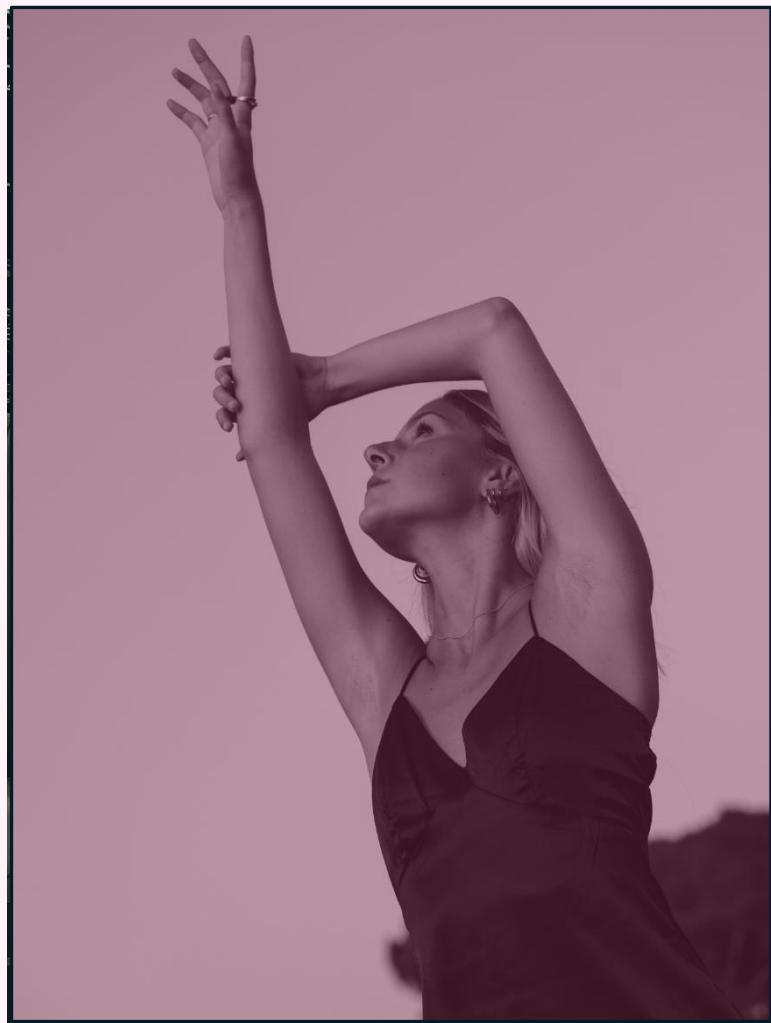




MERCURY

MERCURY TOOLKIT

This toolkit focuses on using five drama therapy methods, including digital techniques, to enhance entrepreneurial and employability skills among young people who have experienced traumatic events.



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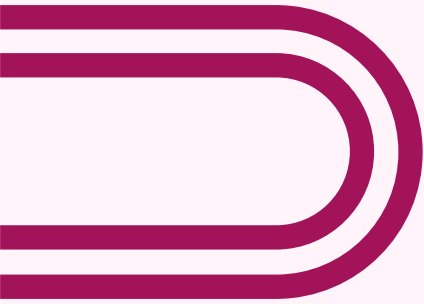
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INTRODUCTION

Short introduction to the project

This toolkit is a key outcome of the 'draMa thERapy to inCrease the entrepreneurial potential of Youth - MERCURY' project, implemented under the Erasmus+ Programme.

The main objective of the project is to fulfil entrepreneurial and professional potential of young people who have experienced traumatic events. The project also aims to better prepare them to enter the labor market and develop their interpersonal competences and to use theatre and drama techniques for this purpose. Combining post-traumatic growth theory, drama therapy and digital tools the project will create an innovative approach to entrepreneurship and employability education. The project is implemented by 4 partner institutions from Poland, Lithuania, Hungary and Serbia.

The project aims to achieve the following operational objectives:

- To better understand trauma relation to young people's entrepreneurship and employability potential.
- To develop an innovative methodological guide, tool-kit, and recommendations based on post-traumatic growth theory, drama therapy, and digital tools to better equip youth workers to work in an innovative and inclusive work manner,
- To support vulnerable young people move beyond traumatic life events and increase their wellbeing, employability and entrepreneurial skills,
- To contribute to the development of youth workers' competences in supporting young people who have experienced trauma,
- To contribute to a more innovative, active and well-functioning youth work system across Europe.

The project runs from April 2, 2023 to April 1, 2025.

More information about the project can be found on the project website: www.erasmus-mercury-project.eu/

What is the Mercury Toolkit About? - Aims and Target Groups

The Toolkit comprises educational materials and practical exercises utilizing five distinct drama therapy methods to foster new entrepreneurial and employability skills in young people who have experienced trauma.

The toolkit will innovate and modernise youth work by providing new entrepreneurship education materials based on drama therapy, and improve the individual competences of youth workers, which will as a whole make support systems in partner countries more available for young people who experienced trauma.

The Toolkit follows on from and complements an earlier publication, which is a more theoretical introduction to the topic - the 'MERCURY METHODOLOGICAL GUIDE', which can be downloaded from the project website.

The Toolkit is primarily aimed at youth workers supporting young people with traumatic experiences, those entering the field of youth work, non-formal education providers in entrepreneurship, and informal career counsellors for young people.

The main aims of the Toolkit:

- To increase the professional competence of youth workers dealing with young people, who have traumatic experience, in the area of using drama techniques to teach entrepreneurship.
- To prepare youth workers to teach non-formal classes on entrepreneurship using drama techniques.
- To familiarise youth workers with examples of practical exercises they can use when working with young people, who have traumatic experience.

Definitions and explanations of terms for the project MERCURY

In the context of this project, it is important to clarify the definition of "trauma" as it relates to young people's experiences. While the term "trauma" is commonly associated with psychological trauma and its clinical implications, it is essential to establish a distinct understanding within the scope of this project.

For the purpose of this project, we define "trauma" as challenging or difficult experiences that young people may encounter throughout their lives. These experiences can include but are not limited to personal setbacks, socio-economic disadvantages, discrimination, loss, or significant life transitions. It is crucial to note that this definition does not encompass the clinical or diagnostic understanding of trauma as it pertains to mental health conditions.

By adopting this definition, we aim to acknowledge and address the various obstacles and hardships that young people may face, which can impact their entrepreneurial and employability potential. Recognizing the potential influence of these challenging experiences allows us to develop a more comprehensive approach to supporting young individuals in their entrepreneurial endeavours and enhancing their employability skills.

The toolkit is not suitable for the treatment of mental disorders and moderate/serious emotional traumas, and does not replace expert medical or psychological



treatments. If users of the toolkit discover any moderate or severe mental health problems while using the tool, they should seek professional help immediately.

Explanation of the selection of main methods for the Toolkit

The categorization of exercises strategically emphasizes the development of entrepreneurial skills. It is intended to reflect the natural process of personal and entrepreneurial development, starting with self-awareness, through working through the past, understanding the present, planning the future, and ending with maintaining motivation. Each of these stages is necessary for participants to comprehensively and gradually develop the required skills, thereby becoming effective and self-confident individuals in the dynamic world of entrepreneurship.

The gradation we propose results from gradual internal integration. By presenting it in stages, we assume that self-awareness is the foundation of effective action. Understanding your strengths and weaknesses, values and creativity strengthens your self-confidence and gives directions for development. Then, analyzing past, often traumatic experiences is crucial to freeing yourself from their negative influence. Exercise participants get the opportunity to process past emotions and events. The present, on the other hand, allows you to understand current emotions. The exercises teach how to effectively build relationships based on healthy communication. Then comes the visualization of goals and planning elements, which are crucial in achieving success and creating a clear vision of the future. The last element is the key attitude of staying motivated in further activities, especially when it comes to long-term plans. Thus, we place emphasis on maintaining commitment in achieving goals. Below we explain in detail each of the proposed exercise categories:

1. **Improvisations - Introduction to self:** The category of improvisation involves searching and exploring the internal characteristics of participants, by stimulating areas usually masked and hidden due to fear and the need for self-control in uncomfortable environments. Through assumptions that are supposed to hinder these elements of self-control, the participant discovers the possibly muted elements and features that are specific to him and that constitute his individuality and unique personality. Thanks to this, the participant can redefine himself in terms of character, strengths and skills.
2. **Role - playing - Past self:** In this category, exercises were formulated that correspond to the real experiences of participants in the context of traumatic experiences. By grading difficulty levels, participants can safely simulate situations they have experienced, from imaginary situations, through analogous situations, to simulation of reality. Thus, participants redefine their experiences and notice elements that they could change as part of their agency, and then they can apply them to future experiences and develop them empirically.
3. **Theater games - Present self:** The third category refers directly to the current situation of exercise participants. Through team and individual exercises, it is possible to experience the participants' capabilities and needs in the here and now. The key element here is the concept of empathy, which is widely

developed. A critical approach to the current situation and the ability to empathize with others and stand in their shoes can lead to critical conclusions and improve possibilities for the future.

4. **Guided imagery - Future self:** The future category focuses primarily on imagining and setting goals, thus creating space for extensive planning and strengthening ambition and the need for agency in implementing it. The proposed exercises assume a safe nature of creating dreams and developing motivation to fulfill them. Additionally, in this set we offer exercises on the past-future relationship, developing the concepts of development and breaking known patterns and well-trodden paths that can lead to achieving goals.
5. **Storytelling - Motivation:** The last category focuses on developing participants' sense of being able to achieve goals and encourages them to broadly imagine future possibilities. By strengthening elements such as cooperation, negotiations and communication, basic skills are developed that are used to achieve the intended effects. Thus, practical skills of working in a group, assuming knowledge of one's own value, can be a starting point for making difficult and bold decisions on one's own, which is an ideal training for entrepreneurial skills and using them in practice.

Explanation of what entrepreneurial competencies will be developed through the Toolkit

This toolkit provides comprehensive exercises to empower young adults who have experienced trauma, equipping them with the skills and resources to navigate today's complex challenges. Dramatherapy, as a method supporting personal and social development, becomes a bridge connecting the past with the future, enabling the creation of new, positive narratives and identities. It is also important to emphasize the influence of people for whom this toolkit was created and whom it is ultimately intended to help. According to research conducted for the Mercury project, young adults experiencing trauma and expressing the need to develop entrepreneurial skills placed a clear emphasis on what competences should be the key points of the toolkit. Given the conclusions drawn from good practices used in other countries, as well as the above-mentioned research, we decided to focus on the following categories of entrepreneurial competences:

1. **Communication competences:** The key element of the exercises is the use of communication and teamwork skills with an emphasis on elements of empathy and a safe environment for exploring the assumed skills. The ability to conduct disputes, negotiate and resolve conflicts using not only developed vocabulary and grammatical elements, but also through rhetorical training strengthens in participants attitudes such as self-confidence, logic of expression and effective conversation in a creative, situation-dependent way.
2. **Teamwork and team management:** This is another set of skills that is an integral part of the toolkit. Focusing on effective resolution of conflicts within the team, and additionally introducing the element of team management, is to be a



starting point for developing an empathetic approach in the group, regardless of the function, as well as for developing common goals and creating opportunities to achieve them.

