top three tasks you prioritised today. What criteria did you use to decide their order?
 - *Reflection:* Reflect on the effectiveness of your prioritisation strategy and how it impacted your productivity.
- **Day 2: Adaptability**
 - *Prompt:* Did you encounter any unexpected events or challenges today? How did you adapt to keep your work on track?
 - *Reflection:* Consider how your ability to adapt influenced your overall productivity and outcomes.
- **Day 3: Time Management**
 - *Prompt:* Evaluate how you managed your time today. Were there moments when you felt particularly efficient?
 - *Reflection:* Reflect on what strategies helped you manage your time effectively and where you might need improvement.
- **Day 4: Autonomy**
 - *Prompt:* What tasks did you complete independently today? How did working autonomously impact your productivity?
 - *Reflection:* Reflect on how autonomy played a role in your productivity and what you learned from working independently.
- **Day 5: Efficiency**
 - *Prompt:* Which task did you complete most efficiently today? What factors contributed to your efficiency?
 - *Reflection:* Analyse what made you efficient in this task and how you can apply these factors to other areas of your work.
- **Day 6: Overcoming Procrastination**
 - *Prompt:* Did you experience any procrastination today? How did you overcome it, if at all?
 - *Reflection:* Reflect on your strategies for overcoming procrastination and maintaining productivity.
- **Day 7: Reflection of the Week**
 - *Prompt:* Review your entries from the week. What patterns or trends do you notice in your productivity? How will you apply what you've learned moving forward?
 - *Reflection:* Summarise your week's reflections and set goals for improving your productivity in the future.



Building Blocks

Category of Competencies: Professionalism Skills

Description:

An activity to explore how the group works together to complete a task while becoming aware of different styles of leadership within the group.

Activity Categories:

Group, Fun, Interactive, Task-Based

Main Competencies Involved:

Accepting Feedback, Attention to Detail, Determination, Patience, Perseverance, Teamwork

Other Competencies (Different Category):

Listening Skills, Outcome Oriented, Reasoning

Resources Needed and Practical Considerations:

2 or 3 sets of Octons or Lego Blocks

Prior to the session, build a model out of the Octons or Lego Blocks. It should be fairly complex and include different colours. Ensure each group has more than enough pieces in their sets to complete it and that they have the exact colours used in the model.

Note: If Octons/Lego are not available, this activity can be completed with any type of modelling materials.

Estimated Time:

45 minutes

Description of Activity:

Step 1: Place the Octons/Lego model outside the room (just outside the door) without participants seeing it.

Step 2: Divide participants into groups of no more than 4 people.

Step 3: Explain that each group will be given a set of Octons/Lego. Their goal is to build a replica of the model outside the door.

Step 4: Explain that each group is made up of the following roles:



- **Observer:** Can go anywhere in the room but cannot talk or help in any way. Their role is to observe how the group works as a team.
- **Architect:** Can look at the model outside and give instructions to the builders but cannot touch the Octons/Lego. They can only explain verbally how to build it and may not point at the model.
- **Builder:** Can assemble the Octons/Lego, but cannot look at the original model outside the room.

Step 5: Outline the rules:

- Once someone has seen the model, they cannot become a builder.
- Each team may only have one architect leaving the room at a time. The architect role may change, but once someone relinquishes this role, they can no longer participate in the activity.

Step 6: Distribute Octon/Lego blocks to each group.

Step 7: Ask for a volunteer from each team to be the observer. If any participants have taken part in this activity before, suggest that they become the observer.

Step 8: Ask each team to select their architect. The remaining members will take on the role of builders.

Step 9: Allow teams 15 minutes to recreate the model. After time is up, bring the whole group back together and bring the original model inside for comparison with each team's version.

Step 10: Ask the observers to share feedback on how their group worked as a team.

Processing Questions:

Did you plan how to work as a team, or did you jump right in?

How did you decide who would look at the model, and who would build it?

Was everyone listened to?

How can you apply what you have learned?



Personal Development Challenge

Category of Competencies: Professionalism Skills

Description:

A two-week self-directed activity where participants choose a small, positive habit to develop and a new skill to learn. This could be implemented within free-time or in the context of school or the workplace, depending on the context. Participants track their daily progress and reflect on their efforts during a follow-up session with a mentor.

Activity Categories:

Individual, Easy to Implement, Ongoing

Main Competencies Involved:

Conscientiousness, Organisation, Perseverance, Responsibility

Other Competencies (Different Category):

Enthusiasm, Reliability, Self-Motivation

Resources Needed and Practical Considerations:

Simple log or personal tracking sheet for participants to record daily progress, Weekly check-in sessions with mentors

Optional: Journal or mobile app for tracking habits and skill development

Estimated Time:

Ongoing for 2 weeks, with daily commitment (10-15 minutes/day) and weekly reflection sessions

Description of Activity:

Step 1: Introduce the challenge to participants, explaining that they will be focusing on two specific goals over the next two weeks:

- *Goal 1:* Building a small, positive daily habit (e.g., journaling, morning stretches, or tidying their personal space)
- *Goal 2:* Developing a new skill or hobby (e.g., learning a recipe, practising a basic exercise routine, or reading about a new topic)

Step 2: Ask participants to choose one habit and one skill that they will work on throughout the two weeks. They should consider what habit or skill might be both enjoyable and beneficial for their personal growth.



Step 3: Provide each participant with a simple tracking sheet or ask them to use a personal journal/app to log their daily activities. Each day, they should record:

- *Habit Tracking:* Whether they completed their daily habit and any reflections on how it impacted their day
- *Skill Development Tracking:* A brief note on their progress with the new skill, challenges faced, and what they learned

Step 4: Conduct a brief check-in with each participant at the end of Week 1. This session allows them to discuss:

- Their consistency in developing the habit and skill
- Any challenges encountered and strategies to stay motivated
- Adjustments they might need to make to stay on track for Week 2

Step 5: At the end of Week 2, facilitate a reflection session where participants review their tracking sheets or journals with the tutor validator. Reflection questions can include:

- What did you learn about yourself in building a habit over two weeks?
- How has practising a new skill affected your confidence or motivation?
- Were there any unexpected challenges, and how did you overcome them?
- Do you see yourself continuing with this habit or skill?



Presenting Myself

Category of Competencies: Professionalism Skills

Description:

A workshop-style activity where participants prepare and deliver a brief introduction about themselves, focusing on a personal skill or interest. The activity allows participants to reflect on their strengths, practice self-presentation, and respond to feedback on how they present themselves.

Activity Categories:

Individual, Interactive, Presentation-Based

Main Competencies Involved:

Accepting Feedback, Attention to Detail, Conscientiousness, Honesty, Integrity, Patience, Personal Presentation, Responsibility.

Other Competencies (Different Category):

Eloquence, Giving Feedback, Self-Confidence

Resources Needed and Practical Considerations:

Space for participants to present to the group, Paper and pens for participants to jot down their ideas and feedback

Optional: Audio recording or video device to record presentations for feedback (if appropriate)

Estimated Time:

40 minutes

Description of Activity:

Step 1: Explain the purpose of the activity, highlighting the importance of self-presentation and personal responsibility in professional and social settings. Describe that each participant will deliver a brief, two-minute “introduction speech” about themselves, emphasising a personal skill, strength, or interest that they feel best represents who they are.

Step 2: Give participants 5–10 minutes to plan their presentation. Encourage them to consider the following:

- A personal strength, skill, or interest they want to highlight
- How they wish to be perceived by others in a professional or social context



- An example or anecdote that illustrates this quality or interest

Step 3: Ask participants to deliver their initial presentation to the group. While each person speaks, encourage others to listen respectfully and observe specific aspects of their presentation style, such as clarity, confidence, and engagement with the audience.

Step 4: After each presentation, invite the group to provide positive feedback and constructive suggestions. Suggested feedback questions:

- What aspect of the presentation was most engaging?
- How effectively did the presenter convey their chosen skill or quality?
- What could improve the clarity or impact of the presentation?

Step 5: Allow participants a few minutes to consider the feedback and adjust their presentation as desired. If time allows, invite them to deliver a refined version of their presentation, incorporating any feedback they found helpful.

Processing Questions:

How did you decide which personal strength or quality to present?

Did any feedback surprise you or give you new insight into how others perceive you?

What changes did you make after receiving feedback, and why?

How did you feel about presenting yourself to others? What did you learn about self-presentation?

Note: If recording devices are available, participants may wish to record their presentations for self-review. Ensure participants are comfortable with this option and understand it is for personal reflection only.



Communicate Without Looking

Category of Competencies: Communication Skills

Description:

A short activity to demonstrate the importance of eye contact and body language in effective communication. Participants will recognize how these non-verbal elements impact understanding and engagement.

Activity Categories:

Short, Working in Pairs, Easy to Prepare

Main Competencies Involved:

Attentiveness, Communicative Focus, Diction, Non-verbal Communication

Other Competencies (Different Category):

Adaptability, Networking

Resources Needed and Practical Considerations:

None

Estimated Time:

10 minutes

Description of Activity:

Step 1: Divide the group into pairs, and have each pair sit back-to-back to prevent eye contact and limit body language. Introduce the activity by explaining that they will first have a short conversation without seeing each other.

Step 2: Ask each pair to discuss a fun, light-hearted topic while sitting back-to-back. Provide conversation starters such as:

- "What's your favourite school subject?"
- "If you had €5000, what would you spend it on?"
- "If you got stuck on a desert island, what would you bring and why?"
- "If you could be any animal, what would you be and why?"

Allow each pair one minute to discuss one of these topics back-to-back.



Step 3: After one minute, have each pair turn around to sit face-to-face. Ask them to discuss a new topic, or revisit the same topic, while making eye contact. Suggested topics include:

- “Should schools teach life skills as core subjects or focus only on academics?”
- “Do school exams accurately reflect a student’s intelligence?”
- “Is social media more positive or negative for young people?”
- “Should governments provide free housing for all citizens?”

Give them another minute to converse on this topic, observing how their interaction changes.

Step 4: Ask everyone to sit in a semicircle. Invite each pair to share feedback on their experience, focusing on how each conversation felt different. Encourage participants to reflect on the importance of eye contact and body language in communication.

Processing Questions:

What was it like to talk to someone without eye contact?

Did the conversation feel different when you were face-to-face? How so?

How did eye contact and body language influence your understanding of each other?

What do you think are the benefits of talking face-to-face?



Listen Closely

Category of Competencies: Communication Skills

Description:

An activity to highlight the importance of listening and the use of body language when communicating.

Activity Categories:

Group, One-Off Session

Main Competencies Involved:

Communicative Focus, Listening Skills, Non-verbal Communication

Other Competencies (Different Category):

Emotional Self-regulation, Participation

Resources Needed and Practical Considerations:

Chairs for the group, flipchart and markers, role-play cards, timer

Estimated Time:

20 minutes

Description of Activity:

Part A

Step 1: Divide the group into pairs and assign each pair as either role A or role B.

