

Positivity

Synoptic Table of Beginner Activities

| Title | Objectives | Overview | Evaluation & Reflection |
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| Recipe of Positivity | <ul style="list-style-type: none"> • Self - Awareness • Self - Regulation • Decision Making Skills <p><u>Level of Difficulty:</u> Beginner</p> | <p>This is a Group Activity which prompts the participants to define what they think are the ingredients of a successful Academic or Professional path and how they can acquire them.</p> | <p>By the end of the activity students will realize that there are many situations in life that we have a clear choice on how to handle, but there are also many situations that we cannot predict or have a control. However, by acquiring some specific skills we can be prepared for almost any life-scenario.</p> |
| Positive Mirroring | <ul style="list-style-type: none"> • Communication • Self - Presentation • Negotiation • Teamwork <p><u>Level of Difficulty:</u> Beginner</p> | <p>This Group Activity will help students to identify and put in use skills that can better facilitate non-verbal communication and can promote influence, persuasion and negotiation. That will be achieved through mirroring and reflection.</p> | <p>Upon completing this activity, students will be in a position to use Reflection and Mirroring in order to enhance their capacity and understanding of empathy, as well as verbal and non-verbal communication skills.</p> |
| Where Are You Going to Park? | <ul style="list-style-type: none"> • Creativity • Problem-Solving Skills • Communication <p><u>Level of Difficulty:</u> Beginner</p> | <p>This Group Activity aims to help students/participants unlock their creativity whilst being a part of a team.</p> | <p>In many occasions “two heads are better than one” and by the completion of this activity the participants will come to understand and treasure the value of successful teamwork.</p> |
| Myself As a Context | <ul style="list-style-type: none"> • Self-Awareness • Critical Thinking • Task Engagement • Problem Solving Skills <p><u>Level of Difficulty:</u> Beginner</p> | <p>This Activity given to participants as Homework, derives from Acceptance and Commitment Therapy (ACT) and helps participants to perceive “the self” as a context through guided mindfulness that facilitates self-observation and self-reflection.</p> | <p>Self-Observation undoubtedly can be a useful skill in any kind of situation, through mindful repetition of this activity the participants will gain the capacity of understanding the mechanisms behind every function that consists “the self” as a context – mentally, emotionally and physically.</p> |
| Play Ball | <ul style="list-style-type: none"> • Creativity • Problem Solving Skills • Critical Thinking <p><u>Level of Difficulty:</u> Beginner</p> | <p>This Group Activity illustrates that through teamwork and collective effort to surpass challenges creativity can flourish and expand.</p> | <p>Creativity can be elevated through the use of teamwork and brainstorming if all people are equally invested in the same goals and objectives.</p> |
| Positive FM | <ul style="list-style-type: none"> • Self - Awareness • Critical Thinking • Analytical Thinking • Task Engagement • Problem Solving Skills <p><u>Level of Difficulty:</u> Beginner</p> | <p>This Individual Activity's origins derive from Acceptance and Commitment Therapy (ACT). Participants are encouraged to closely observe their thoughts in order to replace any negative thoughts with more positive.</p> | <p>By the end of this activity, participants will understand that we are not powerless when it comes to emotions and thoughts, on the contrary through observation we can pin out the thoughts that they do not serve us and replace them with more productive ones.</p> |