3. **Self-presentation and self-awareness:** The next key element of the toolkit are exercises related to creating self-confidence based on individual, characterological and personality features of statements in the context of self-presentation. This assumes internal awareness of the most important and valuable elements of a given participant's character and exploration of ways of using them in entrepreneurial situations.
4. **Creativity and innovation:** This set of competencies involves developing participants in terms of imagination and risk-taking related to their own inventiveness, which also uses the elements of self-confidence and self-presentation associated with the above set of competencies. This collection also includes elements such as recognizing opportunities for one's own idea in the surrounding reality, basic market research and the ability to creatively describe one's business-related proposals. Using elements of improvisation and internal visualization, participants receive a comprehensive set of skills and knowledge to improve their economic situation.
5. **Strengthening resilience:** The proposed exercises also strengthen the participant's attitude towards entrepreneurial situations. Exposure to critical opinion, as well as formulating critical opinion, develops an element of a psychological approach to such situations, assuming that everything takes place in a safe testing environment. This is to encourage people to propose their own ideas and solutions without the paralyzing fear of criticism or rejection. And if such a solution exists, the participant can look for the development of his idea in other categories and adapting it to the assumed needs.
6. **Use of new technologies:** Some exercises are prepared in such a way that they can use electronic devices, which can give participants an advantage on the labor market. A creative approach to contact with these devices may result in newly acquired knowledge in terms of use, as well as in the exchange of information and experiences related to available applications and possible new ways of using these devices in entrepreneurial situations.

In summary, this toolkit addresses the unique needs of individuals whose traumatic experiences hinder their ability to form relationships, build trust, and manage stress and everyday challenges. We provide you with educational tools with therapeutic potential, offering unique opportunities to develop key social and, consequently, entrepreneurial competencies.

IMPROVISATIONS - INTRODUCTION TO SELF

Exercise No. 1: Fairy Tale

Aim of the exercise

The Fairy Tale exercise is intended to develop the sense of agency in self-presentation. By improvising a story in which the narrator is the main character who has to face adversity, participants discover and name their strengths and weaknesses.

Learning outcomes of the exercise

Knowledge

Self-awareness: Participants gain the ability to describe their strengths and weaknesses.

Reading cultural codes: Enriching knowledge with the symbolism and meaning of stories, including stories about oneself.

Attitude

Self-confidence: Awareness of one's own talents, strengths and weaknesses that the participant uses in crisis situations.

Verbal expression: Enriching the language of expression in the grammatical and logical sense.

Skills

Self-expression: Enrichment of the inner world in the contexts of imagination and reflex expression.

Self-presentation: Through the form of fairy tales, participants develop the ability to enrich their statements in a linguistic and narrative sense.

Short theoretical introduction to the exercise

The Fairy Tale exercise develops a number of skills focused on self-presentation. The form of the story allows you to find, name, describe and practically implement specific features that turn out to be necessary for effective action in entrepreneurial situations.

Symbolically naming crisis situations, such as conflict or the need for compromise, allows you to distance yourself from the problem and look at it objectively. Thus, finding the right solution may turn out to be much easier and more effective.

An additional motivating aspect is time. A previously prepared story has no source of intuition and quick reaction. The element of improvisation increases the need for a



quick reaction, which is not limited by the need for creation, but by the need to react. An improvised fairy tale about ourselves becomes a symbolic basis for analyzing the features we use.

Impact of the exercise on young people's entrepreneurial competences

Creative problem solving - By telling a story in which the primary goal is to solve the conflict problem, the exercise participant is motivated to creatively search for a solution. Through the fairy tale form, this creativity can increase by objectifying the problem and looking at it from the perspective of the creator. The improvised nature of the exercise allows you to develop a quick reaction in a conflict situation and implement this reaction more effectively.

Communication competences - The stressful situation associated with the challenge and the additional limitation of time force the participant to quickly and clearly select words and grammatical systems. The exercise directly affects the development of language in terms of grammar and word resources. The statement is supposed to be communicative and understandable, which makes the challenge even greater scope for linguistic and communicative enrichment.

Self-expression - Through the form of a fairy tale, the exercise participant uses his knowledge of cultural codes and imagination to construct an interesting and clear story. Thanks to this, it supports one's individual form of thinking and naming reality, while stimulating the need for individual expression.

What features of this exercise make it particularly suitable for young people in mental crisis?

Empathy and active listening - An individual statement of self-presentation supported by an attempt to individualize it in terms of expression is a challenge for young people affected by trauma and trying to cope with a lack of self-confidence. An inclusive space where everyone can safely express their individuality and expression provides the opportunity to stimulate and support the emotional need to be yourself. Any barriers related to lack of self-confidence can be eliminated through a sense of acceptance for mistakes and empathetic discussion about individual values.

Individualized support - People in mental crisis are characterized by the need to be heard. This exercise is focused on an individual approach to each statement, then through discussion the focus on each person increases even more. Each participant gets time to be listened to and commented on with empathy. This allows for the release of individual characters in a safe space and stimulating their development.

Developing communication skills - A safe storytelling space provides the opportunity to stimulate participants' communication skills. Building a message based on the character and personality of the participant, and then listening to this message and looking at it critically, may trigger the participant's need and courage to construct statements as an individual, while maintaining all the values of clarity and brightness.

Recommendation for the trainers

- *Integrative approach* - Let the exercise be integrative. Use the opportunities provided by telling stories about yourself in fairy tales to get to know the participants better and for the participants to get to know each other. Try to focus on characteristic elements of personality or history and highlight these elements in the discussion.
- *Creating a safe and inclusive space* - Make sure that the atmosphere of the exercise is as inclusive as possible and allows room for mistakes. It is important that each participant feels able to present his or her story without fear of being commented on only in negative terms. Let the exercise be accompanied by a fun atmosphere, focusing on the atmosphere of sharing stories for mutual pleasure.

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Bruno Bettelheim The Uses of Enchantment. The Meaning and Importance of Fairy Tales

Outline for the exercise

Duration: 120 minutes

Size of the group: under 10 people

Required materials: - A device for recording and reproducing sound.

How ICT tools could be used in this exercise:

- The exercise is based on access to a recording device, which allows for individual parts of the exercise. It is also recommended to use an effective audio set that will allow for high-quality playback of recordings.

1.	Preparation: Prepare one room with an audio recording kit. Make sure the room is as minimally suggestive as possible. Additionally, you should make sure that there is a comfortable atmosphere in the room for storytelling (chair, table). Also prepare a room where participants will listen and analyze the recordings. This room can also serve as a waiting room for those recording during the first phase of the exercise. You will also need an audio set to listen to the recordings.
2.	Introductory phase - explanation of the exercise: Gather participants in the waiting room and introduce them to the first stage of the exercise. Don't reveal the formal essence of the task yet.



	<p>Explain that one by one they will go to another room where they will have to tell about themselves. They will have 2 minutes to do so. Suggest that they recall a situation that recently made it difficult for them to find a solution to a problem or conflict. Let them also think about how they solved the situation.</p> <p>Give the participants an order. You can use randomization or top-down ordering.</p> <p>(10 minutes)</p>
3.	<p>Phase two - Recording the story:</p> <p>In the given order, the participants move to the second room with the recording set.</p> <p>Before entering the room, expand the nature of the exercise. Each participant should be individually informed that the story about themselves should take the form of a fairy tale.</p> <p>The participant is supposed to be the hero of this fairy tale, and the problematic situation that he was supposed to think about in advance is the basis for the plot of the story. Remind the participant that they have 2 minutes to tell a story.</p> <p>Add so that the participant does not reveal the extended character to others. Let the mystery be an additional form of fun.</p> <p>Each participant is informed about the character in the same way and has the same time to improvise the recording.</p> <p>(30 minutes)</p>
4.	<p>Phase three - listening to the recordings and discussion:</p> <p>Introduce the next phase of the exercise. Inform them that the recordings will soon be listened to and invite participants to actively and critically listen in the following categories:</p> <ul style="list-style-type: none"> -What are the characteristics of the hero? -What are its strengths and weaknesses? -Is the conflict/problem presented difficult to deal with? -Which characteristics of the hero helped him solve the problem?/Which characteristics prevented him from solving the problem? <p>Start listening to the recordings in the order of the participants and start a discussion based on the question categories presented above. You can expand on questions and ask follow-up questions that will help you find the answer.</p> <p>(40 minutes)</p>
5.	<p>Phase Four - Revised Story:</p> <p>Once each participant has characterized their hero, allow them to tell the story again. This time the hero must use his good qualities, which were named in the discussion. Likewise with solving a problem. Ask participants to build their story in a way that solves the problem using as many of the hero's strong traits as possible.</p>

	The time for the story is also 2 minutes. (30 minutes)
5.	Final phase - Conclusion: Conduct a conversation about the found strong features used by the fairy tale characters. Direct the conversation towards the use of these features by the exercise participants in problematic situations. You can also suggest that participants share situations in their lives in which they lacked the use of these strong qualities and in which they would behave differently today. (15 minutes)

Proposal for conclusions and evaluation

Summarize the most important conclusions:

Focus on the good qualities that need to be strengthened and trained in reality. During the discussion, also discuss the weaknesses and look for solutions on how to deal with them. Pay attention to whether participants are looking for real individual characteristics resulting from their personality.

Ensure a pleasant atmosphere for discussion:

Don't let the exercise become merely critical. Focus on enjoying the stories being told and encourage more stories if participants feel the need to continue telling them. Telling fairy tales and stories is supposed to bring joy and make sure that the participants understand this essence.

Exercise No. 2: No Silence

Aim of the exercise

The aim of the exercise is to stimulate creativity in trying to describe oneself and develop body awareness in space and in a group.

Learning outcomes of the exercise

Knowledge

Self-awareness: The exercise is aimed at naming and describing the participants' characteristic and personality features. Additionally, it focuses on expanding and enriching such a description.

Skills



Verbal communication: The exercise enriches the vocabulary that can be used for self-presentation. Additionally, due to its nature, it discovers new, possibly unexplored descriptions of features that go beyond the obvious framework of self-presentation.

Peripheral vision and response to the group: The exercise, through its form, requires the participant to have a broad and alert view, which is focused on the group's movement and cooperation with the dynamic human constellation.

Self-presentation: The result of the exercise is an extensive self-presentation outline, which can be used in further entrepreneurial development and as a starting point for further introspective work using an stimulated form of self-description.