Step 2: Distribute Role Play 1 to all participants assigned as role A, explaining that they should keep the information secret.

Step 3: Instruct those assigned as role B to discuss a positive/happy topic of their choice for one minute. Suggested topics may include:

- My favourite sports team...
- My favourite TV programme...
- My favourite hobby

Processing Questions for Part A:

What did you notice about the behaviour of partner A?

How did B feel when they were not listened to?



What did B do when they were not listened to?

Part B

Step 4: Distribute Role Play 2 to partner B and ask those in role A to talk for one minute on a topic of their choice.

Step 5: After the role play, allow participants time to discuss their experience.

Processing Questions for Part B:

What did you notice about the behaviour of partner B?

How did A feel when they were listened to?

What did A do when they were listened to?

What else can you do to show that you are listening to someone?

Part C

Step 6: Distribute Role Play 3 to partner A and ask those in role B to talk for one minute on a different topic of their choice.

Step 7: After the role play, allow participants time to discuss their experience.

Processing Questions for Part C:

What was different this time?

Did the Bs feel like they were listened to?

What is the value of being listened to?

What can we do to demonstrate that we are actively listening?



Role Play Cards

Role Play 1

- You are not listening to what your partner is saying and show this by fidgeting, looking out the window or around the room, taking something out of your bag, looking at your phone, yawning, etc.
- You do not make eye contact with your partner.
- **You Must Not Speak**

Role Play 2

- You are listening attentively to what your partner is saying, and show this by maintaining good eye contact (without staring). You are leaning slightly forward in your chair and are relaxed.
- Show your partner you are interested in what they are saying through gestures like nodding your head and smiling.
- **You Must Not Speak**

Role Play 3

- You are listening attentively to what your partner is saying, and show this by maintaining good eye contact (without staring). You are leaning slightly forward in your chair and are relaxed.
- Show your partner you are interested in what they are saying through gestures like nodding your head and smiling.
- **You Should Speak**, ask questions, and reflect back to the person what you have heard.



Two-way Communication

Category of Competencies: Communication Skills

Description:

A group activity giving participants an opportunity to practically explore difficulties and strengths in communication.

Activity Categories:

Group, Interactive

Main Competencies Involved:

Communicative Focus, Conciseness, Eloquence, Listening Skills, Non-verbal Communication, Patience

Other Competencies (Different Category):

Attention to Detail, Leadership, Teaching Others

Resources Needed and Practical Considerations:

Paper, pencils, prepared diagrams of simple line drawings, chairs

Estimated Time:

20 minutes

Description of Activity:

Step 1: Provide all participants with a blank sheet of paper and a pencil.

Step 2: Ask for one volunteer and give them a copy of the pre-prepared diagram, instructing them to keep the diagram hidden and sit with their back to the group.

Step 3: Instruct the volunteer to explain to the group how to draw the image using only their voice. They are not allowed to answer any questions from the group or repeat instructions if asked.

Step 4: The group must try to draw the diagram based solely on the instructions given by the volunteer.

Step 5: Repeat the activity with the volunteer now facing the group and provide them with a different diagram.

Step 6: Allow the group to ask questions and request that information be repeated as needed.



Step 7: The volunteer must respond to any questions asked by the group.

Processing Questions:

Can you give one word to describe how the activity felt?

Did you achieve the task? If not, why?

How did it feel to communicate without eye contact with a group?

Is it important to be able to ask questions and have them answered?

Is it important to see the person's facial expression when they are communicating?
Why?

How would you apply what you have learned about communication to an employment role?



Stress Management Strategies

Category of Competencies: Stress Management Skills

Description:

This collaborative activity encourages participants to share and learn stress management techniques by discussing strategies that can be used in various stressful situations.

Activity Categories:

Group, In-person, Easy to Prepare, Easy to Implement, One-Off Session, Little or No Equipment Needed

Main Competencies Involved:

Ability to deal with pressure, Dealing with complexity, Problem-solving

Other Competencies (Different Category):

Self-control

Resources Needed and Practical Considerations:

Large sheets of paper or a whiteboard (if in-person), digital collaboration tools like Google Docs or a virtual whiteboard (if online), markers, pens, or digital note-taking tools

Estimated Time:

45 minutes

Description of Activity:

Step 1: The facilitator introduces the concept of stress management, explaining that stress is common and can be managed with effective strategies. Participants are informed that they will work together to discuss and organise techniques they can use in different stressful situations.

Step 2: Participants are divided into small groups. Each group is given a list of suggested stress management techniques and is encouraged to discuss which techniques they find useful and why. Each group can add any additional techniques that have worked for them.

Step 3: Each group presents the additional techniques they discussed. As a larger group, participants organise these techniques into categories, such as:

- Quick fixes: Techniques for immediate stress relief.
- Long-term strategies: Techniques for managing ongoing stress.
- Physical techniques: Strategies involving physical movement.



- Mental/emotional techniques: Strategies for managing thoughts and emotions.

Step 4: The facilitator concludes with a group discussion, asking questions like:

Which techniques do you find most useful?

How can you incorporate these strategies into your routine?

Are there any new techniques you plan to try out?

Stress Management Techniques



1. **Deep Breathing**
Description: Taking slow, deep breaths can help calm the mind and body.
2. **Progressive Muscle Relaxation**
Description: Tense and relax different muscle groups to release physical tension.
3. **Physical Exercise**
Description: Engaging in physical activity like walking, stretching, or playing a sport releases endorphins and reduces stress.
4. **Listening to Music**
Description: Calming or upbeat music can shift your mood and relax your mind.
5. **Taking Breaks**
Description: Stepping away from a task for 5–10 minutes can refresh your focus and reduce stress levels.
6. **Visualisation**
Description: Imagining a peaceful place (like a beach or forest) reduces anxiety and calms the mind.
7. **Talking to a Friend**
Description: Discussing feelings with a trusted friend provides emotional support and helps relieve stress.
8. **Journaling**
Description: Writing down thoughts and feelings helps process emotions and reduces stress.
9. **Positive Self-Talk**
Description: Replacing negative thoughts with positive affirmations boosts confidence and reduces stress.
10. **Setting Realistic Goals**
Description: Breaking tasks into smaller, manageable steps prevents feeling overwhelmed.
11. **Time Management**
Description: Planning your day and prioritising tasks prevents last-minute rushes and reduces stress.
12. **Meditation**
Description: Practising mindfulness or focused meditation increases calm and clarity.
13. **Prioritisation**
Description: Focusing on high-impact tasks first helps manage workload and reduce stress.
14. **Progressive Relaxation**
Description: Slowly relaxing each part of the body eases stress and tension.



High-pressure Presentation

Category of Competencies: Stress Management Skills

Description:

A brief presentation exercise designed to help participants practise emotional self-regulation, compartmentalisation, and pressure handling under simulated high-stress conditions.

Activity Categories:

Individual, In-person, Short, Easy to Prepare, Single Session

Main Competencies Involved:

Ability to Deal with Pressure, Resilience

Other Competencies (Different Category):

Communicative Focus, Eloquence, Self-Confidence

Resources Needed and Practical Considerations:

A list of varied presentation topics, Timer

Estimated Time:

15 minutes per participant

Description of Activity:

Step 1: Introduce the activity, explaining that each participant will give a short, improvised presentation on a randomly assigned topic under high-pressure conditions.

Assign each participant a topic and give them 5 minutes to prepare. Encourage them to quickly outline their main points, as they won't have time for an in-depth plan.

Step 2: Each participant delivers a 2–3 minute presentation. During their presentation, introduce random interruptions or challenges to simulate high-pressure conditions. This added pressure tests their ability to stay focused, regulate their emotions, and compartmentalise their reactions to continue their presentation smoothly.

Step 3: After each presentation, invite the group to provide supportive feedback, focusing on how the participant managed interruptions and handled the pressure. Follow up with processing questions to help participants reflect on their performance and identify areas for improvement.



Processing Questions:

How did it feel to present with added interruptions or time constraints?

Were you able to stay focused on your topic despite the challenges?

How did you manage any feelings of stress or frustration during the presentation?

Did you use any strategies to help you stay calm under pressure?

What might you do differently next time to handle similar situations?



Presentation topics

The importance of learning a second language	How to manage stress in daily life
The benefits of spending time outdoors	Why everyone should learn basic cooking skills
How social media influences self-esteem	The importance of budgeting and saving money
The pros and cons of remote work or study	Tips for building strong friendships
The impact of music on mood and emotions	The benefits of a regular sleep schedule
Why exercise is essential for mental health	The effects of climate change on daily life
Why creativity is important in problem-solving	What makes a good leader?



The benefits of volunteering in your community	How technology is changing education
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Questions and interruptions during presentations

Summarise your presentation in three key points	You have 30 seconds left to finish your presentation
Wrap up your main points in the next 10 seconds	Switch topics. Now tell us about the opposite side of your argument
Please shift your focus to the benefits or challenges of your topic	If you had to explain this to a younger audience, how would you do it
Pause for 5 seconds, then continue with a new example	Take a moment to restart from the last point
Stand up and continue presenting	Move to another spot in the room while maintaining your presentation flow
Speak louder as if you're addressing a larger audience	If you had only one sentence to convince us, what would it be
Can you elaborate on why this is important	Use hand gestures to emphasise your points



Imagine a friend challenges you on this. How would you respond	What would you say to someone who disagrees with you on this topic
Can you give an example of a counter-argument	Ask your audience a question to involve them in the topic
Please clarify your main point in simpler terms	Can you summarise your point again for clarity



The Traffic Light

Category of Competencies: Stress Management Skills

Description:

The Traffic Light activity is designed to help participants manage stress through a technique that uses three steps: identifying emotions (red), reflecting on possible responses (yellow), and acting constructively (green).

Activity Categories:

Group or Individual Activity, Easy-to-prepare

Main Competencies Involved:

Dealing with Complexity, Decision-Making, Emotional Self-Regulation, Perseverance, Problem-Solving

Other Competencies (Different Category):

Adaptability, Assertiveness, Creating Positive Learning Environments

Resources Needed and Practical Considerations:

List of specific stressful situations (presented on cards or slides), sheets of paper or digital format for responses.

Optional: In a group format, a debate can be encouraged around each scenario to discuss various stress management strategies and perspectives.

Estimated Time:

25 minutes

Description of Activity:

Step 1: Introduce the Traffic Light technique, explaining each step.

- **Red:** Stop and identify the emotion you are feeling.
- **Yellow:** Reflect on possible responses to the situation.
- **Green:** Choose and act on the best option for managing the situation constructively.

Encourage participants to ask questions to ensure they understand the technique.