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| <p>Say Positive Go!</p> | <ul style="list-style-type: none"> • Communication • Creativity • Problem - Solving Skills <p><u>Level of Difficulty:</u> Beginner</p> | <p>This Homework Activity invites participants to replace negative words with more positive ones.</p> | <p>At the end of this activity the participants will realize that words are powerful and can shape our thoughts, feelings and behaviors. Thus, is of utmost importance to be mindful when it comes to connecting specific words (especially if they are negatively charged) with meaning as well as with certain situations or even people.</p> |
| <p>Well-Being and Goal Engagement</p> | <ul style="list-style-type: none"> • Self - Regulation • Self - Awareness • Goal Planning • Engagement • Creativity • Problem - Solving Skills <p><u>Level of Difficulty:</u> Beginner</p> | <p>This Activity is given to participants as Homework. The main purpose of this activity is to help participants to improve their overall well-being by enhancing their positive attitude towards life in general.</p> | <p>By the end of this activity participants will have a clear idea and a vivid vision on where they are currently in life and were, they want to be. In order to achieve that, they are encourage to plan their steps accordingly by simultaneously constantly working on keeping their positive attitude and optimism towards life occurrences.</p> |
| <p>Handling My Stress</p> | <ul style="list-style-type: none"> • Self - Awareness • Self - Regulation • Resilience • Problem - Solving Skills • Critical Thinking • Creativity <p><u>Level of Difficulty:</u> Beginner</p> | <p>This Homework Activity is designed in a way that will help students to become more mindful and aware of their own feelings and sensations that are connected with anxiety and stress, in order to regulate their emotions and behavior more efficiently.</p> | <p>Upon completing this activity, participants will realize that each and everyone of us experiences anxiety and stress most probably on a daily basis. It is an intergal part of life and it can not be avoided but with the right tools and skills it can be</p> |
| <p>Time Capsule</p> | <ul style="list-style-type: none"> • Self - Awareness • Self - Regulation <p><u>Level of Difficulty:</u> Beginner</p> | <p>This Homework Activity is designed to remind participants how important it is to appreciate the little things in life and generate feelings of gratitude and positivity.</p> | <p>With the completion of this activity participants will become more mindful and grateful for each and every moment they experience and realize that what seems ordinary in the moment can take on unexpected significance down the road.</p> |
| <p>Decision Tree</p> | <ul style="list-style-type: none"> • Critical Thinking • Decision – Making Skills • Self - Awareness • Self - Regulation <p><u>Level of Difficulty:</u> Beginner</p> | <p>This Individual Activity is used in order to generate sets-group of choices in order to closely examine and analyzing all different options a person has when called upon making an important presumably life-changing decision.</p> | <p>By the end of this activity participants will be in a position to handle being in a dilemma with more ease since they will have all the necessary skills and tools to evaluate their choices in depth and will be able to prevent any possible mishaps or unwanted aftermath.</p> |
| <p>Personal Manifesto</p> | <ul style="list-style-type: none"> • Self - Awareness • Self - Presentation | <p>This Individual Activity will help participants to pin out their own core values and beliefs, the specific ideas and priorities they stand for, and how in general they plan to live their life serving the purposes they value as most important.</p> | <p>Through creating their own Personal Manifesto, participants will get a clear idea and written representation of where they are at the moment and where they would like to be and most importantly why. This acts as both a declaration of personal principles and a call to action.</p> |

Beginner Activities for Positivity

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

recipe, what would be the most important ingredients of this recipe?”. The school counsellor - facilitator should write student’s answers on the blackboard or at a flip chart.

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

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

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

Evaluation & Reflection:

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

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

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

The school counselor needs to do to a closure of the activity by explaining to

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students' concepts such as "acceptance", "emotional and experiential avoidance" and experiencing different "positive" aspects of life. Students needs to challenge their thoughts about life, on what they can predict and on what they cannot and that they can have an active role in shaping and transforming their own life.

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

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

Reference:

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

Additional Resources:

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

Appendix: Cooking the Recipe of Positivity

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APPENDIX:

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

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

experienced by another person, or being able to recognize and understand how specific situations, cause a specific emotion to someone. Empathy is a term closely linked to EQ because it involves recognizing and understanding the emotions, whereas the expression of that recognition and understanding is a way of managing relationships.