Attitude

Self-confidence: An extensive self-presentation with enriched vocabulary and nomenclature of features as well as discovering new, individual meanings of one's own behaviour and their causes are intended to strengthen the participants' self-confidence.

Short theoretical introduction to the exercise

The Prohibition of Silence exercise is most often used as an improvisational form of expanding the inner world of characters in art. Due to its dynamic nature and the conditions in which the exercise is carried out, you can stimulate non-obvious ideas and their development through often unconscious and ill-considered sequences of sentences. This is the greatest advantage of this task. By articulating obvious conclusions in the initial phase, the participant is forced to further introspection, thanks to which he not only enriches his thinking about himself, but also discovers events or features that he would not have thought about in the first place. The open nature of the task topic not only facilitates the awareness of hidden features, but also stimulates further reflections about oneself in many directions. Therefore, each statement is unique and unrepeatable.

Impact of the exercise on young people's entrepreneurial competences

Self-confidence and self-esteem: An extensive story about the participant's own biography is the basis for building a sense of self-pride and, consequently, self-confidence. Additionally, awareness of one's strengths and weaknesses, as well as a critical approach to oneself in the past, can be a starting point for an internal discussion regarding self-development in the future.

Narrative reconstruction: Due to the introspective nature of the exercise, participants will have to return to past events, retelling them, developing and 'rewriting' these stories in a completely new way. Returning to traumatic events in the context of the dynamics of the exercise may also objectify emotional feelings. This will help participants to approach their own stories again and acquire a new memory character.

Sense of agency: Renaming and building your biography based on the dynamics of the exercise is intended to stimulate participants to re-identify with the events in which they participated. This helps you meticulously notice cause-and-effect sequences and position yourself as not only a participant in events, but also as their perpetrator. Thanks to this, the redefined stories constitute the basis for looking at oneself as a person with causative possibilities.

What features of this exercise make it particularly suitable for young people in mental crisis?

Expressing and regulating emotions: Through retrospective and introspective investigation, participants have the opportunity to re-analyze and take a distant look at problematic and traumatic situations. An objective attitude favors the redefinition of emotional attitudes, which affects their renaming and possible re-evaluation.

Communication competences: Improvisation in the exercise affects the quality of the story told and enriches it with elements that go beyond the base of simple and obvious concepts. Participants will strengthen their linguistic and communicative competences by expanding biographical concepts and relating them to the contemporary state of affairs.

Identity modeling: Told and strengthened through the need and possibility of deepening, the biographical story is a starting point for redefining and redefining one's personality and character. Additionally, it helps to notice the cause and effect sequence resulting from individual features that may provoke stressful situations and their possible solutions.

Recommendation for the trainers, who will use this exercise

- *Building a sense of a safe space for expression:* Especially in the second phase of the exercise, make sure that participants feel confident in presenting their findings. It may be helpful to perform such an exercise on your own and share your discoveries and directions of exploration with the participants.
- *Fun atmosphere:* Let the participants treat the exercise as fun. Thanks to the light nature and sense of humor, participants will not be afraid to introspect, allowing themselves to explore deeper.

Outline for the exercise

Duration: 45 minutes

Size of the group: 15 people

Required materials: audio set, sheets of paper, pens



Exercise Plan Step-by-Step

1.	<p>Introductory phase - Preparation: You should prepare a space large enough for participants to move around freely. Then prepare an audio set with dynamic music pieces ready to be played. Also prepare sheets of paper and pens, in the same number as the participants.</p>
2.	<p>Phase two - Rules of the exercise: Explain to participants the rules of the exercise: For the next 15 minutes, they are bound by one overriding rule: no silence. This means that the participant cannot stop talking on a given topic even for a moment during the exercise. Inform participants that loud music will be played during the exercise, so they do not have to worry about being overheard by others. Participants must be in constant motion, moving around the room in many directions, taking care not to collide with another participant.</p> <p>The given topic is: Who am I?</p> <p>Introduce the supporting rules: The person conducting the exercise can dictate the walking pace. During the exercise, the trainer can provide information about the walking pace with a simple command: One! - slow walking Two! - Dynamic gait Three! - Jog The leader can change the walking pace at his discretion.</p> <p>The second command available to the host is clapping. If the leader claps once during the exercise, all participants must clap once in response. If he claps twice, the participants respond by clapping twice. etc.</p> <p>The supporting principles are key to activating improvisation at a level touching intuition, deepening the effect of improvisation.</p> <p>Before starting the exercise, please note that there are no wrong answers or wrong stories. The participants simply have to devote themselves to continuous speaking.</p> <p>(5 minutes)</p>
3.	<p>Proper phase - Conducting the exercise: Start playing music and exercising. Carry out the exercise according to the rules, being constantly active and actively changing the walking pace and clapping dialogue.</p> <p>During the exercise, you can inform participants how much time they have</p>

	left. (15 minutes)
4.	Phase four - Notes from the exercise: After 15 minutes, thank the participants for their effort and give each of them a piece of paper and a pen. Suggest that they now write down all the conclusions they have reached, focusing on their discoveries. Indicate that elements that are revealing to participants are most desired in the conclusions of the exercise. Specify the time participants have to write down their applications. Suggested time: 10 minutes. (10 minutes)
5.	The final phase - Conclusions and discussion: Discuss their conclusions with participants, focusing on their discoveries. (15 minutes)

Proposal for conclusions and evaluation

Group discussion: Conduct a discussion focusing on the discoveries in the individual stories. Inquire about the elements that you think need to be discussed. Ask opening questions.

Presentation: Suggest that participants formulate a short self-presentation based on the monologue resulting from the exercise and the resulting discoveries. The requirement is to use the individual effects of the exercise, which can be demonstrated through the discussion preceding the presentation.

Exercise No. 3: Surprise Story

Aim of the exercise

The exercise is aimed at developing communication skills, narrative skills and quick verbal response in a complicated or problematic situation.

Learning outcomes of the exercise

Knowledge:

Building a coherent statement: The set of basic principles for narrative structure presented during the introduction to the exercise and empirical experience in the form of an attempt to apply them lead to expanding practical knowledge about a coherent and logical story.



Stimulating creativity: Introducing the principle of randomness to the exercise requires the participant to react quickly and creatively. This mainly concerns subordinating the presented world to a randomly drawn word and introducing it on the principles of an already constructed narrative. Therefore, the implementation of random formulation must be used in a very specific way, which requires training in a creative approach to the problem being solved.

Skills:

Reflex of speech: The participant acquires the ability to quickly respond to a given topic in relation to the main goal, which is the continuity of the story leading to the conclusion.

Logical statement: Due to the difficulty associated with randomness, the participant struggles to a great extent to maintain the logical continuity of the statement, additionally based on the basic principles of narrative construction.

Attitudes:

Confidence in speech: The difficulty of the task consisting in unexpected changes and their efficient implication in conditions of continuity of speech activates and strengthens the experience of public speaking, which leads to an increase in the quality of the statement and gaining self-confidence in it.

Short theoretical introduction to the exercise

The presented exercise relates directly to the development of creativity and strengthening logical competences in a longer statement. The task is to establish a narrative challenge in an improvisational dimension with the addition of unexpected storytelling directions, while maintaining a logical and coherent narrative. An additional challenge is to tell the story in the basic narrative structure system, i.e. exposition, introduction, establishing conflict, resolving the conflict, ending.

The improvisational nature of the exercise stimulates creativity and creates another level of challenge, i.e. maintaining logical continuity with unexpected changes in content.

Understanding improvisation in this exercise involves quickly reacting to external changes in the form of random words that direct the character of the story. Such improvisation must involve a kind of anticipatory and open thinking. So as to keep the narrative on a logical track and provide the opportunity to formulate a clear punchline.

Impact of the exercise on young people's entrepreneurial competences

Self-expression: The exercise is characterized by strengthening the linguistic and logical competences of a longer, coherent and clear statement. The element of improvisation adds elements that go beyond the obvious directions of thought, thus expanding the vocabulary, the ability to create the presented world and shortening

the reaction time. These values are key components of a colourful and interesting self-presentation resulting from internal possibilities of expression.

Communication competences: The rules of the exercise clearly indicate the development of the participant's communication capabilities. This comes from an internal need for stories and the need to be heard and understood. Unexpected elements increase the level of the exercise, making the basic possibilities of logical expression more difficult. This challenge is intended to familiarize the participant with the difficulties of improvised expression in an educational setting.

Creative thinking: The exercise motivates the participant to look for unconventional solutions to overcome the difficulties of unexpected changes in history. Accident situations that require the creation of solutions are simulated by drawing words, which must be dealt with in a creative and functional way by implementing them in the story being told.

What features of this exercise make it particularly suitable for young people in mental crisis?

Strengthening stress resistance: The exercise is aimed at strengthening stress-related immunity by creating a problematic situation resulting from the lack of knowledge related to surprise words and immediately implementing them into the story. Through this task, the participant tries to maintain a logical statement without knowing what means he will be able to develop it.

Creative problem solving: The improvisation resulting from the idea of the exercise strengthens creative values in building a unified narrative creation. Ignorance of the upcoming directions in which the exercise will have to be carried out requires the participant to quickly and dynamically reconstruct his or her idea, thus developing elements that he or she may not have planned to develop and implement.

Strengthening your sense of self-worth: The difficulty of the task, which involves unexpected changes and reactions to them, and then maintaining a logical sequence, may constitute an insurmountable challenge for the participant. Improvisation, on the other hand, will help you find inner creative qualities that will guide the story in an individual framework. Thus, a finished story can be a kind of monument to an individual character that will activate a sense of pride and self-confidence.

Recommendation for the trainers, who will use this exercise

- *Fun atmosphere:* Take care of a friendly atmosphere during the exercise. Participants must feel pleasure and fun in the task they perform, while stimulating the need to tell stories. This is crucial to the narrative crisis and is the starting point for the exploration of individual and distinctive expressive skills.
- *Present yourself:* as an introduction to the exercise, you can take part in the exercise yourself. This will not only embolden the participants, but also set the



tone and rhythm of the entire exercise and introduce an equal atmosphere in the group.

Bibliography or references connected with this exercise

Die Krise der Narration Byung Chul Han

Outline for the exercise

Duration: 40-50 minutes

Size of the group: 8-10 people

Required materials: smartphone or tablet, small pieces of paper, pens, chair

How ICT tools could be used in this exercises: You can use word randomization applications such as: Random Generator available on Google Play.