Step 2: Explain that participants will encounter a series of stressful situations, each one providing an opportunity to practise the Traffic Light technique. Mention that they will follow the steps for each scenario to identify, reflect, and act.



Step 3: Present each scenario one at a time, allowing participants approximately 3 minutes per scenario to complete each step of the Traffic Light technique. Participants should write down their responses for each stage (red, yellow, green) for each situation.

Step 4: After working through the scenarios, provide time for participants to reflect on how effectively they managed each situation. Assess whether they could identify their emotions accurately and respond constructively. If in a group setting, discuss each participant's strategies and how they transitioned from red to green.

Explanation of the Traffic Light Technique



“Emotional traffic light technique helps people manage their emotions in stressful situations using three steps: red to stop and identify the emotion, yellow to reflect on possible responses, and green to act by choosing the best option.”

Red: Identify the emotion.

When you feel a strong emotion, stop. Take a moment to recognise what emotion you are experiencing (e.g. anger, anxiety, frustration).

Yellow: Think of possible responses.

Reflect on the situation and consider how you can manage the emotion. Ask yourself, “What is causing this emotion?” and “What options do I have for responding?”

Green: Choose the best course of action

Take action based on your reflection. Choose a constructive response that will help you manage the situation effectively.

Stressful situations examples	Possible responses
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1	You receive a bad review from a superior	Red: Feeling angry/sad/insecure
		Yellow: Reflect on the criticism and assess whether it is valid/Ask yourself what you can learn from the experience/Consider whether the criticism is based on a misperception
		Green: Thank the feedback and request specific examples/Establish a plan to work on the mentioned areas/Consult a colleague for a second opinion
2	Multiple deadlines in one day	Red: Feel anxiety/overwhelmed/frustration
		Yellow: Make a list of tasks and prioritise them/Reflect on how to manage time more effectively/Consider asking a coworker for help.
		Green: Create a realistic schedule with time blocks/Break tasks into smaller steps/Inform a supervisor about the workload and discuss priorities.
3	A conflict with a coworker	Red: Feel frustration/Resentment/Distrust.
		Yellow: Reflect on how the conflict arose/Consider the coworker's perspective and why they might act that way/Think about how the situation affects the work environment.
		Green: Approach the coworker calmly to discuss the issue/Propose a solution that benefits both/Seek mediation from a supervisor if necessary.
4		Red: Feel anxiety/ Frustration/ Helplessness.



	An unexpected change in a project	Yellow: Reflect on the reasons for the change and its impact/Consider the alternatives that can be implemented/Evaluate the team's reaction to the change.
		Green: Communicate the change to the team and adjust the plan together/Identify any additional resources needed/Establish new deadlines and realistic objectives.
5	Being ignored by other colleagues	Red: Feeling frustration/insecurity/detachment.
		Yellow: Reflect on whether being ignored was intentional or accidental/Think about how to respond assertively/Consider the group dynamics and the best ways to connect with others.
		Green: Find an appropriate moment to express how you feel/Approach a colleague to discuss the situation and seek support/Suggest team activities to strengthen communication.
6	Not being recognised by the work team	Red: Feeling unmotivated/disappointed/frustrated.
		Yellow: Reflect on the expectations for recognition/Consider the different reasons for the lack of recognition/Think about how to express a need for feedback.
		Green: Talk to the team leader to share feelings and request feedback/Respectfully express to colleagues the importance of recognising collective efforts/Propose a feedback meeting to improve team communication.



Uplifting Constructions

Category of Competencies: Effecting Positive Change Skills

Description:

A hands-on game designed to improve understanding of leadership and listening skills.

Activity Categories:

Group, In-person, Easy to Prepare, Requires Equipment

Main Competencies Involved:

Leadership, Listening Skills, Dealing with Complexity

Other Competencies (Different Category):

Attention to Detail, Cooperation, Time Management

Resources Needed and Practical Considerations:

Bricks (e.g., LEGO or similar), A4 sheets of technical paper, markers, adequate space for building and movement between groups. Building designs can be printed or drawn by either the group or facilitator.

Estimated Time:

1 hour

Description of Activity:

Step 1: Divide the group into mini-teams of 4–6 people each.

Step 2: Show the blocks to each team and have them draw a design for a building that can be constructed with these blocks. Alternatively, create building designs in advance and do not show them to the participants.

Step 3: In each group, choose 1 or 2 members to act as structure leaders. The remaining participants will be builders.

Step 4: All structure leaders gather in the middle of the room to exchange their designs with each other.

Step 5: Each group has a set amount of time (e.g., 10–15 minutes) to construct the building. Only builders are allowed to physically handle the blocks and construct the building, while only the leaders can see the design. Leaders must communicate effectively with their team to ensure the structure is built accurately.



Step 6: Once time is up, you can:

- a) Swap designs and roles (leader and builder).
- b) Introduce a new rule (e.g., builders cannot talk, or some builders may only handle specific colours, such as green or red blocks).

Step 7: Hold a discussion with participants to evaluate the exercise. Ask both leaders and builders to share how they felt in their roles and whether the leaders communicated effectively. Reflect on challenges faced, how teams adapted, and what could be improved.



Innovative Solutions

Category of Competencies: Effecting Positive Change Skills

Description:

A brainstorming exercise to encourage participants to generate and present creative solutions to a common problem.

Activity Categories:

Group, In-person (or Online), Easy to Prepare, One-off Session, Little or No Equipment Needed

Main Competencies Involved:

Creativity, Flexibility, Initiative, Innovation

Other Competencies (Different Category):

Group effectiveness

Resources Needed and Practical Considerations:

Sheets of paper, whiteboard, or digital collaboration tools (e.g., Google Jamboard or virtual whiteboard), Markers or digital note-taking tools, Timer

Estimated Time:

30 minutes

Description of Activity:

Step 1: Introduce the activity by explaining that participants will be brainstorming creative solutions to a specified problem.

Step 2: Present a common, relatable problem (see list below for examples). Make sure the problem is relevant and broad enough to allow multiple creative solutions.

Step 3: Divide participants into small groups, or have them brainstorm individually. Give each group/participant 15 minutes to brainstorm as many innovative solutions as possible. Encourage them to use visual aids, sketches, or lists to organize their ideas.

Step 4: Each group/participant presents their most unique or promising ideas to the larger group. Encourage concise presentations to focus on the innovation and feasibility of each idea.



Step 5: Encourage the larger group to provide constructive feedback on each idea, focusing on creativity, originality, and potential impact. Ask participants to reflect on their process and what enabled them to think creatively during the activity.

Example problems

How can we make public spaces (like parks) more welcoming for young people?

How can young people stay motivated while looking for job opportunities?

What can be done to make online learning more engaging and accessible?

How can young people find more affordable ways to stay active and healthy?

What strategies could help build a sense of community in local neighbourhoods?

How can young people access reliable information on current events?

How can we create more peer support networks for young people facing challenges?

How can we make transportation more accessible and affordable?

How can we reduce stigma around asking for help or seeking support?

What could encourage young people to participate more in community activities?



Quick Decision Drill

Category of Competencies: Effecting positive change skills

Description:

A drill designed to test quick thinking and decision-making under time constraints.

Activity Categories: Individual or Small Group, In-person or Online, Easy to Prepare, One-off Session, Little or No Equipment Needed

Main Competencies Involved: Adaptability, Decision-Making, Flexibility, Initiative,

Other Competencies (Different Category): Analytical thinking, Conceptual thinking, Critical thinking, Decisiveness, Pragmatism, Problem-Solving

Resources Needed and Practical Considerations:

Pre-prepared scenario cards with different stressful or urgent decision-making scenarios, Timer

Estimated Time:

20 minutes

Description of Activity:

Step 1: Explain to participants that they will encounter several rapid-fire scenarios that require quick decision-making. Emphasise that the goal is to respond effectively within a short time, simulating real-world situations where decisions must be made quickly.

Step 2: Present each participant with a different scenario (see print-out). Allow each participant 3 minutes to think through and decide on an action, focusing on clarity and adaptability in their response.

Step 3: After each scenario, ask participants to briefly explain their decision-making process. This reflection should focus on what factors they considered and how they prioritised actions under pressure.

Step 4: If in a group, ask participants to discuss each other's decisions, offering feedback on clarity, decisiveness, and adaptability. Reflection questions could include: "How did you prioritise?" or "What would you do differently with more time?"



Decision-making Scenarios

You've arrived late to an interview because of a transportation delay. How do you handle it?

A friend texts you needing urgent help just as you're about to start a scheduled activity. What do you do?

You're scheduled for a volunteer shift, but you're feeling unwell. How do you approach the situation?

You're asked by a group to present an idea you didn't prepare for. What's your plan?

Your supervisor asks you to stay late on short notice, but you have other plans. What's your response?

You find out at the last minute that a friend needs a ride to an important appointment. How do you manage this?

You're unexpectedly put in charge of organising an event that starts in an hour. What's your approach?

A misunderstanding occurs with a teammate, causing frustration. How do you resolve it quickly?

Your phone dies during an important call where you're discussing a job opportunity. What's your backup plan?

You're approached for advice by a younger student struggling with a familiar problem. How do you respond?

You receive negative feedback on a project you worked hard on. How do you react constructively?



Product for the Future

Category of Competency Taxonomy: Higher-Order Thinking Skills

Description:

A creative design exercise in which participants imagine and outline a product that solves a current problem in the future.

Activity Categories:

Group or Individual, In-person or Online, Single Session

Main Competencies Involved:

Conceptual Thinking, Future Planning, Problem-Solving, Reasoning

Other Competencies (Different Category):

Management of Change, Creativity, Initiative

Resources Needed and Practical Considerations:

Blank paper or design sheets, Markers or coloured pencils, (Optional) Prototyping materials (e.g., modelling clay, building blocks)

Estimated Time:

45 minutes

Description of Activity:

Step 1: Explain to participants that they will design a product intended to solve a current problem in a future setting. Provide examples of problems they could address, such as 'How can we improve public transportation?' or 'What could help young people access mental health support more easily?'

Step 2: In small groups or individually, have participants brainstorm ideas for their product. Encourage them to think creatively about how their product could be useful and what specific problem it would solve.

Step 3: Once they've decided on a concept, ask each participant or group to sketch their product, including details on how it works, its features, and the benefits it would provide. Participants can label parts of their design to clarify function and purpose.

Step 4: Each participant or group presents their product to the larger group. After each presentation, the group provides feedback, discussing the product's feasibility and



potential impact. Reflection questions could include: 'What future problem does this product address?' and 'How does this product benefit the community?'



Critically Understanding the News

Category of Competency Taxonomy: Higher-Order Thinking Skills

Description:

A critical analysis activity where participants evaluate a news article, identifying its strengths, weaknesses, and any potential biases.