Reflection

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

Most of the time empathy is expressed through reflection:

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

Mirroring Exercise:

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

1. Choose a subject and then enter into a conversation with your partner, asking for his or her opinions about various subjects.
2. As you are conversing, begin to subtly mirror the other person's physiology (including voice tone and tempo). As you are mirroring, seek empathy with your partner regardless of the content about which he or she is speaking.
3. When you are fully mirroring, you will be sitting in the same posture, using the same types of gestures, speaking at a similar speed and volume, and in a similar voice tone, as the other person.
4. One way to test your degree of rapport is by "second guessing" the other person's opinion on a couple of subjects that you have not yet discussed. Often mirroring will give you access to information that is being

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| | <p>unconsciously communicated and received through mirror neurons, and you will intuitively “pick up” information about the other person without being consciously aware of you perceived it.</p> <p>5. To get another sense of the influence of mirroring on your interaction, you can try out what it is like to abruptly mismatch the other person in posture, gestures, voice tone and breathing. At the same time, you can stop seeking resonance. Both you and your partner should experience quite a jolt if you do this, and feel as if your quality of rapport has changed dramatically.</p> <p>6. Before concluding your conversation and reflecting on your experience with your partner, make sure you have (re) established rapport by once again physically mirroring him or her.</p> |
| <p>Evaluation & Reflection:</p> | <p>Encourage participants to discuss and share their comments and feelings about their experience of discussing in groups. Encourage participants to use mirroring together with empathy and non-verbal or verbal reflection, on their everyday life but also on their professional life as these are valuable tools for healthy personal and professional relationships!</p> |

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

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| | <p>(3) Using the situation described in Exercise 15., explain the problem to the teams. Ask for questions or clarification. Give the teams 15 minutes to generate at least 12 solutions. If you are able to give prizes, do so for the team that generates the most solutions in the time allowed. Sometimes that encourages even greater creativity.</p> <p>(4) Give to participants 15 minutes. Call stop at the end of time. Ask the teams to count their solutions.</p> |
| <p>Evaluation & Reflection:</p> | <p>Encourage a guided discussion by asking the following questions:</p> <ul style="list-style-type: none"> - What was accomplish with this activity? - What was the value of a time limit? - Was there an advantage of following rule number five? What was it? |

Additional Resources:

Appendix:

The Parking Situation & Brainstorming Worksheets

APPENDIX:

The Parking Situation

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

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APPENDIX:

Brainstorming

State the problem as precisely as possible.

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

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

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

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

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

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

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

The way to find out is by “using your own self, as an observer of your own thoughts feelings and actions”. Have you ever taken a step back and tried to observe your own thoughts, feelings, actions and needs?”. “I understand that this might make you feel uncomfortable, but be patient as soon everything will be clearer.”

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

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

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

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

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

Now, for a moment, focus your attention to yourself while being in this

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

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

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

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

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

Let's go to another area: Emotions. Be aware that emotions are constantly changing. Sometimes you feel love and sometimes hate, sometimes you are calm and then other times you feel upset, happiness-sadness. Even now you can experience feelings ... interest, boredom, relaxation.... Think of the things

that you used to like and you do not like anymore, fears that you used to have and thing that you do not afraid anymore. The only thing which you can be sure about is that feelings will change. And even if these feelings come and go, be careful that a part of you does not change. This is because even having these feelings, you do not feel yourself but just your feelings. In a very important and profound way, experience yourself as something stable, something that does not change. Stay with you while everything else is changing. So just notice your feelings for a moment and while you do, notice also that you observe them [Leave a brief period of silence].

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

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

Evaluation

& Reflection:

Ask students:

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

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

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

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

Additional Resources:

Appendix: My Self as a Context

APPENDIX:

My Self as a Context

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

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

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

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

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

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

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

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

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

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

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

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

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

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

the watch/ Timer to keep track of each attempt to creatively outdo the previous solution.

Give the team 2-3 minutes to plot their strategy. At the end of that time, ask that they begin play. Time them with the stop watch and call out the time. Ask for the class to applaud. Then challenge them to try again. Go through the same process.