Exercise Plan Step-by-Step

1.	<p>Introductory phase - Preparation: Prepare one chair from which participants will tell the story. Also prepare a smartphone with a lottery application or prepare small pieces of paper 10 times the number of participants. In the case of note cards, you will need pens.</p>
2.	<p>Phase two - Explanation of the rules: First, give the order of your statements. You can also use a randomization application or set the order as you wish.</p> <p>Then explain the rules of the exercise:</p> <ol style="list-style-type: none"> 1. Participants will take turns sitting on a chair. Their task is to tell a story that begins with the sentence: This is what my first day at my dream job was like... 2. The participant must construct his/her statement in the following order: <ul style="list-style-type: none"> -entry -exposition (presentation of the time of action, place of action, heroes of the action) - establishing a conflict (the main character of the story must encounter some problem) - conflict resolution (the hero deals with the problem) - ending (a punchline that may have the character of a moral) 3. During the story, the leader will draw words that the storyteller must immediately use in the story. 4. Each participant will be surprised by the word 10 times during the story. 5. The story must show a logical sequence (logical sequence of cause and effect) 6. The story may have the character of magical realism (the story does not have to meet the criteria of realism and mimetism) 7. Only after obtaining the 10th word of the surprise can the participant begin to formulate the ending and punch line, trying to refer to the whole story.

	8. When one of the participants finishes, the narrator changes in the established order.
3.	<p>Proper phase - Course of the exercise:</p> <p>Ask each participant to come up with 10 words. It would be best if it were nouns and proper names. Participants do not have to be guided by the category from which the words come. Words may refer to magical figures, everyday objects, historical figures, places, etc. Have each participant prepare a word list in secret.</p> <p>If you are using a randomizer app, enter the words into the app without revealing what the words are. If using cards, let each participant write one word on a piece of paper and throw it into a container (it could be a hat, a jar, a cup - like a primitive drawing machine).</p> <p>Then ask the first participant to start the story. During the story, the leader draws a surprise word and says it loudly. The teller implements the word into the story. From time to time (at his discretion and adapting to the participant's level) the leader reads the next drawn word. The draw takes place 10 times during each story.</p> <p>When the participant finishes the story, the next participant sits in the chair and begins his or her story.</p>

Proposal for conclusions and evaluation

Conclusions and discussion after each participant: Conduct an evaluation of the exercise and a discussion after each participant. Focus on the elements resulting from improvisation provoked by surprise words. Extend the discussion to the entire group, focusing on elements such as: creation of the world, reflex of the statement, quality and logic of the story, leading to the end of the story and the quality of the punch line.

Exercise No. 4: Words from Pictures

Aim of the exercise

The aim of the exercise is primarily to strengthen the ability to cooperate in a group and develop a creative compromise, which is the starting point for improvisation, focused on resolving the previously established conflict. Additionally, the exercise enriches participants with new knowledge in the form of cultural codes and art history, while expanding their cultural and artistic competences.



Learning outcomes of the exercise

Knowledge:

Art history and cultural concepts: Participants acquire knowledge in the field of art history by participating in situations resulting from paintings presenting symbolic situations and important moments in historiography. Additionally, they acquire theoretical knowledge of cultural eras and their representatives in art.

Key elements of expression: the use of the historical social game tableau vivant in the exercise provokes the identification of the most important elements of expression, such as facial expressions, gestures, elements of clothing or scenography. Thus, it draws attention to the sense of care and control of these elements in situations related to everyday life and their use in it, including situations related to entrepreneurship.

Skills:

Creative use of materials: During the exercise, participants will be responsible for a creative and symbolic approach to everyday materials available to them and their use in the context of the given situation. This strengthens the ability to creatively solve problems using available resources.

Division of tasks: the exercise requires participants to face the basic challenge of working in a group, namely a clear and transparent division of responsibilities with the attitude of performing them responsibly in order to achieve a compromised and previously agreed effect.

Attitudes:

Leadership: within assigned groups, participants will have to cope with functioning within groups and within a defined hierarchy. Appointing a group leader and then adapting, through compromise and discussion, to the tasks assigned by the leader, is a key form of strengthening the sense of agency in the assumed functions in the group.

Short theoretical introduction to the exercise

Tableau vivant, or a living picture, is a party game dating back to the 19th century. It involves the reconstruction of a painting or sculpture created by game participants using facial expressions, posture, gesture, clothing, or an element of scenography. The game comes from elements of the theater culture of the 19th century, when actors often froze in symbolic situations at the end of the performance. Today, tableau vivant is a separate direction of theatrical exploration, focused on the vivid recreation of images that are key to the history of art, thus giving them an element of life and verisimilitude. Thus, they raise the proposed painting to a higher level of reception, not so much through the situation and colors selected by the painter, but also through the element of human effort resulting from the attempt to recreate it. Additionally, this form of expression is an ideal example of the ability to work in a group, where each participant of the form is an integral and fundamental element of the presented image.

Impact of the exercise on young people's entrepreneurial competences

Creative problem solving: Through the available materials, participants can creatively create the situation and atmosphere of the scene resulting from the exercise in a symbolic and discretionary way. Thus, the ability to find a solution to a given problem in a dynamic and reactionary form is developed. The use of available resources and their creative application in a conflict situation is the key level of the proposed exercise.

Body awareness: The task requires participants to use the resources provided by their own body. By matching appropriate elements of expression and adapting them to the required situation, the participant acquires awareness of how to use these elements and how they influence the recipient. Additionally, the group nature of the exercise strengthens body awareness towards the group, while expanding the possible elements of physical cooperation.

Cooperation: The exercise involves the group leader designating a specific division of tasks depending on the talents of specific participants. This strengthens the planning competences of each participant and requires careful implementation of tasks within the entrusted responsibility. This builds a micro-community with a specific character and task and illustrates how cooperation within such a framework achieves the assumed effectiveness.

What features of this exercise make it particularly suitable for young people in mental crisis?

Social competence: The exercise requires group work. Thus, it strengthens problem-solving skills in the group itself and leads to a qualitative compromise. Additionally, the exercise requires participants to argue their own creative ideas and discuss them in a forum, which leads to modeling the participant as an active social personality.

Taking someone else's perspective: The division of tasks required in the group is the starting point for empathetic consideration of the perspective of the cooperating participant. This results from recognizing the talents and skills that the participant may demonstrate, as well as from recognizing the sense of fear and reluctance to perform possible tasks. Developing an open and inclusive nature in the group using an empathetic and as effective approach as possible is the foundation of safe work within the exercise.

Self-confidence: The group nature of the exercise ultimately stimulates self-esteem as a valuable group participant. Completing the assigned task within a live image and then performing an improvisational scene supported by positive feedback is a starting point for strengthening self-confidence in recognizing one's talents and skills and using them efficiently.



Recommendation for the trainers, who will use this exercise

- *Suggested images*: Suggest images that express an expressive situation. This will help as a starting point for an improvised scene and make it easier to creatively come up with a conflict. Don't be put off by period costumes. They will constitute the foundation for creatively changing reality by giving everyday objects a symbolic character. Also prepare contextual information about the painting to further enrich participants with art history knowledge.
- *Group atmosphere*: pay attention to how the group functions. Make sure that the choice of leader is recognized by all participants and explain in detail what the leader's function is. Don't let the leader's function be limited only to giving orders and assigning tasks.

Bibliography or references connected with this exercise

Tableau vivant as theater:

<https://www.youtube.com/watch?v=nleyulbiB0A&t=108s>

<https://www.youtube.com/watch?v=YIX3rs5HQzQ&t=313s>

Outline for the exercise

Duration: about 60 minutes

Size of the group: 10-20 participants

Required materials: A projector, any everyday items, pieces of fabric, a previously prepared set of paintings.

How ICT tools could be used in this exercises: Using your smartphone, you can take a photo of the proposed live image and compare it with the imitated image. Additionally, you can use a projector and take photos in two planes: a live image and an original image.

Exercise Plan Step-by-Step

1.	<p>Introductory phase - Preparation:</p> <p>First, prepare several images in good resolution that you will later display. Let the paintings consist of at least two characters and refer to different historical periods. Prepare a short story about a given image to expand the creative context.</p> <p>Adjust the number of images to the number of groups. It is enough for one group to work on one image.</p> <p>Also prepare everyday items and pieces of fabric that will later serve as props (full freedom of choice here).</p>
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	Also prepare a room with a projector where the projected image will be visible and optically understandable.
2.	Phase Two - Level One Rules Explained: Divide participants into groups. Let the number of people in the group match the number of people in the image they want to receive. Then explain what vivid images are. You can use videos available on the Internet. Discuss all available means of expression: facial expressions, posture, gesture, element of costume, element of set design. Note the symbolic use of these means. Then ask the groups to each appoint a leader. Emphasize that the leader's function is not only to assign tasks, but also to organize group work and perform a specific task.
3.	Phase Three - Level One View image for the first group. Tell us about its context. Then give the group 5 minutes to prepare a vivid image. Responsibly control how the group functions and how the leader-group relationship functions. After 5 minutes, the group presents a vivid image against the background of the original image. After each group, start a discussion about the effects of a living image with an emphasis on using expressive elements and relationships in the group during preparation. Repeat for each group.
4.	Phase Four - Level Two Rules Clarification: Then ask each group to analyze the picture in terms of the situation it presents. Ask each group to think about and come up with a conflict that might exist in the picture. What problems might the characters in the painting struggle with? Then explain the next step of the task: The presentation of the living image will be repeated. When the instructor claps, the participants must start an improvised scene, which results from the situation they are in in the picture and which assumes solutions to the previously invented conflict of the characters. The characters in the painting must show their reasons and argue them. The scene ends when a solution to the conflict is found or an impasse occurs.

5.	<p>Phase Five - Level Two:</p> <p>Carry out the second level of the exercise according to the given rules. First, give the participants 5 minutes to analyze the image situation and find a conflict, then invite the groups in order to present a live image with an improvised scene.</p>
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Exercise No. 5: Elevator

Aim of the exercise

The aim of the exercise is to strengthen self-presentation and entrepreneurial skills in selling your own product or idea. Additionally, it strengthens creativity and stimulates colorful descriptions and arguments.

Learning outcomes of the exercise

Knowledge:

Eristics: Participants of the exercises have the opportunity to learn the basic principles of rhetoric resulting from trying to convince the other party about their own idea. Additionally, the exercise gives you the opportunity to explore specific techniques such as: rhetorical question, hyperbole, metaphor, emphasis, etc.

Skills:

Persuasion: In addition to knowledge about given means, the exercise allows for their practical use. This means the ability to use them, supported by empirical, proven knowledge about the quality of a given means in the use of persuasion.

Creative description: The exercise assumes creating your own brand/product. This requires the participant to have a creative, individual approach to the descriptive elements of his/her own idea, so that it stands out from potential competitors as much as possible.

Attitudes:

Verbalizing self-confidence: The participant acquires skills in self-presentation and clear product writing. This is followed by changes in the participant's attitude resulting from confidence in the value of the product he has invented and, therefore, confidence in his own inventiveness and agency.