Activity Categories:

Individual, In-person or Online, Easy to Prepare, Single Session

Main Competencies Involved:

Analytical Thinking, Critical Thinking, Evaluation, Independent Thinking

Other Competencies (Different Category): Attention to detail, Reading Skills, Writing Skills

Resources Needed and Practical Considerations:

Printed news articles or digital access to articles (choose articles on familiar topics),
Pens and paper for note-taking

Estimated Time:

40 minutes

Description of Activity:

Step 1: Explain the importance of evaluating news for accuracy, bias, and credibility. Provide participants with a brief guide to critical evaluation, including prompts like “What are the main points?”, “Is there evidence to support these points?”, and “What biases, if any, might be present?”

Step 2: Distribute the selected news articles and allow 10 minutes for participants to read through them. Ask participants to highlight or underline key points they find questionable, biased, or well-supported.

Step 3: Participants then write a brief evaluation of the article, considering points such as credibility, any visible biases, the strength of evidence provided, and overall clarity. Encourage them to use examples from the text to support their evaluations.

Step 4: Gather the group for a discussion. Invite participants to share their evaluations, discuss differing viewpoints, and reflect on the importance of analytical skills and independent thinking when interpreting news.



Storyboard for Success

Category of Competency Taxonomy: Higher-Order Thinking Skills

Description:

A goal-planning activity in which participants map out the steps to achieve a personal or career goal, visualising challenges and developing solutions along the way.

Activity Categories:

Individual or Group, In-person or Online, Easy to Prepare, Single Session

Main Competencies Involved:

Analytical Thinking, Decision-Making, Future Planning, Independent Thinking

Other Competencies (Different Category):

Accountability, Autonomy, Entrepreneurship, Optimism, Risk Management, Self-direction, Strategic Planning

Resources Needed and Practical Considerations:

Blank storyboard templates or large sheets of paper, Pens, markers, or coloured pencils
Optional: printed examples of storyboards for guidance

Estimated Time:

40 minutes

Description of Activity:

Step 1: Explain to participants that they will create a “Storyboard for Success” for a personal or career goal they wish to achieve. This could be a short-term goal (e.g., securing a part-time job, completing a course) or a long-term goal (e.g., launching a small business, attending college). Emphasise that this activity helps them think through each step of the process, identify challenges they might face, and brainstorm solutions.

Step 2: Ask participants to take a few minutes to choose and write down their goal, focusing on specific, measurable outcomes (e.g., “Get hired for a retail job within three months” or “Save enough money to go travelling next summer”).

Step 3: Provide each participant with a storyboard template or a large sheet of paper divided into 6–8 sections, representing different steps toward achieving their goal. Instruct them to outline each step needed to accomplish their goal, filling in each section with:

- The action they need to take



- Potential challenges or obstacles they may face at that stage
- A strategy or solution to overcome each challenge

Encourage participants to use words, symbols, or simple drawings to illustrate each part of their storyboard. Remind them to think critically about potential obstacles and to develop realistic solutions to address each challenge, fostering both problem-solving and future planning skills.

Step 4: After participants complete their storyboards, invite them to share their goals and key steps with the group. Allow time for positive group feedback, encouraging others to suggest additional solutions or alternative approaches to any challenges presented.

Step 5: Carry out a debriefing activity to reflect on the power of future planning.

Processing questions:

How did breaking your goal into smaller steps help you understand the overall process?

Was there anything surprising about the steps needed to reach your goal?

How confident do you feel in following the steps you outlined?

Which challenge do you think might be the most difficult to overcome, and why?

How did creating solutions for each obstacle affect your confidence in achieving your goal?

Did this activity change how you view goal-setting or planning for the future?

What did you learn about your own strengths and areas for improvement in planning?



Island Survival

Category of Competencies: Collaborative Skills

Description:

Participants work in groups to prioritise survival items after being stranded on an island, testing their ability to debate, compromise and cooperate.

Activity Categories:

Group Work, Easy to Implement

Main Competencies Involved:

Ability to Compromise, Cooperation, Delegation, Teamwork

Other Competencies (Different Category):

Conceptual Thinking, Negotiation, Organisation

Resources Needed and Practical Considerations:

A list of 15–20 survival items (see annex), pen and paper for each group

Estimated Time:

60 minutes

Description of Activity:

Step 1: Introduce the scenario: The group is stranded on an uninhabited island with a list of survival items. They may only keep 10 items. Explain that they must work together to decide which items to keep, emphasising the importance of reaching a consensus.

Step 2: Break participants into small groups of 4–6 people. Distribute the list of survival items to each group, giving them time to discuss and finalise their choices. Encourage them to consider various survival scenarios and to justify their selections.

Step 3: Each group presents their final list and explains their reasoning to the larger group. Facilitators should observe the decision-making process, noting instances of compromise and cooperation.

Processing questions:

How did you decide on the final list?

Did everyone agree with the final decision?

How did you handle disagreements?



List of survival items

Knife	Cooking Pot
Matches	Signal Mirror
Tent	Whistle
Water Purification Tablets	Sunscreen
Rope	Book on Edible Plants
Fishing Gear	Water Bottle
First Aid Kit	Hatchet
Flashlight	Notebook and Pen
Blanket	Tarp
Map of the Island	

Compass



Feedback Circle

Category of Competencies: Collaborative Skills

Description:

This activity helps participants practise giving and receiving constructive feedback based on their contributions to a group problem-solving task.

Activity categories:

Group, in-person, easy to prepare, one-off session, little or no equipment needed.

Main competencies involved:

Accepting feedback, Adaptability, Cooperation, Giving feedback

Other competencies (different category):

Diplomacy, Evaluation, Mediation, Relationship Building, Relationship Management, Problem-solving

Resources needed and practical considerations:

Chairs arranged in a circle(s), timer, Pens and paper for note-taking

Estimated time:

60 minutes

Description of activity:

Part A - Problem-solving

Step 1: Explain that the first part of the session will involve a problem-solving activity, which they will then use to reflect on during the feedback circle. The problem-solving activity can be created for the specific context of the group. (See handout for examples.)

Step 2: Divide participants into teams of 4–5 members. Each group will have 15 minutes to collaborate on a solution. Teams could assign roles, such as a timekeeper, idea recorder, and presenter. Encourage teams to divide responsibilities fairly and communicate effectively.

Step 3: Each group presents their solution to the whole group, explaining their approach to the problem, how they divided responsibilities, and how they worked together as a team.

Part B - Feedback Circle



Step 4: Introduce the purpose of the feedback circle: to learn how to give and receive constructive feedback based on the roles and contributions made during the problem-solving task. Go over the ground rules, emphasising the need for respect and active listening.

Step 5: Participants will give feedback to each other on their contributions to the problem-solving challenge. Each participant has 2–3 minutes to provide feedback to another group member using the feedback prompts. Feedback should focus on specific aspects of collaboration, teamwork, communication, and adaptability.

When receiving feedback, participants should actively listen without interrupting. They can ask for clarification but should not defend their actions. Encourage participants to take notes on the feedback they receive.

Step 6: After all feedback rounds, return to the larger group for a debriefing session.

How did it feel to give feedback? Was it difficult or easy?

How did it feel to receive feedback? Were there any surprises?

What can we learn from the way we gave or received feedback today?

How can we apply these feedback skills in future team settings?

Task 1: Community Event Planning



Instructions:

Your team has been hired to organise a youth engagement event at the local community centre. The goal is to attract and engage as many young people as possible. You have 15 minutes to create a plan that includes:

- Event theme and activities
- How you will promote the event to local youth
- A basic budget outline (consider venue, materials, food, etc.)

Each team member should take on a different role (e.g., budget manager, event planner, promoter). Be prepared to present your plan and explain how you worked together.

Task 2: Solve a Group Conflict**Instructions:**

Your team has been called to mediate a conflict between two departments in a small business. The sales team feels that the marketing team isn't supporting them enough, while the marketing team thinks the sales team isn't following through on leads properly. You have 15 minutes to come up with a mediation strategy that will help resolve the issue. Your solution should include:

- How you will facilitate a meeting between the two teams
- What compromise or changes each team will need to make
- How you will ensure continued cooperation after the meeting

Assign team members as mediators, and be ready to present your mediation plan.

Task 3: Creative Marketing Challenge**Instructions:**

Your team has been tasked with creating a creative marketing campaign for a new eco-friendly product aimed at young people. You have 15 minutes to develop:

- A catchy slogan
- An idea for an advertisement (either social media, video, or poster)
- A plan for reaching your target audience

Each team member should contribute ideas and help design the final campaign concept. Be ready to explain your strategy and how you collaborated.

Task 4: Emergency Response Simulation

Instructions:

Your team is part of a disaster response unit, and a nearby town has been hit by a flood. You have 15 minutes to develop a plan for:

- How to evacuate residents safely
- How to prioritise who gets rescued first (e.g., elderly, families, those in high-risk areas)
- How to set up emergency shelters and distribute supplies

Each team member should take responsibility for one aspect of the response (e.g., evacuation, shelter, supply distribution). Be ready to explain your plan and discuss how you worked as a team to solve the crisis.



Who Are We?

Category of Competencies: Collaborative Skills

Description:

A team-building exercise that promotes collaboration, communication, and mutual understanding through the creation of a shared mural reflecting group values and goals.

Activity Categories:

Group, In-person, Easy to Prepare, One-off Session

Main Competencies Involved:

Cooperation, Effective Meeting Skills, Group effectiveness, Team-Building Skills, Teamwork

Other Competencies (Different Category):

Assertiveness, Listening Skills, Participation, Problem-Solving

Resources Needed and Practical Considerations:

Groups of 4–10 participants, sheets of flipchart paper or large card, various art materials (e.g., markers, paints, stickers)

Estimated Time:

60 minutes

Description of Activity:

Step 1: Explain to the group that values are principles that help people determine what they believe is right or wrong. Describe how everyone has personal values, but groups often have shared values as well, which can guide decision-making and promote unity. Emphasise that understanding each other's values is important for teamwork and collaboration.

Step 2: Provide each group with a large sheet of paper, canvas, or card and various art supplies. Explain that they will use these materials to create a mural that represents their group's shared values and goals.

Step 3: Explain that the group should work collaboratively to create a mural that reflects what is most meaningful to them as a team. Encourage them to think about their individual and shared values, as well as the group's overall purpose or goals.



Step 4: Ask each team member to contribute to the mural, sharing ideas and collaborating on the design. Allow around 35–40 minutes to complete the mural and provide additional materials if needed. Remind the group to communicate openly and support each other's contributions.

Step 5: Use the following questions to prompt reflection and discussion as the mural develops:

What do you love most in life?

What have been your proudest moments so far?

What is truly important to you?

What issues in your life, community, or the world frustrate you? (These could relate to values that are not being honoured.)