Explain that most teams will need between 20 – 25 seconds, depending upon the level of creativity. However, this task can be accomplished in less than 3 seconds.

Evaluation & Reflection:

As soon as each team completes the tasks then help team members process the activity by asking the following questions:

- What happened here?
- How is this applicable to your school life?
- Could your work unit benefit by the creativity generated by teams rather than by the solutions of one or two people?

As soon as all the teams process the activity with the questions mentioned above then the facilitator / school counselor will help all the participants / students do a conclusion, closure of the activity by summarizing the following points:

Explain to the participants, that the most creative solutions are more likely to come from a team than from the focused thinking of one or two individuals. However, teams must be encouraged and given time to try, and then supported as they try again to improve their personal effort.

Furthermore inform the participants that the reason which teams never reached the “less than 3 seconds” record, it is because if one person holds all the balls in one hand, compresses them into a small bunch, all in line, it is a simple task to run the balls over the extended single finger of each team member 3 times.

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

or cheerful topics, but unfortunately, we are not tuned to that radio station very often. So, if we are constantly tuned to the “Negativity” and listen to that radio station we have the ideal an ideal recipe for stress, sadness and bad options which are affecting our future.

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

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

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

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

SUCCESS Positivity Module: Beginner Activities

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

Additional Resources:

Appendix: Songs of Negativity and Songs of Positivity.

APPENDIX:

Songs of Negativity and Songs of Positivity

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

| | |
|--|---|
| Title of the Activity: Duration: | Say Positive! Go! (45 minutes) |
| Type of Activity: | Homework |
| Level of Difficulty: | Beginner |
| Objectives (including skills which are expected to be enhanced): | <ul style="list-style-type: none"> • This activity aims to help participants replace negative words with more positive in order to alleviate any unnecessary negative notion connected with different thoughts, emotions, situations, even people. • Thus, this activity increases <i>communication, creativity</i> and <i>problem-solving skills</i>. |
| Instructions: | <p><u>Material:</u></p> <ul style="list-style-type: none"> • The spreadsheet “My Positivity Alphabet” which you can find at the end of the activity. Ensure that you will make enough copies for all participants. <p><u>Implementation Procedure:</u></p> <p>Please explain to the participants the activity and underline that is highly important to be focused and try to think and improvise. Also, mention that within our interactions with others, any kind of interaction, personal, professional, school or university life we need to start using more positive words so that we can build and maintain more positive interactions with others.</p> |
| Evaluation & Reflection: | <p>Start a guided discussion by encouraging students /participants to:</p> <p>Share some of the words which they wrote next to each letter</p> <p>Share if it was easy or if it was difficult to replace to find more positive oriented words, and ask them “why?”. At this point, explain to them that somehow our brain or nervous system is programmed to pay attention to the more negative things in life.</p> |

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To share with you their ideas on “on when and how you can use this kind of wording in your everyday life (personal and professional life / school / field of studies)

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

Additional Resources:

Appendix: My Self as a Context

APPENDIX:

My Positive Alphabet

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

| | |
|----------|--|
| A | |
| B | |
| C | |
| D | |
| E | |
| F | |
| G | |
| H | |
| I | |
| J | |

SUCCESS Positivity Module: Beginner Activities

| | |
|----------|--|
| K | |
| L | |
| M | |
| N | |
| O | |
| P | |
| Q | |
| R | |
| S | |
| T | |
| U | |

SUCCESS Positivity Module: Beginner Activities

| | |
|----------|--|
| V | |
| X | |
| Z | |

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

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

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

Additional Resources:

Appendix: Well-Being and Goal Engagement

APPENDIX:

Well-Being and Goal Engagement

Instructions

Read each question carefully.

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

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

Write answers in spaces provided!

a) What are your hopes and dreams in life?

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

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

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What do you hope to accomplish in the next three years in regards to your studies? / What do you wish to accomplish in the next three years in regards to your professional life?