Creative approach to reality: Trying to create your own brand/product based on basic market research (is the product needed? in what categories of life?) increases the creative approach to trying to solve the problem. The product is a remedy for a perceived problem and is creatively implemented in the categories of reality assigned to it.

Short theoretical introduction to the exercise

The elevator exercise involves describing the product you have invented and created as quickly and as precisely as possible, concisely and colorfully. Additionally, an important element of the exercise is the rhetorical function, which is intended to present the product as effectively as possible so that the other side of the dialogue (producer/investor) can find interest in the product and willingness to invest in it.

This exercise is often used in academic film environments in the context of selling a film/screenplay idea.

We distinguish two stages of the exercise: the creative stage (creating a product) and the productive stage (selling the product).

Each stage is characterized by different skills, and the mentioned stages allow you to focus more effectively on the skills you are strengthening.

Impact of the exercise on young people's entrepreneurial competences

Persuasive skills: The primary goal of the exercise is to learn and try to use rhetorical means. In this case, knowledge and the ability to use it constitute a comprehensive package of entrepreneurial tools. Section 7 develops the proposed specific measures that can be used in the exercise.

Creative and colorful presentation: An attempt to create your own brand/product requires the participant's individual and unique approach to description. The description then results from the character and personality resources of the participant, thus strengthening the sense of courage in proposing your own ideas and stimulates creativity in terms of uniqueness and unusualness.

Basic market research: One of the stages of the exercise assumes basic identification of market needs in a small, social area. This results in an attempt to recognize the needs in a given category of life and an attempt to respond to them with your own product/brand. The exercise is even more effective if the identified need does not result from a global perspective, but concerns smaller communities that are closer to the participants.

What features of this exercise make it particularly suitable for young people in mental crisis?

Taking risks: The limited exercise time and the potentially uncomfortable situation of talking in a limited space, plus the attempt to describe effectively and efficiently, pose challenges that may cause stress. Overcoming these stages in a safe rehearsal environment strengthens the participant's sense of courage and thus encourages the participant to take even greater risks.



Communication competences/Rhetoric: Preparing a clear statement, maintaining logical sense and using rhetorical means to encourage the other party to the dialogue to actively participate in the conversation are the starting points for developing a sense of confidence in conducting the dialogue and deriving pleasure from it. The exercise encourages communication, which begins to appear as a practical tool for achieving the intended effect.

Self-confidence and proposing your own ideas: The sense of agency resulting from creating your own brand/product is the starting point for an effective and colorful description of them. Two basic values result from this: building a sense of confidence in the participant's ingenuity and the possibility of improving a given category of life through it.

Recommendation for the trainers, who will use this exercise

Suggested rhetorical devices with a short explanation:

It is suggested that the leader of the exercise focus on presenting and enforcing the following rhetorical means:

1. Metaphor - combining words in such a way that together they gain a new meaning
2. Hyperbole - strengthening the description of the item being talked about
3. Emphasis - giving the statement an emotional character
4. Periphrasis - replacing one word with a description
5. Anaphora/Epiphora - repetition of the same word at the beginning/end of subsequent sentences
6. Synonymy - using similar words
7. Rhetorical question - the speaker asks a question and answers it himself
8. Anacepháleosis - summary of the most important statements in the conclusion
9. Tautology - repeating one thought using different words

This is a starting proposal. The instructor can add and modify the proposed measures.

Bibliography or references connected with this exercise

<https://www.ccssoh.us/cms/lib/OH01913306/Centricity/Domain/207/Rhetorical%20Devices%20List.pdf>

Outline for the exercise

Duration: About 60 minutes.

Size of the group: Maximum 10 people

Required materials: Pieces of paper, pens, colored tape to mark the space (optional)

Exercise Plan Step-by-Step

1.	<p>Introductory phase - rules of the exercise Stage One:</p> <p>Explain to the exercise participants its rules:</p> <p>Participants will receive sheets of paper and pens. Their task is to come up with and describe a brand or product that will be their own idea.</p> <p>Make sure that participants focus on a brand or product that will respond to some demand that they can see in the environments in which they participate.</p> <p>Ask questions:</p> <p>What's missing in your community? What everyday difficulties do they face? What can help them with this?</p> <p>Each participant's task is to create their own brand or product and describe it clearly on a piece of paper.</p> <p>Each description should meet the following categories:</p> <ul style="list-style-type: none">• Name.• In what areas it should operate.• Application effect.• Logo.• Keyword/advertising slogan.• Detailed description of the item, ways of using it.
2.	<p>Phase Two: Exercise, Stage One:</p> <p>Inform participants that they now have 15 minutes to come up with and describe their brand/product.</p> <p>You can play non-suggestive music in the background.</p> <p>Periodically remind them of the categories in which they should use their descriptions.</p>
3.	<p>Phase Three: Overview of Phase One:</p> <p>Each participant (in any order) now presents their ideas and descriptions. Ask them to tell you in detail about their product/brand and why they created it this way and not another one?</p> <p>You can suggest changes and implement improvements to the descriptions together with the participant.</p>
4.	<p>Phase Four: Clarifying the Rules, Stage Two:</p> <p>Explain the rules of the second, proper stage of the exercise:</p>

	<p>First, tell and introduce the participants to the selected and suggested rhetorical devices. You can use examples and use them to clarify the participants' understanding.</p> <p>Then ask participants to form pairs.</p> <p>Then assign an order to each pair (randomly or arbitrarily).</p> <p>Mark out a small rectangle roughly corresponding to the floor of the elevator. One person from each pair is an inventor, the other is an investor.</p>
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Proposal for conclusions and evaluation

Two-Step Discussion: Conduct an evaluation of the exercise after each of the two stages of the exercise.

1. After the first stage (My product/brand), focus on the participants' creative approach to the proposed product/brand. Pay attention to the descriptiveness resulting from the character, personality and individual characteristics of the participant and strengthen creative attitudes.
2. After the second stage (elevator), focus on using rhetorical means, using the most characteristic features of the product/brand and implementing them in the best possible way in the statement.

Creative space of trial and error: pay attention to and focus on everything that comes from the participants' personality and reinforce their sense that they can try and take risks within the creative and rhetorical means they choose. Create a space where mistakes do not discriminate, but become part of testing your own ideas.



ROLE - PLAYING - PAST SELF

Exercise No. 1: Three Items

Aim of the exercise

The aim is to inspire creativity and empathy while exploring innovative methods to support young people affected by trauma on their path to employability.

Learning outcomes of the exercise

Knowledge:

Understanding of resource management: Participants learn about the importance of effectively managing resources in facilitating personal and professional growth.

Appreciation for creative approaches: Participants gain an understanding of the importance of creative thinking in addressing complex challenges.

Encouragement of innovation: Participants are encouraged to explore innovative solutions and approaches to supporting young people facing obstacles, recognizing the value of creativity and out-of-the-box thinking in addressing systemic barriers and fostering positive outcomes.

Skills:

Creative thinking: Crafting characters and devising scenarios encourage participants to think outside the box and explore imaginative solutions to complex problems.

Collaboration: Working together to develop scenarios fosters teamwork and collaboration skills, as participants learn to build on each other's ideas and contributions.

Active listening: Engaging in improvised scenarios requires participants to listen attentively to others' perspectives and ideas.

Attitude:

Understanding of resource management: Participants learn about the importance of effectively managing resources in facilitating personal and professional growth.

Appreciation for creative approaches: Participants gain an understanding of the importance of creative thinking in addressing complex challenges.

Resilience-building: Through role-playing and exploring characters' journeys, participants cultivate resilience, learning to adapt and persevere in the face of adversity



Short theoretical introduction to the exercise

The exercise combines drama therapy techniques and interactive group work to delve into the challenges and opportunities young individuals encounter in their personal and professional development. Through character creation and scenario development, participants engage in collaborative thinking, fostering empathy and understanding for their peers' experiences while benefiting from the collective insights and diverse perspectives within the group dynamic. Creative thinking is pivotal, encouraging participants to explore unconventional approaches and imagine new possibilities. By immersing themselves in their characters' worlds, individuals unlock their imagination. Moreover, group work promotes teamwork, collaboration, and collective intelligence. Participants hone their teamwork skills and learn to leverage diverse strengths towards common goals. In summary, the exercise offers a learning experience, empowering participants with creative thinking and teamwork skills. It equips them to navigate entrepreneurial challenges and contribute meaningfully to their communities.

Impact of the exercise on young people's entrepreneurial competences

Creative Problem-Solving: The exercise encourages participants to think outside the box and explore innovative solutions to challenges, fostering creativity and adaptability in problem-solving. *Effective Communication:* Through collaborative group work and role-playing scenarios, participants enhance their communication skills by articulating ideas, listening to others, and expressing themselves effectively.

Resilience and Adaptability: By immersing themselves in the experiences of their characters and navigating various scenarios, participants develop resilience and adaptability, key traits for entrepreneurial success in the face of uncertainty and adversity. *Resource Management:* Participants learn to effectively allocate and manage resources by strategically utilizing the items brought to the exercise.

Goal Setting and Management: Through the development of characters and scenarios, participants practice setting and managing goals, learning to prioritize tasks, track progress, and adapt their strategies to achieve desired outcomes.

What features of this exercise make it particularly suitable for young people in mental crisis?

Therapeutic Engagement: The exercise provides a safe and supportive environment for young people to express themselves creatively, fostering therapeutic engagement that can help alleviate mental distress and promote emotional well-being.

Empowerment through Role-Playing: By immersing themselves in the experiences of fictional characters, young people can explore and process their own emotions and experiences in a non-threatening way, empowering them to gain insights and develop coping strategies.

Collaborative Support: The group setting encourages peer support and collaboration, allowing young people to connect with others who may share similar experiences and provide mutual encouragement and validation, fostering a sense of belonging and reducing feelings of isolation.

Recommendation for the trainers

- It is recommended, before the exercise, to encourage participants to bring three small items.
- Before diving into the main exercise, it is recommended to start with a brief icebreaking activity to help participants feel comfortable and connected with each other.

Outline for the exercise

Duration: ~ 1 hour.

Size of the group: 8-12 participants.

Required materials:

- Paper and pens for each participant.
- Three items brought by participants for character creation.

Exercise Plan Step-by-Step

1.	Introduction (2 min.): <ul style="list-style-type: none">- Place the chairs or cushions in a circle.- Invite participants to sit comfortably.
2.	Character Creation (15 min.): <ul style="list-style-type: none">- Invite each participant to share three items they have brought with them that represent something significant to them.- Encourage participants to use these items as inspiration to create a fictional character.- Trainers should provide paper and pens for participants to sketch or write descriptions of their characters.
3.	Scenario Development (25 min.): <ul style="list-style-type: none">- Divide participants into small groups of 3-4 individuals.- Instruct each group to collaborate on developing a scenario that involves all of their characters.- Encourage creativity and innovation in developing the scenarios, reminding participants to draw upon the strengths and resources of their characters.
4.	Role-Playing and Improvisation (20 min.):

	<ul style="list-style-type: none"> - Each group takes turns presenting their scenario to the rest of the participants. - Participants act out the scenarios in improvised scenes, taking on the roles of their characters and exploring how they would respond to the challenges. - Facilitate discussion and reflection after each scenario, encouraging participants to share insights and lessons learned from the role-playing experience.
5.	<p>Conclusion and Reflection (10 min.):</p> <ul style="list-style-type: none"> - Bring the group back together for a final reflection. - Ask participants to share any key takeaways or insights they gained from the exercise.