Step 6: Once the murals are complete, invite each group to present their mural and share the values they represented. Encourage other group members to give feedback, and allow the group time to discuss their creative process and what they learned about each other.

Processing Questions:

How well did you work as a team while creating your mural?

Did someone naturally take a leadership role, and how did this affect the group?

Was everyone's voice heard in the process?

Did any of your values conflict? If so, how did you resolve this?

How important is it for a team to share common values?

What did you learn about yourself in this activity? (e.g., Do you need to be more vocal, improve listening, and be more open to others' ideas?)



Ethical Decision-Making Debate

Category of Competencies: Ethics and Diversity Skills

Description:

This debate activity challenges participants to explore and defend ethical perspectives on a controversial issue, enhancing their ethical judgement and understanding of diverse viewpoints.

Activity Categories:

Group Activity, Debate, Easy to Prepare

Main Competencies Involved:

Awareness of Ethical Values, Ethical Judgement, Ethical Responsibility, Inclusion

Other Competencies (Different Category):

Adaptability, Empathy, Conciseness, Communicative Focus, Eloquence, Teamwork, Tolerance

Resources Needed and Practical Considerations:

A list of ethical dilemmas or controversial topics (see below for examples), timer or stopwatch, optional debate format guide (e.g., opening statements, rebuttals, closing arguments), optional judging criteria sheet for facilitators

Estimated Time:

45 minutes

Description of Activity:

Step 1: Divide participants into two groups, each representing opposing sides of an ethical dilemma. Assign each group one side of the debate.

Step 2: Give each group time to prepare their arguments, focusing on the ethical principles involved (e.g., honesty, integrity, responsibility).

Step 3: Begin the debate, with each group presenting their opening statements, followed by rebuttals, and then closing arguments. Encourage participants to consider the ethical implications of their arguments and to question the opposing side on these grounds.

Step 4: After the debate, hold a reflection session where participants discuss how they felt defending their assigned positions, what they learned about ethical judgement, and how ethical responsibility plays a role in decision-making.



Debate Topics



Social Media and Privacy

Debate Topic: "Should social media companies be allowed to collect and sell users' personal data?"

- **Side A:** Yes, social media companies should be allowed to collect and sell data.
 - Helps provide free services to users.
 - Improves user experience through personalised content.
- **Side B:** No, social media companies should not be allowed to collect and sell personal data.
 - Violates users' privacy and exposes them to risks like identity theft.
 - Uses personal information without proper consent.

Cheating to Get Ahead

Debate Topic: "Is it ever acceptable to cheat to achieve success?"

- **Side A:** Yes, it can be acceptable to cheat in certain situations.
 - Sometimes the only way to secure opportunities in an unfair system.
 - May be seen as necessary when there are no other options for success.
- **Side B:** No, cheating is never acceptable.
 - Undermines trust and promotes dishonesty.
 - Sets a bad example and erodes personal integrity.

Helping a Friend in Trouble

Debate Topic: "Should you help a friend cover up a mistake, even if it means lying or breaking the rules?"

- **Side A:** Yes, you should help your friend.
 - Loyalty and friendship are important values to uphold.
 - Supporting a friend can strengthen your relationship and show you care.
- **Side B:** No, you shouldn't help cover up a mistake.
 - It's dishonest and could lead to bigger problems later on.
 - Covering up a mistake might encourage your friend to avoid taking responsibility.



Empathy Maps for Global Citizenship

Category of Competencies: Ethics and Diversity skills

Description:

This activity encourages participants to explore a global issue from the perspective of people in different countries. By creating an empathy map, participants consider the perspectives, emotions, and challenges faced by those directly impacted by issues such as climate change or access to education.

Activity Categories:

Individual or Group, Interactive

Main Competencies Involved:

Cultural Awareness, Global Citizenship, Work with Diversity

Other Competencies (Different Category):

Conceptual Thinking, Critical Thinking, Empathy

Resources Needed and Practical Considerations:

Empathy map templates (various online) or blank sheets of paper for drawing the map, markers, pens, and coloured pencils for visual representation

Optional: Access to online articles or videos for research on selected global issues

Estimated Time:

60 minutes

Description of Activity:

Step 1: Introduce the concept of global citizenship, explaining the importance of understanding global issues from diverse cultural perspectives. Explain that participants will choose a global issue and create an “empathy map” that represents the experiences, challenges, and emotions of people affected by this issue.

Step 2: Present several global issues for participants to choose from, such as:

- Climate change impacts in vulnerable regions
- Access to education in underserved communities
- Clean water scarcity in developing countries
- Health disparities related to poverty
- Refugee and migration challenges



Step 3: Ask each participant (or group, if done as a group activity) to select one issue and a region or country where this issue is particularly relevant. Encourage participants to spend a few minutes researching basic information on the challenges faced by people in that location.

Step 4: Provide each participant with an empathy map template, divided into sections for “Seeing,” “Hearing,” “Thinking/Feeling,” and “Saying/Doing.” Instruct them to complete the map based on the perspective of someone affected by the issue in the chosen region.

Seeing: What do they see around them?

Hearing: What messages or opinions do they hear from others?

Thinking/Feeling: What emotions or concerns might they have?

Saying/Doing: How might they express or respond to their situation?

Step 5: After completing their maps, invite participants to present their empathy maps to the group, sharing insights into how the chosen issue impacts people’s daily lives in the region. Encourage participants to reflect on how this activity influenced their understanding of the global issue and their sense of empathy for people from different backgrounds.

Processing Questions:

What did you learn about the experiences and challenges of people in other parts of the world?

Did anything surprise you about how people in different countries are impacted by this issue?

How did imagining these perspectives change your view of the issue?

How can developing empathy and cultural awareness impact your own actions and responsibilities as a global citizen?

What actions could you take to help address or raise awareness about this issue?



Everyday Choices

Category of Competencies: Ethics and diversity skills

Description:

A reflective activity where participants consider and discuss real-life scenarios that test their honesty and integrity, encouraging them to demonstrate and articulate their values.

Activity Categories:

Individual or Group, In-person or Online, Easy to Prepare, Single Session

Main Competencies Involved:

Honesty, Integrity, Ethical Judgement, Ethical Responsibility, Transparency
Trustworthiness

Other Competencies (Different Category):

Decision-Making

Resources Needed and Practical Considerations:

Printed or written scenario cards (or digital versions for online sessions), Pens and paper for participants to write down their responses

Estimated Time:

30 minutes

Description of Activity:

Step 1: Begin by discussing the importance of honesty and integrity in building trust, maintaining ethical standards, and fostering healthy relationships. Share examples of how honesty plays a role in daily life, such as admitting mistakes or being truthful in challenging situations. Encourage participants to reflect on how honesty impacts both themselves and others, and to share their own experiences.

Step 2: Distribute or present a series of ethical scenarios that challenge honesty. Allow participants time to think about each scenario individually and write down their responses, considering the reasons behind their choices.

Step 3: Pair participants or form small groups. Ask them to share their responses and explain their reasoning. Encourage them to discuss how their values influenced their decisions and what challenges they might face in acting honestly in these scenarios.



Step 4: Bring everyone back together and invite volunteers to share highlights from their discussions.

Processing Questions:

Which scenario did you find the most challenging to answer, and why?

How do you think others would perceive your actions in each scenario?

What personal values guided your decisions?

How do honesty and integrity contribute to trust in everyday life?

What can you do to practise honesty more consistently?



Everyday Situations

You find a wallet on the street with €50 and an ID card inside. No one else is around to see you pick it up. What do you do?	A classmate asks you for the answers during a test, promising they'll help you with your homework later. How do you respond?
A cashier accidentally gives you too much change after a purchase. No one else notices. What do you do?	You overhear someone spreading false rumours about a friend. Your friend doesn't know about the situation. Do you step in?
You arrive late to a meeting, and someone assumes it was because of heavy traffic. The real reason is you overslept. Do you correct them?	During a group project, your teammate takes credit for an idea that was yours. The teacher believes them. What do you do?
During a sports match, the referee mistakenly awards your team a point even though the ball was out. Do you correct the referee?	You forget to do your homework and the teacher asks if you've completed it. Do you admit you didn't or make up an excuse?
You accidentally knock over and break a family member's favourite vase. They haven't noticed yet. What do you do?	At work, you are asked if you completed a task you forgot to finish. The deadline is in a few hours. How do you respond?



Observation forms



Check Activity Observation Template

Date: ____/____/____

Time: ____ : ____

Location: _____

Institution: _____

Instructor: _____

Participant(s):

Information about the activity

Activity name: _____.

Objective of the Activity:

Describe main tasks of the activity:

Observed Competencies and Associated Behaviours

Competency
Name. _____. Description. <i>Provide a brief explanation of the competency being observed.</i> _____ _____ _____ _____ _____ _____ _____.
Observed Behaviour: <i>Describe specific actions/behaviours that demonstrated this competency</i> _____ _____ _____ _____ _____ _____ _____.
Context. <i>Detail the situation or task where the competency was observed.</i> _____ _____ _____ _____ _____ _____ _____.
Frequency. <i>Note how often the behaviour was observed during the activity.</i> _____ _____ _____ _____ _____ _____ _____.

Effectiveness. *Assess the effectiveness of the behaviour in achieving the activity's objective.*

Additional Comments

Overall Observations. *Summarise general observations about the participants' engagement, any notable interactions, or other relevant points.*

Suggestions for Improvement. *Provide recommendations for future activities based on the observed competencies and behaviours.*

Competency level

- ☐ **Level 1: Awareness.** The participant shows familiarity with the competency but has not yet applied it during the observed activity or in prior tasks.
- ☐ **Level 2: Basic Application.** The participant demonstrates the ability to apply the competency when prompted or in specific situations but may require guidance or structured support.
- ☐ **Level 3: Regular Application.** The participant regularly uses the competency during the observed activity or in relevant tasks, showing growing independence and confidence in applying it.
- ☐ **Level 4: Mastery.** The participant consistently applies the competency across all relevant tasks or during the observed activity, demonstrating full proficiency and autonomy.

Check Activity Observation Template

Date: ____/____/____ Time: ____ : ____ Location: _____

Institution: _____
Instructor: _____
Participant(s):

Information about the activity

Activity name:

Targeted competencies:

Observations from the activity:

[illegible]

Competency level

- ☐ **Level 1: Awareness.** The participant shows familiarity with the competency but has not yet applied it during the observed activity or in prior tasks.
- ☐ **Level 2: Basic Application.** The participant demonstrates the ability to apply the competency when prompted or in specific situations but may require guidance or structured support.
- ☐ **Level 3: Regular Application.** The participant regularly uses the competency during the observed activity or in relevant tasks, showing growing independence and confidence in applying it.
- ☐ **Level 4: Mastery.** The participant consistently applies the competency across all relevant tasks or during the observed activity, demonstrating full proficiency and autonomy.