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

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

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

**Evaluation
& Reflection:**

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

Additional Resources:

Appendix: Coping with Stress

APPENDIX:

“Coping with Stress”

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

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

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

a) I can handle it/ them by:

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

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

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

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

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

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

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

Reference:

Retrieved from: https://ggia.berkeley.edu/practice/time_capsule

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

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

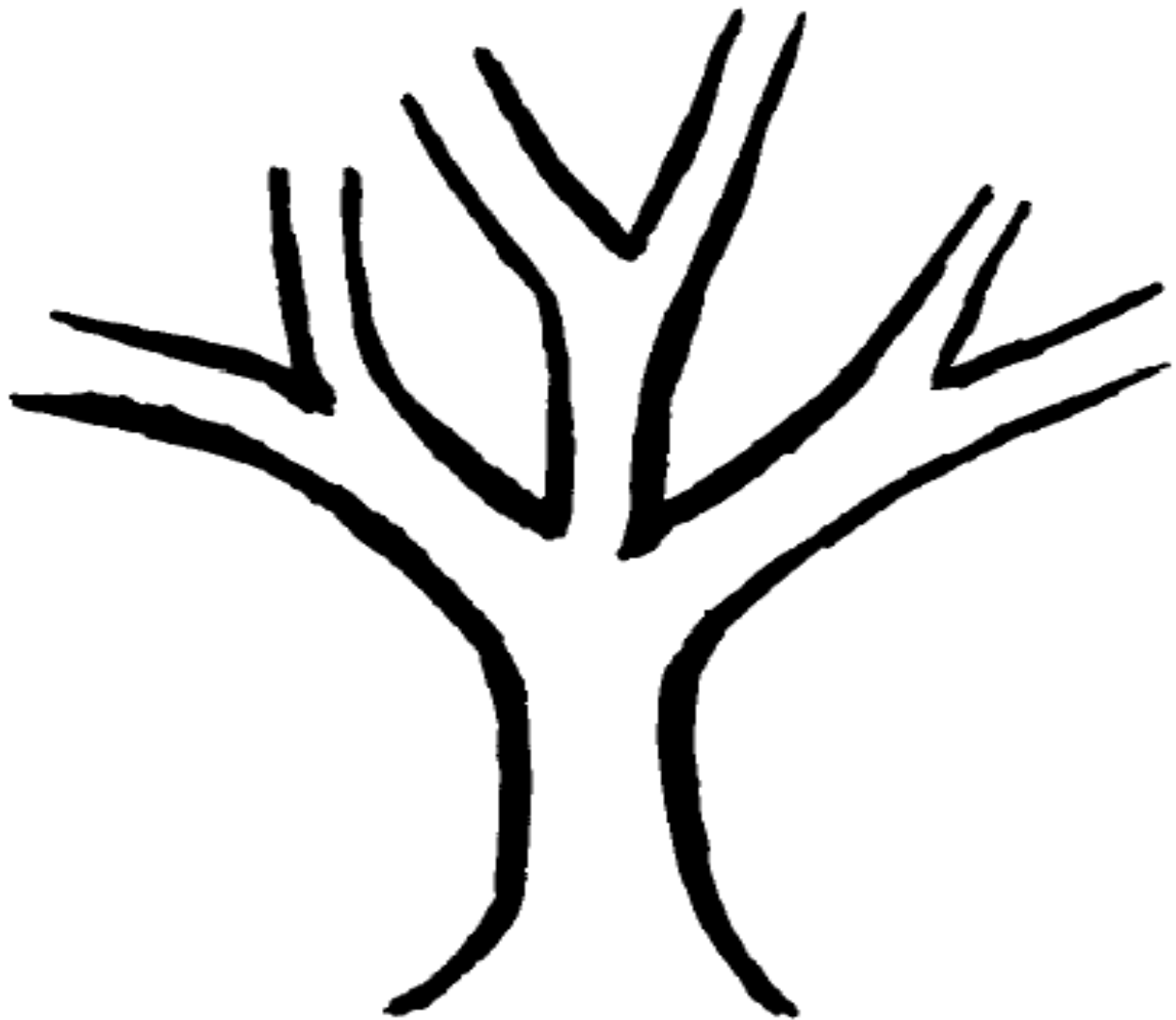
Reference:

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

Additional Resources:

Appendix: Decision Tress

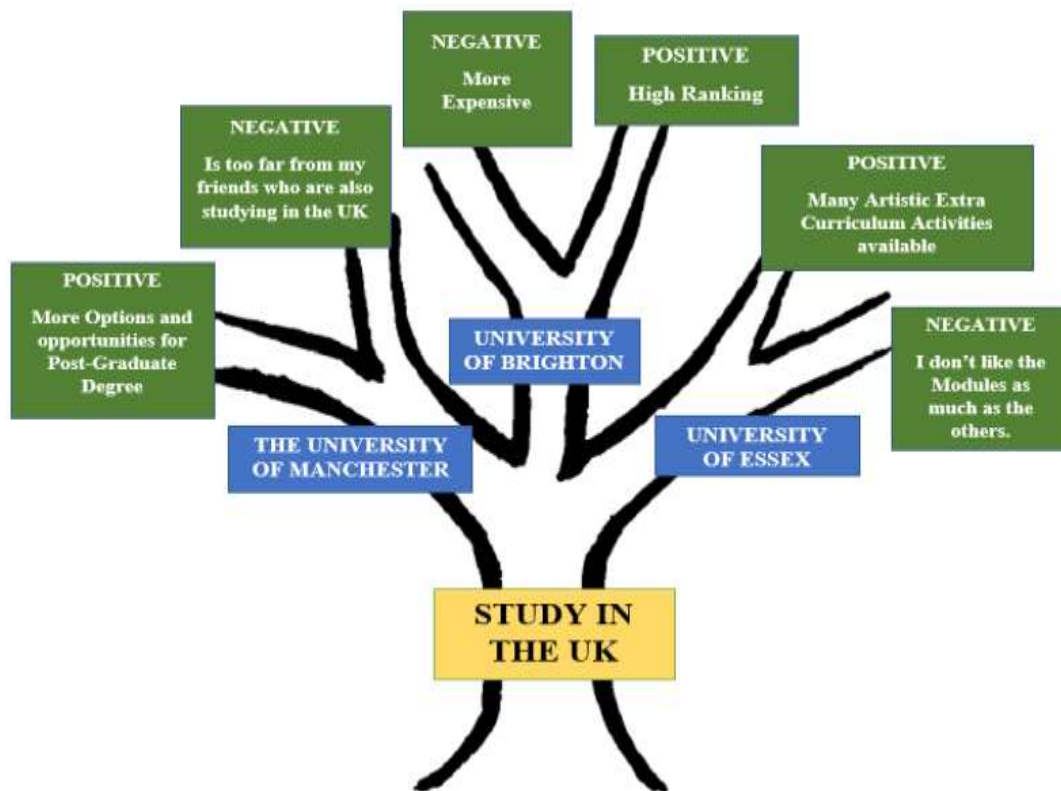
APPENDIX:



Decision trees

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APPENDIX:



Decision trees

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

Material:

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

Ask them to pick:

10 Traits: that describe them more accurately

7 Activities: they enjoy / are inspired from

5 Values: they want to live their life by

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

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

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

**Evaluation
& Reflection:**

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

Will help them focus on their true personal and professional aspirations and break down the steps they need to take in order to achieve success. You can

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encourage the participants to reflect on this and visit the Personal Manifesto again since a manifesto requires depth and intense introspection.