Proposal for conclusions and evaluation

The exercise "Three Items" offers a unique blend of drama therapy and collaborative group work, providing a safe space for young individuals to explore their creativity, develop essential skills, and find support on their journey to employability, particularly suited for those facing mental crises. To evaluate the effectiveness of the exercise, trainers can encourage participants to provide feedback immediately after the exercise, focusing on their experiences, insights gained, and suggestions for improvement.

Exercise No. 2: Film Role Play

Aim of the exercise

This exercise employs cinematic scenes to analyze workplace dynamics. It provides participants with a platform to gain insights, develop critical thinking skills, and explore practical strategies for addressing challenges commonly encountered in professional settings. Through guided role-play, discussion, and collaborative problem-solving, participants will examine both successful and unsuccessful scenarios, ultimately empowering them with a richer understanding of teamwork, leadership, and decision-making.

Learning outcomes of the exercise

Knowledge:

Understanding Employability: Participants will gain insights into the fundamentals of employability, focusing on self-empowerment and personal development.

Exploring Innovative Self-Support Methods: Participants will explore innovative self-support techniques, such as self-reflection, goal setting, and creative visualization, aimed at fostering personal growth and resilience.

Recognizing Personal Barriers: Participants will identify and acknowledge personal barriers and challenges that may hinder their employability pursuits, fostering self-awareness and proactive problem-solving.

Skills:

Problem-Solving: Through collaborative brainstorming sessions, participants will develop practical problem-solving skills to address barriers and challenges faced by young entrepreneurs and job seekers.

Effective Communication: Participants will refine their communication skills by engaging in collaborative dialogue creation and role-play exercises.

Innovative Thinking: Participants will cultivate innovative thinking by exploring creative solutions.

Attitude:

Self-Awareness and Growth Mindset: Participants will cultivate self-awareness and adopt a growth mindset, embracing opportunities for personal development and learning throughout examining both successful and unsuccessful scenarios.

Resilience Building and Adaptation: The exercise focuses on strengthening resilience and adaptability, equipping participants with the mindset and skills to overcome obstacles and thrive in dynamic environments.

Short theoretical introduction to the exercise

This exercise harnesses the transformative power of cinematic storytelling and practical skill-building to empower young participants in their employability journey. By integrating cinematic scenes depicting both successful and unsuccessful workplace dynamics, along with collaborative problem-solving and role-play, this exercise offers a dynamic and immersive experience. Participants embark on a journey of self-discovery and empowerment as they delve into the nuances of effective communication, teamwork, and resilience portrayed on screen. Guided by a drama therapist, participants engage in role-play, immersing themselves in the scenarios depicted in the chosen cinematic scenes. Through this experiential process, they gain valuable insights into the complexities of workplace dynamics and interpersonal relationships. By collectively brainstorming solutions to challenges presented in negative scenarios and reenacting them with innovative strategies, participants develop practical skills and a resilient mindset essential for real-world success. Ultimately, "Film role play" challenges participants to connect deeply with their potential and translate it into actionable steps towards their employability goals. Through the integration of cinematic storytelling and practical skill-building, this exercise empowers participants to envision and pursue a brighter future with confidence and determination.



Impact of the exercise on young people's entrepreneurial competences

Problem-Solving Skills: The exercise promotes the development of problem-solving skills by engaging participants in collaborative brainstorming sessions to address challenges depicted in cinematic scenarios. Through guided role-play and discussion, participants explore innovative solutions to workplace obstacles, honing their ability to identify, analyze, and resolve complex problems.

Communication Skills: Participants enhance their communication abilities through collaborative dialogue creation and role-play exercises inspired by cinematic scenes.

Resilience and Adaptability: This activity helps people become resilient and adaptable by showing them movie scenes of both successful and unsuccessful workplace situations. Through role-playing, participants learn to handle setbacks and changes with strength and flexibility. By seeing failures as chances to grow and learn, they gain the ability to keep going when things get tough and adjust to changes in work environments, which helps them feel empowered.

What features of this exercise make it particularly suitable for young people in mental crisis?

Therapeutic Engagement: By immersing themselves in creative expression and role-play, participants can explore their emotions and experiences in a safe and supportive environment, facilitating emotional healing and self-discovery.

Empowerment: By engaging in problem-solving activities and collaborative dialogue, young people in a mental crisis can regain a sense of control and purpose, building confidence in their ability to overcome challenges and pursue their aspirations.

Supportive Environment: Adopting trauma-informed practices, the exercise creates a supportive and non-judgmental space for young people in mental crisis to explore and grow.

Recommendation for the trainers

- Trainers implementing this exercise should emphasize ensuring each participant's involvement, and creating additional roles if necessary.
- Additionally, due to the exercise's length, it's advisable to schedule breaks to maintain participant engagement and focus throughout the session.

Outline for the exercise

Duration:~ 2-3 hours.

Size of the group: Maximum 12 participants

Required materials:

- Laptop or projector for screening cinematic scenes.
- Role-play props or costumes.
- Paper and pens.

How ICT tools could be used in this exercise: The laptop or projector is necessary for screening cinematic scenes, facilitating visual learning and providing contextual understanding.

Exercise Plan Step-by-Step

1.	Introduction (5 min.): <ul style="list-style-type: none"> - Gather the group sit together in a circle. - Provide a brief overview of the exercise.
2.	Selection of Successful Cinematic Scene (10 min.): <ul style="list-style-type: none"> - Allow participants to suggest and choose a cinematic scene depicting a successful business person or an effective work team. - If participants struggle to choose a scene, the drama therapist will provide a suitable recommendation.
3.	Screening of Successful Cinematic Scene (15 min.): <ul style="list-style-type: none"> - Screen the selected cinematic scene. - Encourage participants to pay attention to key interactions, communication styles, and problem-solving approaches portrayed in the scene. - The group, along with the drama therapist, discusses its plot and summarizes it to ensure everyone understands the context and key points.
4.	Role-Play of Successful Scene and discussion (40 min.): <ul style="list-style-type: none"> - A group, collectively assign roles from the successful scene to each participant (individuals unable to choose their own roles). - All participants reenact the successful scene. - Participants place the chairs or cushions in a circle. - Facilitate a discussion about what made the scene successful and what key behaviors or strategies were effective.
5.	Selection of Unsuccessful Cinematic Scene (10 min.): <ul style="list-style-type: none"> - Allow participants to suggest and choose a cinematic scene depicting an unsuccessful business person or a dysfunctional work team. - If participants struggle to choose a scene, the drama therapist will provide a suitable recommendation.
6.	Screening of Unsuccessful Cinematic Scene (15 min.): <ul style="list-style-type: none"> - Screen the selected cinematic scene. - Encourage participants to observe the challenges, conflicts, and ineffective strategies portrayed in the scene. - The group, along with the drama therapist, discusses its plot and summarizes it to ensure everyone understands the context and key

	points.
7.	<p>Role-Play of unsuccessful Scene and discussion (40 min.):</p> <ul style="list-style-type: none"> - A group, collectively assign roles from the unsuccessful scene to each participant (individuals unable to choose their own roles). - Reenact the unsuccessful scene with all participants taking part, focusing on the challenges and ineffective behaviors observed. - Place the chairs or cushions in a circle - Facilitate a discussion about what made the scene unsuccessful and what key behaviors or strategies were not effective.
8.	<p>Brainstorming of Unsuccessful Scene (20 min.):</p> <ul style="list-style-type: none"> - Facilitate a brainstorming session to generate creative solutions and strategies to address the challenges depicted in the unsuccessful scenario. - Guide participants in reenacting the scene with the proposed solutions, demonstrating how the situation could be improved.
9.	<p>Group Presentations and Reflection (20 min.):</p> <ul style="list-style-type: none"> - Invite the participants to reflect on the reenacted scenes and the solutions they have developed. - Facilitate a reflective discussion on comparing the successful and unsuccessful scenes, analyzing differences in behavior, strategies, and outcomes. - Encourage participants to reflect on their own learning and personal insights gained from the exercise.

Proposal for conclusions and evaluation

Overall, the "Film Role Play" exercise has the potential to significantly enhance participants' entrepreneurial competencies, including problem-solving skills, communication abilities, and resilience. Trainers should tailor the exercise to suit the needs of the participants, ensuring a supportive and engaging environment throughout the session. To evaluate the effectiveness of the exercise trainers can observe participants during the exercise to assess its effectiveness in achieving the intended learning outcomes.

Exercise No. 3: Interview

Aim of the exercise:

The aim is to enhance participants' interviewing, active listening, and memory recall skills in a simulated job interview setting.

Learning outcomes of the exercise

Knowledge:

Understanding Interview Dynamics: Participants will gain insights into the dynamics of job interviews, including the roles of journalists and respondents, and the importance of open-ended questions for facilitating meaningful dialogue.

Awareness of Effective Communication Techniques: Participants will become familiar with effective communication techniques, such as active listening and empathetic responding, to promote productive interactions during interviews.

Skills:

Question Formulation Skills: Participants will practise creating open-ended questions designed to draw out detailed and insightful responses, thereby enhancing their interviewing skills.

Active Listening and Empathetic Response Development: Through role-playing exercises, participants will improve their active listening skills and develop the ability to respond empathetically to interviewees, promoting a supportive and engaging interview environment.

Accuracy in Information Retelling: Participants will enhance their ability to accurately retell information, strengthening their memory recall skills and reinforcing the importance of attentiveness during interviews.

Attitude:

Embrace of Learning and Growth: Through feedback and reflection, participants will embrace opportunities for learning and growth in their interviewing skills, fostering a mindset of continuous improvement and development.

Short theoretical introduction to the exercise

This exercise uses role play to enhance participants' interviewing skills in a structured and interactive manner. Effective interviewing involves asking questions that draw out detailed and meaningful responses, as well as actively listening to understand the other person's perspective. Accurately recalling information is also crucial. During the activity, participants take on the roles of both interviewer and interviewee in engaging role-play scenarios. Through this hands-on approach, they practice formulating questions, actively listening, and accurately recalling and retelling information. The incorporation of drama therapy techniques adds depth to the experience, fostering empathy and enhancing communication skills. Additionally, participants engage in a unique retelling component where they narrate the interviewee's responses from a first-person perspective. This reinforces memory retention and facilitates deeper understanding of the information exchanged. By integrating role play, participants not only improve their interviewing skills but also develop greater empathy and communication abilities, which are valuable in various personal and professional contexts.