Competency Taxonomy



1. Social intelligence skills	<i>Recognising the feelings of others and knowing how to use this to influence and help them</i>		
Competency	Definition	Example 1	Example 2
Assertiveness	Someone who is assertive states their needs and opinions clearly so that people take notice.	You stand your position even when people are questioning your ideas	In group situations, you have no problem expressing your needs and opinions
Able to lead and inspire	Someone who is able to lead and inspire provides others with enthusiasm, and new and creative ideas.	You are a positive influence on those around you and motivate others toward success	You are able to take the final decision in a difficult situation and explain the course of action you have chosen
Accountability	Someone who is accountable to others, responsible and prepared to justify their actions.	You take responsibility for the tasks that you are supposed to complete and you ensure to finish them on time	When you make a mistake, you are able to admit it and take action
Conflict-management	Someone who is able to manage conflict overcomes serious disagreement and argument to achieve success.	During a conflict you are able to handle opposing opinions and ensure dialogue remains civil	When a conflict emerges between two people you can take initial steps to calming the situation down
Conflict resolution	Someone who is able to resolve conflict finds a solution to serious disagreement and argument to achieve success.	You are able to find common ground and solutions when two or more parties disagree	You are able to find a space and strategy for agreement between two employees who have engaged in a public dispute
Cooperation	Someone who is cooperative is willing and capable of working well with others	You work successfully towards a common goal with others	When you work in a group, you are able to take on a role that best serves its interests instead of focusing on your own
Diplomacy	Someone who is diplomatic is skilled in dealing with sensitive matters or people, and is tactful.	In sensitive matters, you treat others in a respectful and tactful way	If two friends or co-workers have an argument you are able to stay on good terms with both
Emotional intelligence	Someone who is emotionally intelligent is skilled in perceiving, understanding, and managing emotions and feelings.	You understand and manage your own emotions in various positive ways (e.g. to relieve stress, empathize with others, defuse conflict etc.)	When negative events take place in your life, you are able to understand and accept them, and not overwhelmed.
Empathy	Someone who is empathetic identifies with the emotions, thoughts, or attitudes of others.	You show others that you understand their problems and can relate to their circumstances	You are not quick to judge or condemn someone for negative actions, but instead, seek to understand the root of them.
Influencing others	Someone who is able to influence others is able to move or sway them to some action.	When you speak or act, others often follow your lead	In a group situation, you often convince others that what you believe is the right decision
Inspiring others	Someone who is able to inspire others moves or sways them to some action, usually through arousing positive feelings and thoughts.	You affect others in a way that leads them to take positive steps or actions in their life, or adopt new attitudes and opinions	Colleagues or friends often take decisions based on what you have said or following what have done
Integrity	Someone who has integrity sticks to moral and ethical principles, and has sound moral character.	Even if nobody is around or will find out, you still demonstrate ethical behaviour	You would never let someone else take the blame for one of your actions or mistakes
Mediation	Someone who mediates effectively brings about agreement and compromise as an intermediary between parties.	In a confrontational situation, you are able to find common ground between two parties	If two of your friends fall out, you actively intervene to make them address the issue at hand.
Motivating others	Someone who is able to motivate others provides them with a strong cause or reason to act.	If leading an activity, you successfully show to others the benefits and overall outcomes of their hard work	
Negotiation	Someone who is able to negotiate effectively deals or bargains with others to bring about positive outcomes.	You understand how to reach a compromise between two parties and allow for both to feel they have gained something	When purchasing an item, you know how to agree on a price that is lower than what you were first offered
Relationship building	Someone who is able to build relationships effectively makes personal connections and associations with others.	You are happy to initiate relationships with others and develop them in a way that is of mutual benefit	In a friendship or working relationship, you communicate openly and well with others
Relationship management	Someone who manages relationships effectively manages personal connections and associations with others for positive outcomes,	You take steps to maintain your relationships and address misunderstandings or issues when necessary	You are attentive to the good and bad news in your friends' lives, and respond accordingly
Resilience	Someone who is resilient rebounds and recovers well from adversity and difficult circumstances.	When you are in difficult situations, you find in yourself the strength to cope with the problem or seek appropriate help	You recover in a timely manner after a personal or professional setback
Self-control	Someone who is able to exercise self-control effectively has restraint and mastery over their own actions and feelings.	You are responsive to situations rather than reactive to them	You don't explode with anger immediately when something doesn't go as planned
Social awareness	Someone who is socially aware is conscious of their social environment.	You understand the different dynamics, needs and thought processes at play within groups	You directly challenge situations in which you see others being treated unfairly
Tolerance	Someone who is tolerant is fair and permissive towards those whose opinions, beliefs, and identity differs from their own.	You feel that every person should be respected, regardless of their identity or background	In a heated debate, you give space to a variety of beliefs and ideas, even if they are opposite to yours
Understanding of human behaviour	Someone who is able to effectively understand human behaviour has insight and knowledge about the way others act and live their lives.	You understand that people behave and act differently in diverse situations according to their emotions and thoughts	You are able to identify small signs that someone is having a difficult time

2. Positive self-concept skills	<i>Displaying a clear perception of the self that helps to cope with life events, achieve personal growth and make a positive impact on the lives of others</i>		
Competency	Definition	Example 1	Example 2
Accurate self-assessment	Someone who accurately self-assesses is able to evaluate their own abilities and failings well.	You are able to identify your abilities and limitations when carrying out a given task	You give realistic information about yourself when meeting someone for the first time
Assertiveness	Someone who is assertive states their needs and opinions clearly so that people take notice.	You stand your position even when people are questioning your ideas	In group situations, you have no problem expressing your needs and opinions
Desire to learn	Someone who has the desire to learn enjoys and benefits from attaining new knowledge and skills.	You use your free time to find new ways to improve or acquire new skills	You frequently take up new hobbies or educational pursuits
Emotional intelligence	Someone who is emotionally intelligent is skilled in perceiving, understanding, and managing emotions and feelings.	You understand and manage your own emotions in various positive ways (e.g. to relieve stress, empathize with others, defuse conflict etc.)	When negative events take place in your life, you are able to understand and accept them, and not overwhelmed.
Empathy	Someone who is empathetic identifies with the emotions, thoughts, or attitudes of others.	You show others that you understand their problems and can relate to their circumstances	You are not quick to judge or condemn someone for negative actions, but instead, seek to understand the root of them.
Integrity	Someone who has integrity sticks to moral and ethical principles and has sound moral character.	Even if nobody is around or will find out, you still demonstrate ethical behaviour	You would never let someone else take the blame for one of your actions or mistakes
Optimism	Someone who is optimistic is disposed to take a favourable view of events or conditions and to expect the most favourable outcome.	You see the world as a (generally) positive place to live	When you think about the future, you don't tend to think that things will go badly
Positive attitude	Someone who has a positive attitude has a positive disposition towards experiences and tasks.	You are open to new life experiences and have a desire to discover new things	When something negative happens to you, you are quick to look for solutions or see the silver lining
Reflection	Someone who is reflective is thoughtful and frequently deliberates on their experiences and tasks.	You tend to assess your experiences in order to improve	You sit down at the end of the day and assess what took place
Resilience	Someone who is resilient rebounds and recovers well from adversity and difficult circumstances.	When you are in difficult situations, you find in yourself the strength to cope with the problem or seek appropriate help	You recover in a timely manner after a personal or professional setback
Self-confidence	Someone who is self-confident has realistic confidence in their own judgment, ability, and actions.	You are aware of your strengths and you know how to use them to present yourself in a positive light	You know you are able to develop a specific task based on your strengths and capabilities
Self-control	Someone who is able to exercise self-control effectively has restraint and mastery over their own actions and feelings.	You are responsive to situations rather than reactive to them	You don't explode with anger immediately when something doesn't go as planned
Self-direction	Someone who is self-directed is able to regulate their own conduct and set their own goals without outside help.	You have the capacity to set and follow a path for yourself in order to achieve your goals	When studying, you have the ability to manage learning tasks without having them directed by others
Self-esteem	Someone who has self-esteem has realistic self-respect and a favourable impression of themselves.	You do not spend too long thinking about criticism	When something goes wrong, you don't blame yourself immediately, but rather weigh up the real reasons for the problem
Self-motivation	Someone who is self-motivated has the initiative to undertake activities without external motivation.	You usually don't need to be pushed by the others to take action in order to achieve your goals; you do this on your own.	You are not easily distracted from a task