Reference:

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

Additional Resources:

Appendix: Personal Manifesto

APPENDIX:

List of Traits

LOVABLE

TOLERANT

DETERMINED

HUMOROUS

CREATIVE

ASSERTIVE

POPULAR

STRONG

ACTIVE

FAIR

PERKY

INTELLIGENT

RELIABLE

FREE-SPIRITED

POLITE

PLEASANT

ATTENTIVE

HONEST

PRUDENT

PRESENTABLE

CALM

OPTIMISTIC

SOCIABLE

THOUGHTFUL

ORGANIZED

DARING

COOPERATIVE

SERIOUS

CONSISTENT

TIDY

FORGIVING

STABLE

RIGHTEOUS

HEALTHY

RESPONSIBLE

PATIENT

FRIENDLY

HAPPY

APPENDIX:

List of Activities

traveling

walking

camping

reading

watching tv

being outdoors

dining out

racing cars

cooking

singing

writing

sports

organizing

seeing a movie

designing

woodworking

gardening

crafts

landscaping

crafts

debating

volunteering

decorating

shopping

teaching

working on car

hiking

giving

fishing

painting

talking

researching

golfing

remodeling

programming

sailing

sky diving

knitting

cleaning

shopping

making a film

photography

going to spa

voice lessons

driving

scuba diving

working out

meditating

dancing

learning a new language

attending seminars

running a business

keeping a journal

entertaining guests

horseback riding

learning something new

APPENDIX

LIST OF VALUES

FREEDOM

LOVE

WEALTH

RESPECT

JUSTICE

WISDOM

PEACE

BEAUTY

HEALTH

HONESTY

SUCCESS

FUN

FAITH

CHARITY

RELIGION

EQUILIBRIUM

RELIABILITY

FRIENDSHIP

EQUALITY

PATRIOTISM

POLITENESS

TEAMWORK

APPENDIX:

LIST OF QUOTES

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

Walt Whitman

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

Bertrand Russell

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

Earl Nightingale

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

Thomas Jefferson

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

E. E. Cummings

“The power of imagination makes us infinite.”

John Muir

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

Maya Angelou

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

Gustave Flaubert

“A No. 2 pencil and a dream can take you anywhere.”

Joyce Meyer

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

Helen Keller

“Lead from the heart, not the head.”

Princess Diana

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

Reba McEntire

“Life's most persistent and urgent question is, “What are you doing for others?””

Martin Luther King, Jr.

“I've failed over and over and over again in my life and that is why I succeed.”

Michael Jordan

“One day or day one. It's your decision.”

Unknown

“Embrace the glorious mess that you are.”

Elizabeth Gilbert

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

Brian Tracy

“Action is the foundational key to all success.”

Pablo Picasso

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

John Wooden

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

The Dalai Lama

“We’re here for a reason. I believe a bit of the reason is to throw little torches out to lead people through the dark.”

Whoopi Goldberg

“Life is meant to be fun, and joyous and fulfilling. May each of yours be that.”

Jim Henson

“The man who is born with a talent which he is meant to use, finds his greatest happiness in using it.”

Johann Wolfgang von Goeth

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

visitors and like the clouds in the sky they come and go and we should be able to gently let go our negative thoughts and emotions when they do not serve us.

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

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

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

Follow the tips provided below to guide the participants accordingly:

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

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

Write down exactly what happened in as much details as you can recall, including what you did or said and, if others were involved and the interaction between you.

You can use any writing style you fancy, and of course do not worry about perfect appearance, grammar and spelling.

Encourage the participants to include this exercise in their daily routine. Perhaps they could write this list before bed or with their morning tea or

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| | coffee. |
| Evaluation & Reflection: | <p>With the completion of this activity you can initiate a conversation among the participants using the following questions:</p> <ul style="list-style-type: none"> - Did you find this Activity helpful? - Did it make you feel happier? More positive? - Would you consider doing this every day? |

Reference:

Retrieved from: https://ggia.berkeley.edu/practice/three_funny_things#data-tab-how