Impact of the exercise on young people's entrepreneurial competences

Communication and Networking Skills: This exercise enhances participants' communication skills by practicing open-ended questions and active listening. These skills are crucial for networking, pitching ideas, and negotiating with stakeholders. Role-playing as both journalists and respondents helps participants articulate their thoughts clearly and understand diverse perspectives, strengthening their networking abilities.

Problem-Solving and Adaptability: By engaging in dynamic interactions that require real-time questioning, listening, and retelling, participants develop problem-solving and adaptability skills. The exercise simulates unpredictable conditions, helping young people think on their feet and handle unexpected challenges.

Resource Management: Participants learn to manage resources effectively. By organizing their questions and managing the flow of the interview, they practice prioritizing and utilizing resources efficiently, which is essential for successful entrepreneurship.

What features of this exercise make it particularly suitable for young people in mental crisis?

Empathy and Active Listening: The exercise emphasizes active listening and empathetic engagement, which can help young people feel heard and understood. This focus on empathy can foster a supportive atmosphere, encouraging participants to share their thoughts and feelings more openly.

Building Confidence and Self-Awareness: Through feedback and role reversal, participants gain insights into their communication strengths and areas for improvement. This process builds self-awareness and confidence, which are crucial for young people in mental crisis as they navigate personal and professional challenges.

Structured Interaction: The structured nature of the exercise, with clear roles and specific tasks, provides a predictable and manageable framework. This can be particularly comforting for young people in mental crisis, as it reduces the anxiety associated with ambiguous social interactions.

Recommendation for the trainers

Recognize that some participants may feel self-conscious about their voice or speaking abilities. Encourage them to relax and reassure them that the focus is on communication skills development, not on judging individual speaking styles. Create a supportive and non-judgmental environment where participants feel comfortable expressing themselves freely. Remind them that everyone has unique strengths and areas for improvement, and emphasize the value of practicing and learning together.

Encouraging relaxation can help participants feel more at ease and confident, ultimately enhancing their learning experience.

Outline for the exercise

Duration: ~ 1 hour.

Size of the group: Maximum 14.

Required materials:

- Smartphones or recording devices (one per pair).
- Paper and pens.
- Timer or stopwatch.
- Comfortable seating arrangement.

How ICT tools could be used in this exercise: Smartphones or Recording Devices: Participants utilize smartphones or recording devices to capture interview sessions. This technology enables seamless documentation of dialogue, freeing participants to engage actively without the need for note-taking. Recordings serve as valuable references for the retelling exercise and subsequent analysis, fostering self-assessment and peer feedback.

Exercise Plan Step-by-Step

1.	Introduction (10 min.): <ul style="list-style-type: none">- Welcome participants and introduce the purpose of the exercise. Briefly explain the structure and expected outcomes.- Inform participants that the exercise will involve recording their interviews.- Emphasize that this is for educational purposes only and ensure confidentiality.
2.	Pairing and Instructions (10 min.): <ul style="list-style-type: none">- Divide participants into pairs.- Assign roles: one participant as the journalist and the other as the respondent.- Instruct the journalists to formulate three open-ended job interview questions.
3.	First Interview Session (15 min.): <ul style="list-style-type: none">- Journalists interview respondents using their prepared questions.- Participants record the interview on a smartphone or recording device.- Ensure journalists focus on active listening without taking notes.
4.	Role Reversal (10 min.): <ul style="list-style-type: none">- Have participants switch roles.- Allow a brief period for the new journalists to prepare their questions.
5.	Second Interview Session (15 min.):



	<ul style="list-style-type: none"> - New journalists interview their respondents and record the session. - Participants record the interview on a smartphone or recording device. - Ensure journalists focus on active listening without taking notes.
6.	<p>Retelling Exercise (10 min.):</p> <ul style="list-style-type: none"> - After both interviews, have one partner stand behind the other, placing their hands on their shoulders. - The standing partner vividly retells the information from the interview in the first-person perspective, as if they were the respondent. - Switch roles and repeat the retelling exercise.
7.	<p>Playback and Comparison (15 min.):</p> <ul style="list-style-type: none"> - Play back the recorded interviews for each pair. - Compare the retold information with the original recordings. - Discuss the accuracy and any discrepancies.
8.	<p>Group Debrief and Feedback (20 min.):</p> <ul style="list-style-type: none"> - Gather all participants for a group discussion. - Encourage each pair to share their experiences and insights. - Discuss what was learned about effective questioning, active listening, and memory recall.

Proposal for conclusions and evaluation

The exercise effectively enhances participants' interviewing, active listening, and memory recall skills through simulated job interview scenarios, fostering empathy, confidence, and structured learning, with a focus on supporting young people, including those in mental crisis, in developing entrepreneurial competencies. To evaluate the effectiveness of the exercise, trainers can encourage participants to provide feedback immediately after the exercise, focusing on their experiences, insights gained, and suggestions for improvement.

Exercise No. 4: Playback Role-Play

Aim of the exercise

The aim of this exercise is to enhance participants' empathy, communication, and problem-solving skills through the use of storytelling, character creation, and improvisational role-play. By sharing personal stories related to work experiences, participants can explore and address common workplace challenges in a supportive and creative environment.

Learning outcomes of the exercise

Knowledge:

Understanding Personal Narratives: Participants will gain insights into diverse personal narratives related to work experiences, broadening their understanding of the challenges and triumphs faced by young people in various contexts.

Exploration of Improvisational Techniques: Participants will familiarize themselves with improvisational techniques, such as character development and scene setting, to engage in dynamic storytelling and role-playing exercises effectively.

Skills:

Empathetic Storytelling and Role-Playing: Through interactive exercises, participants will develop skills in empathetic storytelling and role-playing, enabling them to authentically portray and understand the experiences of individuals in diverse situations.

Collaborative Scene Development: Participants will collaborate in the development of improvisational scenes based on personal narratives, honing their ability to co-create compelling and meaningful scenarios that reflect the complexities of personal experiences.

Attitude:

Cultivation of Empathy and Sensitivity: The exercise aims to cultivate empathy and sensitivity among participants, fostering a supportive and non-judgmental environment where individuals feel safe to share their experiences.

Embrace of Creativity and Innovation: Participants will be encouraged to embrace creativity and innovation in storytelling and role-playing, fostering a spirit of experimentation and openness to novel approaches.

Commitment to Support and Growth: Through collaborative engagement and reflective dialogue, participants will cultivate a commitment to supporting each other's growth and well-being, fostering a culture of mutual respect and solidarity within the group.

Short theoretical introduction to the exercise

The exercise we are about to embark on combines elements of storytelling, role-playing, and reflection to delve into the intricate interplay between personal narratives and professional aspirations. Grounded in the recognition of the challenges young people face in the wake of recent global events, this exercise offers a unique opportunity to explore the impact of adversity on entrepreneurial and employability potential. By engaging in immersive improvisational scenes inspired by real-life work experiences, participants will not only gain insights into the psychological barriers hindering youth but also cultivate empathy and understanding. Drawing from drama therapy principles this exercise aims to equip youth workers with innovative tools to support vulnerable young people in transcending trauma and enhancing their skills. Through collaborative exploration and reflective dialogue, we aspire to foster a supportive environment where personal growth, resilience, and inclusivity thrive.



Understanding that others share similar struggles can be a powerful motivator, helping participants feel connected and less isolated in their journey.

Impact of the exercise on young people's entrepreneurial competences

Creative Problem-Solving Skills: Through immersive improvisational activities, participants learn to approach challenges from multiple angles, fostering creativity and resourcefulness crucial for entrepreneurship. This experiential learning process encourages outside-the-box thinking and unconventional solutions.

Effective Communication and Interpersonal Skills: Emphasizing empathetic storytelling and role-playing, participants practice active listening, empathetic responding, and non-verbal communication. This enhances their ability to communicate effectively with clients and team members, fostering stronger relationships and collaboration.

Resilience and Adaptability: Through exploring personal narratives and reflecting on adversity, participants cultivate resilience and adaptability. Drawing from drama therapy principles they learn to embrace setbacks as opportunities for growth, fostering a mindset essential for entrepreneurial success.

Building Rapport and Trust: Engaging in empathetic storytelling and role-playing strengthens participants' ability to build rapport and trust. By authentically understanding diverse perspectives, they foster meaningful relationships critical for successful partnerships and teamwork in entrepreneurship.

What features of this exercise make it particularly suitable for young people in mental crisis?

Emotional Engagement: The exercise encourages participants to immerse themselves in storytelling and role-playing, providing a safe space for emotional expression and exploration. This can be particularly beneficial for young people in mental crisis, as it allows them to express and process their feelings in a supportive environment.

Empowerment through Creativity: By engaging in creative activities such as improvisation and scene development, participants are empowered to take control of their narratives and explore alternative perspectives. This sense of agency can be empowering for young people in mental crisis, helping them regain a sense of control and agency over their lives.

Peer Support and Understanding: The exercise fosters a sense of community and understanding among participants, who may share similar experiences of trauma or mental health challenges. This peer support can be invaluable for young people in mental crisis, providing them with validation, empathy, and a sense of belonging as they navigate their journey towards healing and recovery.

Recommendation for the trainers

- It is recommended to conduct an ice-breaking activity before introducing the Playback Role-Play exercise. This allows participants to get to know each other, build trust, and feel more comfortable sharing personal stories and engaging in role-play.
- It is advisable to avoid introducing the exercise in the first sessions. Allow participants to become acquainted with each other and the training environment before delving into more personal and immersive activities.
- It is recommended to prioritize creating a safe and supportive environment where participants feel comfortable sharing personal stories and engaging in role-play. Emphasise confidentiality and respect for each individual's experiences.

Outline for the exercise

Duration: ~ 1:30 h.

Size of the group: Maximum 15 participants.

Required materials:

- Paper and pens for each participant.
- A large open space for movement (if possible).
- Props or costume pieces for improvisation.
- Chairs or cushions.

Exercise Plan Step-by-Step

1.	Introduction (5 min.): <ul style="list-style-type: none">- Place the chairs or cushions in a circle- Invite participants to sit comfortably- Welcome participants and tell the purpose of the exercise.
2.	Personal Story Sharing (15 min.): <ul style="list-style-type: none">- Invite participants to share personal stories or problematic work experiences.
3.	Story Selection (10 min.): <ul style="list-style-type: none">- After all stories have been shared, facilitate a discussion where participants collectively decide which story they will use as the foundation for the exercise.- Encourage participants to consider the relevance, diversity, and potential for exploration in each story before making a decision.
4.	Role Assignment (10 min.): <ul style="list-style-type: none">- Once the story is selected, allow participants to volunteer or assign roles based on the characters and scenarios within the chosen story.- Encourage participants to choose roles that resonate with them or challenge them to step outside their comfort zone.