3. Productivity skills	<i>The willingness to consistently learn, improve and invest in different skills while continuing to provide the same level of effectiveness in terms of quality and quantity in various environments</i>		
Competency	Definition	Example 1	Example 2
Autonomy	Someone who is autonomous is able to work successfully with little or no help or intervention from others.	You complete tasks on your own without needing someone to double-check every part of your work	You are not afraid to travel by yourself
Adaptability	Someone who is adaptable is able to adjust readily to different conditions and circumstances.	You change your actions quickly in fast-paced environments, responding to new challenges as they present themselves	If a work task changes, you quickly find out how to carry this out successfully
Analytical thinking	Someone who is able to use analytical thinking is able to address and solve problems through complex and skilful thought processes.	You are able to look at a problem in different ways and come up with a logical solution	You make links between things that are not obviously connected
Conscientiousness	Someone who is conscientious carries out tasks carefully and meticulously.	You plan ahead and follow a schedule when completing tasks	You pay attention to small details, even in complicated activities
Creativity	Someone who is creative displays imagination and originality of thought and expression.	You love to create new things and find multiple uses for them	You find ways to have fun or express yourself within boring contexts
Decision-making	Someone who makes decisions well is able to make choices with a group of people, especially in pressure situations.	You are able to think fast and clearly in order to choose the best possible solution to difficult problems	You are/would be good at hiring someone for a new job
Efficiency	Someone who is efficient performs functions in the best possible manner with the least waste of time and effort.	When given a task you are good at allocating energy and resources to carry it out quickly and well	You break up projects into tasks, and tasks into subtasks.
Enthusiasm	Someone who is enthusiastic displays a lively interest or passion for the tasks they do and the experiences they have.	You bring a positive attitude to the things you do	In your job, you show up on time, show interest at new tasks, and demonstrate a willingness to listen, learn, and try new things
Entrepreneurship	Someone who is entrepreneurial has the qualities and skills that are needed to succeed in business and competitive environments.	You see potential areas to create new business opportunities	You know how to measure the risk and possible benefits and you take the actions which bring you and your business the biggest benefits
Innovation	Someone who is innovative is able to use new methods and ideas to achieve their goals.	You are good at using available resources to create new things or find solutions to problems	You are interested in the way new technologies can improve people's quality of life
Leadership	Someone who is an effective leader is able to guide or direct a group towards their shared goals.	You know how to motivate and support people, and set a good example to others	When leading a group, you have the ability to share clear messages and make complex ideas easy to understand for everyone
Motivating others	Someone who is able to motivate others provides them with a strong cause or reason to act.	If leading an activity, you successfully show to others the benefits and overall outcomes of their hard work	
Networking	Someone who is able to network operates successfully in a group who have a shared interest or purpose.	When you meet different groups of people, you are able to find the connections and common interests within the group	You participate in in-person or online activities in order to meet new people
Organisation	Someone who is organised is able to deal with complexity by using appropriate systems and processes.	You complete tasks in a timely and organised manner	You are able to manage your workload so as to not feel overwhelmed at any point
Outcome oriented	Someone who is outcome-oriented focuses their efforts on ensuring the best possible results in their tasks.	When working you have a clear vision of the final result that you want to achieve	You have the discipline to focus 100% on 1 or 2 key tasks and refuse to be distracted by anything else
Pragmatism	Someone who is pragmatic tries to find the most practical solution to the problems that arise in a given activity.	You focus on the present situation and make decisions for the 'here and now'	You choose a well-paid job over an idealistic job if your situation requires it
Prioritising tasks	Someone who is skilled at prioritising tasks is able to assess and sort the relative importance of a series of activities to be undertaken.	When you work on many tasks you are good at organising them in order of importance	You use lists to organise the way you work
Proactiveness	Someone who is proactive is able to prepare for or intervene in expected occurrences, especially negative or challenging ones.	You act quickly and thoughtfully when faced with an unexpected challenge	You do extracurricular work to increase your chances of getting into a university
Risk management	Someone who is able to manage risk is skilled at assessing and minimising negative outcomes and losses in difficult situations.	You take your time to predict the possible consequences of a course of action in order to prepare plans and responses for specific situations that might appear	You are good at spotting possible dangers in a physical space and thinking about how they can be prevented
Strategic planning	Someone who is skilled at strategic planning is able to make provisions for the future to ensure successful outcomes.	You are able to set priorities, use resources, and ensure that your team is working toward a common objective or target	When planning a birthday you anticipate and prepare for various outcomes or issues that might arise
Teamwork	Someone who displays strong teamwork cooperates in group situations effectively towards desirable outcomes.	You are able to communicate and cooperate within a group to achieve a common goal	You are happy to take time to give advice or provide resources to a work colleague or classmate
Time-management	Someone who is able to manage time successfully is able to assess and prioritise tasks to optimise efficiency.	You use schedules and work plans to ensure you can carry out tasks in a set period	You are good at cutting out distractions (such as phones and the Internet) when working

4. Professionalism skills	<i>The high performance of tasks and roles within an organisation and at the workplace</i>		
Competency	Definition	Example 1	Example 2
Accepting feedback	Someone who accepts feedback knows how to use the information provided by others to improve their skills and performance.	You welcome contributions from others without feeling personally attacked	You listen to advice from others and use their suggestions to improve your work
Adaptability	Someone who is adaptable is able to adjust readily to different conditions and circumstances.	You change your actions quickly in fast-paced environments, responding to new challenges as they present themselves	If a work task changes, you quickly find out how to carry this out successfully
Conscientiousness	Someone who is conscientious carries out tasks carefully and meticulously.	You plan ahead and follow a schedule when completing tasks	You pay attention to small details, even in complicated activities
Determination	Someone who is determined is firm in their purpose and decisions, and able to overcome adverse conditions to achieve their goals.	You don't give up easily on tasks that you think are worthwhile	You have completed a course or a phase of education despite financial difficulties
Flexibility	Someone who is flexible is willing and able to adapt their outlook and behaviour when circumstances change.	You can operate outside of your comfort zone	You easily adapt to a change in a classroom or workplace routine, such as a seat change or schedule interruption
Honesty	Someone who is honest is truthful, ethical and fair in their interactions with others.	You admit when you have made a mistake or were wrong	There are no lies on your CV
Integrity	Someone who has integrity sticks to moral and ethical principles and has sound moral character.	Even if nobody is around or will find out, you still demonstrate ethical behaviour	You would never let someone else take the blame for one of your actions or mistakes
Motivating others	Someone who is able to motivate others provides them with a strong cause or reason to act.	If leading an activity, you successfully show to others the benefits and overall outcomes of their hard work	
Participation	Someone who is participative carries out tasks and decision-making willingly within a group setting.	You are proactive in a group instead of waiting for others to do all the work on their own	You raise your hand and contribute in class or in a work meeting
Patience	Someone who is patient is able to tolerate difficult situations and circumstances with strength and calmness of mind and manner.	You don't get frustrated when you have to wait for something that takes a long time	You are able to remain composed even when explaining something repeatedly to someone
Perseverance	Someone who is perseverant persists in a course of action even when difficult circumstances arise.	You work towards your goal despite challenges and setbacks	If you decide to do a difficult sporting event, you train hard and get there in the end
Personal presentation	Someone who has good personal presentation projects a positive impression on others, based on how you look and how you communicate.	You know how to present yourself in order to make a positive impression on others	You dress appropriately for a job interview
Reliability	Someone who is reliable is trustworthy, dependable and completes tasks accurately and honestly.	No matter the task your quality of work remains consistent	Your friends or colleagues turn to you for advice or help when experiencing difficult situations
Responsibility	Someone who is responsible carries out tasks reliably and with expected levels of maturity	When you start a task, you commit to it and see it through to completion	You look after a child/family member/pet etc. with care and maturity
Organisation	Someone who is organised is able to deal with complexity by using appropriate systems and processes.	You complete tasks in a timely and organised manner	You are able to manage your workload so as to not feel overwhelmed at any point
Teamwork	Someone who displays strong teamwork cooperates in group situations effectively towards desirable outcomes.	You are able to communicate and cooperate within a group to achieve a common goal	You are happy to take time to give advice or provide resources to a work colleague or classmate

5. Communication skills	<i>Understanding and transferring information effectively through verbal and non-verbal communication</i>		
Competency	Definition	Example 1	Example 2
Accepting feedback	Someone who accepts feedback knows how to use the information provided by others to improve their skills and performance.	You welcome contributions from others without feeling personally attacked	You listen to advice from others and use their suggestions to improve your work
Assertiveness	Someone who is assertive states their needs and opinions clearly, so that people take notice.	You stand your position even when people are questioning your ideas	In group situations, you have no problem expressing your needs and opinions
Attentiveness	Someone who is attentive is skilled at concentrating on one thing and being observant.	You are able to focus on a task without letting yourself get easily distracted	When writing an email or a report you take care not to make small mistakes.
Communicative focus	Someone who has strong communicative focus selects and conveys the important aspects of information to be passed on to others.	You focus on the phrases and sentences that you use and take care to be understood	When telling a story or explaining something you make sure that you keep it to the point and don't bore those who are listening
Conciseness	Someone who is concise expresses sufficient information in a few, well-chosen words.	You communicate in a clear and short way, expressing what needs to be conveyed without using a lot of words	In an interview, you give short but effective answers
Diction	Someone who has good diction has a good style of speaking, including their accent, intonation and quality of speech.	You have good pronunciation, including difficult words	People from other countries understand you when you speak to them
Eloquence	Someone who is eloquent has the power of fluent, forceful and appropriate speech.	You have the ability to use rich and creative language when communicating an idea	You do not overuse filler words like 'umm', 'hmm', 'well' when speaking
Empathy	Someone who is empathetic identifies with the emotions, thoughts, or attitudes of others.	You show others that you understand their problems and can relate to their circumstances	You are not quick to judge or condemn someone for negative actions, but instead, seek to understand the root of them.
Giving feedback	Someone who is skilled at giving feedback provides high-quality information to others to improve their skills and performance.	You can provide useful information to others in an efficient way based on your assessment of their work	When you eat at a restaurant, stay at a hotel etc., you write accurate and constructive reviews
Listening skills	Someone with good listening skills is able to give attention to external information, often providing feedback as this occurs.	When listening to people you have a genuine interest in what they're saying	When someone is talking provide appropriate verbal and non-verbal signals to show you are following what they are saying
Non-verbal communication	Someone who has strong non-verbal communication is able to convey meaning through expressions and movements.	You have the ability to give non-verbal feedback in a conversation in the form of head nods, eye contact, and posture	You maintain appropriate levels of eye-contact in conversations with others
Patience	Someone who is patient is able to tolerate difficult situations and circumstances with strength and calmness of mind and manner.	You don't get frustrated when you have to wait for something that takes a long time	You are able to remain composed even when explaining something repeatedly to someone
Reading skills	Someone who has good reading skills is able to determine meaning from written information.	You can apply different strategies and techniques to texts to get the information you need	You can skim a complex text for relevant information
Reasoning	Someone who has good reasoning skills is able to reach conclusions by thinking about all the facts.	You are able to draw accurate conclusions from things you observe	You give logical explanations to support your opinions and ideas
Writing skills	Someone with good writing skills is able to express meaning and conveys information effectively through the written word.	You can adapt your writing style depending on the context (formal, non-formal, etc.)	When writing an email, you use good spelling, punctuation and grammar

6. Stress management skills	<i>Techniques, strategies, and tools that allow for the effective management of stress</i>		
Competency	Definition	Example 1	Example 2
Ability to compartmentalise	Someone who is able to compartmentalise can mentally separate or set aside aspects that do not help to reach a set goal or carry out a task.	You can separate problems in one part of your life and not let them affect others	You don't answer work emails in your free time
Ability to deal with pressure	Someone who is able to deal with pressure copes with difficult or high-stakes situations in order to carry out tasks or reach their goals.	You work well when you have to complete a task by a deadline	You enjoy speaking in public
Management of change	Someone who manages change well is able to understand and thrive in new or changing situations.	You are quick to focus on the positive aspects of new situations	When you change job, city, school, etc., you are quick to adapt to new routines
Conflict-management	Someone who is able to manage conflict overcomes serious disagreement and argument to achieve success.	During a conflict you are able to handle opposing opinions and ensure dialogue remains civil	When a conflict emerges between two people you can take initial steps to calming the situation down
Dealing with complexity	Someone who deals well with complexity is able to understand and thrive in complicated situations.	You are not easily overwhelmed by complicated problems or situations	When meeting a new group of people, you quickly understand social dynamics and relationship statuses
Decision-making	Someone who makes decisions well is able to make choices effectively, especially in pressure situations.	You are able to think fast and clearly in order to choose the best possible solution to difficult problems	You are/would be good at hiring someone for a new job
Emotional self-regulation	Someone who is able to emotionally self-regulate is skilled in managing emotions and feelings.	You manage your reactions to feelings and events in order to act in a positive manner	When you are in a bad mood, you don't take it out on your friends or co-workers
Perseverance	Someone who is perseverant persists in a course of action even when difficult circumstances arise.	You work towards your goal despite challenges and setbacks	If you decide to do a difficult sporting event, you train hard and get there in the end
Problem-solving	Someone who is a good problem-solver is able to use a range of analytical and rational thinking skills to deal with difficult situations.	You are good at organising the key information surrounding a problem and identifying underlying causes	You are good at fixing household appliances
Resilience	Someone who is resilient rebounds and recovers well from adversity and difficult circumstances.	When you are in difficult situations, you find in yourself the strength to cope with the problem or seek appropriate help	You recover in a timely manner after a personal or professional setback
Time-management	Someone who is able to manage time successfully is able to assess and prioritise tasks to optimise efficiency.	You use schedules and work plans to ensure you can carry out tasks in a set period	You are good at cutting out distractions (such as phones and the Internet) when working

7. Effecting positive change skills	<i>Processes and skills toward creating and perpetuating positive change.</i>		
Competency	Definition	Example 1	Example 2
Adaptability	Someone who is adaptable is able to adjust readily to different conditions and circumstances.	You change your actions quickly in fast-paced environments, responding to new challenges as they present themselves	If a work task changes, you quickly find out how to carry this out successfully
Catalysing change	Someone who is a change catalyst creates space and opportunity for improvement and innovation.	You are often the person in a group, team or relationship who initiates new activities or ideas	You have helped to effect political or social change by campaigning or activism
Creativity	Someone who is creative displays imagination and originality of thought and expression.	You love to create new things and find multiple uses for them	You find ways to have fun or express yourself within boring contexts
Dealing with complexity	Someone who deals well with complexity is able to understand and thrive in complicated situations.	You are not easily overwhelmed by complicated problems or situations	When meeting a new group of people, you quickly understand social dynamics and relationship statuses
Decision-making	Someone who makes decisions well is able to make choices effectively, especially in pressure situations.	You are able to think fast and clearly in order to choose the best possible solution to difficult problems	You are/would be good at hiring someone for a new job
Flexibility	Someone who is flexible is willing and able to adapt their outlook and behaviour when circumstances change.	You can operate outside of your comfort zone	You easily adapt to a change in a classroom or workplace routine, such as a seat change or schedule interruption
Initiative	Someone who has initiative shows readiness and ability to initiate action and change.	You are proactive when completing a task without being told what to do	You offer to take on extra work at school or at work
Innovation	Someone who is innovative is able to use new methods and ideas to achieve their goals.	You are good at using available resources to create new things or find solutions to problems	You are interested in the way new technologies can improve people's quality of life
Leadership	Someone who is an effective leader is able to guide or direct a group towards their shared goals.	You know how to motivate and support people, and set a good example to others	When leading a group, you have the ability to share clear messages and make complex ideas easy to understand for everyone
Listening skills	Someone with good listening skills is able to give attention to external information, often providing feedback as this occurs.	When listening to people you have a genuine interest in what they're saying	When someone is talking provide appropriate verbal and non-verbal signals to show you are following what they are saying
Perseverance	Someone who is perseverant persists in a course of action even when difficult circumstances arise.	You work towards your goal despite challenges and setbacks	If you decide to do a difficult sporting event, you train hard and get there in the end

8. Higher-order thinking skills	<i>The mental processes used to make sense of experiences and find solutions to complex issues.</i>		
Competency	Definition	Example 1	Example 2
Analytical thinking	Someone who is able to use analytical thinking is able to address and solve problems through complex and skilful thought processes.	You are able to look at a problem in different ways and come up with a logical solution	You make links between things that are not obviously connected
Conceptual thinking	Someone who is a strong conceptual thinker is able to connect abstract and complex disparate ideas to deepen understanding.	You apply abstract ideas to day-to-day situations and problems	You are able to see patterns and root causes of problematic behaviour in your friends and colleagues
Critical thinking	Someone who is a strong critical thinker shows thought that is clear, rational, analytical, and informed by evidence.	You are good at solving problems	You are good at deciding whether or not a friend or co-worker is telling the truth
Decision-making	Someone who makes decisions well is able to make choices with a group of people, especially in pressure situations.	You are able to think fast and clearly in order to choose the best possible solution to difficult problems	You are/would be good at hiring someone for a new job
Decisiveness	Someone who is decisive is resolute and determined in their actions, and shows little hesitation in their decision-making.	You don't spend long thinking about small decisions	When shopping for presents for others you are quick to choose a good option and don't change your mind
Evaluation	Someone who is evaluative shows skill when assessing a complex situation.	You are good at identifying the positives and negatives of a colleagues performance at work	You are good at deciding what grade an essay should be given in an exam
Future planning	Someone who is a strong future planner is able to set goals and plans that are realistic, structured and attainable.	You set goals for yourself and plan your actions accordingly	You save money for specific purchases
Independent thinking	Someone who is an independent thinker is able to draw on their own intelligence and judgement to guide them.	You tend to reject common social stereotypes and biases about people and form opinions on your own personal experiences	In a debate between friends you are happy to hold opinions that are not in the majority
Problem solving	Someone who is a good problem-solver is able to use a range of analytical and rational thinking skills to deal with difficult situations.	You are good at organising the key information surrounding a problem and identifying underlying causes	You are good at fixing household appliances
Reasoning	Someone who has good reasoning skills is able to reach conclusions by thinking about all the facts.	You are able to draw accurate conclusions from things you observe	You give logical explanations to support your opinions and ideas

9. Collaborative skills	<i>The ability to contribute and strive to improve group dynamics, learning processes, relationships, and outcomes</i>		
Competency	Definition	Example 1	Example 2
Ability to compromise	Someone who is able to compromise is skilled at overcoming differences and reaching a settlement where there is disagreement.	You are flexible when arranging a time and place to meet someone	You do not sulk when you don't get your way in a relationship
Accepting feedback	Someone who accepts feedback knows how to use the information provided by others to improve their skills and performance.	You welcome contributions from others without feeling personally attacked	You listen to advice from others and use their suggestions to improve your work
Adaptability	Someone who is adaptable is able to adjust readily to different conditions and circumstances.	You change your actions quickly in fast-paced environments, responding to new challenges as they present themselves	If a work task changes, you quickly find out how to carry this out successfully
Coaching	Someone who is a skilled coach is able to give constructive advice and guidance to others to help them achieve their goals.	You are good at helping your friends discuss their skills and goals	You are encouraging to others when they make mistakes
Cooperation	Someone who is cooperative is willing and capable of working well with others	You work successfully towards a common goal with others	When you work in a group, you are able to take on a role that best serves its interests instead of focusing on your own
Creating positive learning environments	Someone who is skilled at creating positive learning environments creates spaces and opportunities for others to learn and grow.	You are good at dividing your attention fairly between a group	You good at clearly explaining tasks to other people
Delegation	Someone who is skilled at delegating assigns and communicates tasks and responsibilities to others to achieve common goals.	You know how to divide tasks between people according to their skills and capacity	When organising a surprise party, you are happy to allow responsibility to be shared with others
Developing others	Someone who is skilled at developing others guides and facilitates the growth and learning of others.	You are good at teaching specific skills that you possess to others	You are honest with your friends about things that they need to change about their lives
Effective meeting skills	Someone who has effective meeting skills is able to lead or participate in meetings and team events in formal or informal settings.	You encourage everybody to contribute actively in a group activity or meeting	You are good at creating fun or interactive activities
Giving feedback	Someone who is skilled at giving feedback provides high-quality information to others to improve their skills and performance.	You can provide useful information to others in an efficient way based on your assessment of their work	When you eat at a restaurant, stay at a hotel etc., you write accurate and constructive reviews
Group effectiveness	Someone who is effective in groups is able to collaborate or lead in team settings to reach desired outcomes and goals.	You interact well with various types of people	You are good at explaining a problem to others in stressful situations
Mediation	Someone who mediates effectively brings about agreement and compromise as an intermediary between parties.	In a confrontational situation, you are able to find common ground between two parties	If two of your friends fall out, you actively intervene to make them address the issue at hand.
Teaching others	Someone who is a skilled teacher of others is able to collaborate in or lead the learning of others in a skilled way.	You can find simple analogies and examples when explaining something complicated to others	In a relationship, you choose the right moment to bring up something that you want your partner to change
Team-building skills	Someone who is skilled at team-building is able to lead in the creation of a cohesive group which works towards shared goals.	You are good at organising events that allow a group to share positive experiences	When a new person starts at your job or school, you make an effort to include them with others
Teamwork	Someone who displays strong teamwork cooperates in group situations effectively towards desirable outcomes.	You are able to communicate and cooperate within a group to achieve a common goal	You are happy to take time to give advice or provide resources to a work colleague or classmate

10. Ethics and diversity skills	<i>The ability to deal with ethical complexity and difference</i>		
Competency	Definition	Example 1	Example 2
Awareness of ethical values	Someone who is aware of ethical values has understanding of moral issues and norms that guide behaviour and social interactions.	You have chosen a career path in order to make a positive impact on society	You often think about right and wrong
Cultural awareness	Someone who is culturally aware has understanding of the values, customs and beliefs of others.	You can speak another language	You make an effort to find out more about a new classmate's family background
Ethical judgment	Someone who has sound ethical judgment is capable of making moral decisions and evaluations of difficult situations.	You think about the environment when deciding how you spend your time and money	
Ethical responsibility	Someone who is ethically responsible recognises and acts upon moral values in various aspects of their life.	If you find a mobile phone on the street you go out of your way to return it to its owner	You recycle at home
Global citizenship	Someone who is a global citizen thinks and acts in a way that reflects their position in a global community.	You follow current affairs across the world	You like to travel
Honesty	Someone who is honest is truthful, ethical and fair in their interactions with others.	You admit when you have made a mistake or were wrong	There are no lies on your CV
Inclusion	Someone who is inclusive aims to include and integrate all people in activities, organisations, institutions, and society as a whole	You are proactive in challenging discrimination when you encounter it	You have friends with a wide variety of identities and backgrounds
Integrity	Someone who has integrity sticks to moral and ethical principles, and has sound moral character.	Even if nobody is around or will find out, you still demonstrate ethical behaviour	You would never let someone else take the blame for one of your actions or mistakes
Transparency	Someone who is transparent is open and direct in their interactions with others.	You don't hide important personal information when meeting a new group	You tell your boss that you are unable to carry out a task if you lack the skills to do so
Trustworthiness	Someone who is trustworthy is reliable and deserving of the confidence of others due to their honest and dependable behaviour.	You are good at keeping secrets	You don't talk maliciously behind your colleagues' backs
Work with diversity	Someone who is skilled at working with diversity works well with varied individuals and groups, irrespective of their identity.	You are open-minded to people from different backgrounds	You have experience working with people from around the world