5.	<p>Scene Development (15 min.):</p> <ul style="list-style-type: none"> - With roles assigned, facilitate a collaborative brainstorming session to develop the improvisational scenes based on the selected story. - Encourage participants to contribute ideas and suggestions for character development, setting, and plot progression.
6.	<p>Improvisational Scenes (20 min.):</p> <ul style="list-style-type: none"> - Allow time for participants to perform the improvised scenes, responding authentically as their characters. - Encourage creativity and spontaneity, and remind participants to stay supportive of each other during the performance.
7.	<p>Reflection and Discussion (15 min.):</p> <ul style="list-style-type: none"> - Facilitate a reflective discussion following each scene, focusing on any insights or learnings that emerged during the improvisation. - Encourage participants to share their thoughts on the scene, their character's perspective, and any challenges they faced during the performance.

Proposal for conclusions and evaluation

Overall, the Playback Role-Play exercise effectively built empathy, community, and resilience among participants, providing a supportive platform to share experiences, enhance skills, and foster understanding in navigating the complexities of the workplace. To evaluate the effectiveness of the exercise trainers can observe participants during the exercise to assess its effectiveness in achieving the intended learning outcomes.

Exercise No. 5: Interactive Role-Play

Aim of the exercise

The aim is to empower individuals impacted by trauma by collaboratively enacting scenes inspired by their narratives. By sharing personal experiences and collectively enacting scenes, participants will gain insights into overcoming psychological barriers hindering their entrepreneurial and employability potential. Through this process, participants build coping skills, foster empathy, and create a supportive space for healing and growth.

Learning outcomes of the exercise

Knowledge:

Understanding Trauma Dynamics: Participants will delve into the complexities of trauma responses, including the significance of agency and choice in navigating challenging situations.

Exploring Narrative Empowerment: Participants will learn about the transformative potential of storytelling, particularly in reclaiming personal agency and reshaping narratives of trauma.

Skills:

Empowerment Through Role-Playing: Participants will practice empowering techniques, such as offering alternative responses or actions to the actor portraying their character, fostering a sense of control and ownership over their narrative.

Adaptive Communication: Participants will develop the skill of adaptive communication by actively listening to and incorporating the suggestions of the individual who shared the trauma, thereby enhancing their ability to respond sensitively and effectively in dynamic interpersonal contexts.

Attitude:

Fostering Agency and Self-Determination: The exercise aims to cultivate an attitude of respect for individual autonomy and empowerment, emphasizing the importance of honoring and amplifying the voices of those who have experienced trauma.

Promoting Collaborative Empathy: Participants will embrace an attitude of collaborative empathy, recognizing the value of co-creating narratives that reflect the diverse experiences and perspectives within the group.

Short theoretical introduction to the exercise

The exercise utilizes a collaborative role-play approach to facilitate healing and empowerment for individuals impacted by trauma. Grounded in trauma-informed principles, it recognizes the importance of agency and self-determination in the healing process. By inviting participants to share personal narratives and actively engage in enacting scenes inspired by these stories, the exercise aims to provide a safe and supportive space for exploration and growth. Central to this approach is the empowerment of the individual who shared the trauma, who can interject at any point to offer alternative responses or actions for their character. This process not only fosters a sense of control and ownership over their narrative but also facilitates the exploration of adaptive coping strategies and communication techniques. Through collaborative storytelling and peer support, participants can gain insight into different perspectives, enhance their empathic understanding, and cultivate resilience. Ultimately, the exercise seeks to promote healing, agency, and community within the group.

Impact of the exercise on young people's entrepreneurial competences

Creativity and Innovation: The exercise encourages participants to embrace creativity and innovation through improvisational storytelling and role-playing activities. By exploring alternative responses and actions in a safe and supportive



environment, participants develop the ability to think outside the box and generate novel solutions to entrepreneurial challenges.

Communication and Collaboration: Through collaborative scene development and reflective dialogue facilitation, participants enhance their communication and collaboration skills. Engaging in constructive discussions and co-creating meaningful scenarios fosters effective communication and teamwork, essential competencies for work success in networking, team building, and customer relations.

Resilience and Adaptability: Participants learn to navigate adversity, overcome psychological barriers, and capitalize on opportunities for personal and professional development.

Targeted Approach to Trauma: The exercise provides a targeted approach to trauma by creating a safe and supportive space for participants to share personal experiences and explore alternative responses. Through interactive storytelling and role-playing, participants gain insights into the effects of trauma and learn how to recognize and respond to trauma-related challenges effectively. This targeted approach enhances participants' ability to provide support and guidance to trauma-affected individuals, fostering a culture of empathy and understanding.

Building Rapport and Trust: By engaging in collaborative storytelling and reflective dialogue, participants develop rapport and trust with each other, creating a foundation for meaningful connections and supportive relationships. The exercise encourages active listening, empathy, and non-judgmental communication, essential elements for building rapport and trust with trauma-affected young people. Through shared experiences and mutual support, participants strengthen their interpersonal skills and cultivate a supportive community where individuals feel valued, understood, and empowered to seek help and support when needed.

What features of this exercise make it particularly suitable for young people in mental crisis?

Safe and Supportive Environment: The exercise creates a safe and supportive environment where young people feel comfortable sharing their experiences and exploring difficult emotions. This environment is essential for individuals in mental crisis, as it provides a non-judgmental space where they can express themselves freely without fear of stigma or rejection.

Empowerment Through Choice: The exercise empowers young people by giving them agency and control over their narratives and actions during role-playing scenarios. This sense of empowerment is especially beneficial for individuals in a mental crisis, as it helps them regain a sense of control over their lives and build confidence in their ability to make positive choices and overcome challenges.

Focus on Resilience and Growth: The exercise introduces concepts of resilience and post-traumatic growth, emphasizing the potential for personal growth and positive change following adversity. This focus on resilience can be particularly helpful for young people in mental crisis, as it provides hope and inspiration for overcoming challenges and building a brighter future.

Recommendation for the trainers

- It is advisable to avoid introducing the exercise in the first sessions. Allow participants to become acquainted with each other and the training environment before delving into more personal and immersive activities.
- It is recommended to prioritize creating a safe and supportive environment where participants feel comfortable sharing personal stories and engaging in role-play. Emphasize confidentiality and respect for each individual's experiences.

Outline for the exercis

Duration: ~ 1:15 h.

Size of the group: Maximum 15 participants.

Required materials:

- Paper and pens for each participant.
- A large open space for movement (if possible).
- Props or costume pieces for improvisation.

Exercise Plan Step-by-Step

1.	<p>Introduction (10 min.):</p> <ul style="list-style-type: none">- Welcome participants and introduce the purpose of the exercise.- Briefly explain the structure of the exercise and the importance of creating a safe and supportive environment for sharing.- Encourage participants to approach the exercise with an open mind and a willingness to engage in collaborative storytelling and role-playing.
2.	<p>Sharing Personal Narratives (20 min.):</p> <ul style="list-style-type: none">- Invite participants to voluntarily share brief personal narratives of trauma or challenging experiences.- Emphasize that sharing is optional and participants should only share what they feel comfortable with. Encourage active listening and empathetic support from the group members.
3.	<p>Role-Play Enactments (40 min.):</p> <ul style="list-style-type: none">- Participants have to select one shared narratives to serve as inspiration for role-play scenes.- Invite participants to engage in the role-play exercises.- Facilitate the creation of scenes based on the chosen narratives, while emphasizing that the individual who shared the trauma can interject at any point to offer alternative responses or actions to the actor portraying their character.

4.	<p>Role-Play Presentations and discussion (15 min.):</p> <ul style="list-style-type: none">- Invite participants to present their role-play scenes to the individual who shared the trauma.- After each presentation, facilitate a brief discussion, inviting reflections from both the actors and the individual who shared the trauma.- Encourage participants to discuss the effectiveness of the alternative responses or actions suggested and share any insights or learnings gained from the role-play.
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Proposal for conclusions and evaluation

Overall, the exercise empowered individuals impacted by trauma to explore their narratives, develop coping skills, and foster community support through collaborative role-play, with evaluation focusing on participant feedback, observational assessment, outcome measures, and facilitator reflection, facilitating a comprehensive understanding of its effectiveness and areas for improvement. To evaluate the effectiveness of the exercise trainers can observe participants during the exercise to assess its effectiveness in achieving the intended learning outcomes.



THEATER GAMES - PRESENT SELF

Exercise No. 1: Mirror Reflection of the Entrepreneur – Entrepreneurs and Advisors Game

Aim of the Exercise

The aim of the exercise is to develop the participant towards entrepreneurial creativity and materialize it in the form of specific plans with an emphasis on the possible achievement of goals. Additionally, it strengthens the attitudes required in the business environment and familiarizes the participant with public speaking and constructing/accepting criticism.

Learning Outcomes of the Exercise

Knowledge:

Understanding Market Challenges: Participants learn to identify and analyze market challenges and opportunities, gaining insight into the dynamics of various industries and market trends.

Product Development: Understanding the process of developing products that meet market needs, including concept creation, market research, and prototype development.

Financial Concerns: Knowledge about budgeting, forecasting, financial planning, and understanding financial statements to manage business finances effectively.

Strategic Planning: Learning to formulate and implement business strategies that align with organizational goals and market demands.

Skills:

Presentation Skills: Enhanced ability to present business ideas clearly and effectively to potential investors, partners, and customers.

Feedback Integration: Skills in receiving constructive feedback and integrating suggestions into business plans to improve ideas and strategies.

Critical Thinking: Improved ability to analyze situations, identify problems, and develop viable solutions based on informed decisions.

Attitude:

Self-Confidence: Increased confidence in articulating business concepts and strategies, fostering a positive self-image as an entrepreneur.

Openness to Feedback: Developing an open mindset towards receiving and utilizing feedback to enhance personal and business growth.



Short Theoretical Introduction:

This exercise simulates real-world entrepreneurial challenges and solutions. By alternating roles between entrepreneurs and advisors, participants gain practical insights into business dynamics, fostering a comprehensive understanding of the importance of strategic feedback and critical analysis in entrepreneurship. This approach allows participants to experience both the creation and evaluation aspects of business planning, encouraging a holistic understanding of entrepreneurial activities.

To enhance the learning experience, the exercise emphasizes active listening and empathetic communication, essential for building strong interpersonal relationships in a business context. The practical application of theory through role-playing helps solidify the participants' understanding and prepares them for real-world scenarios. By engaging in this dynamic exchange, participants develop a nuanced perspective on the complexities of entrepreneurship, including the significance of adaptability and resilience in overcoming challenges.

Impact of the Exercise on Young People's Entrepreneurial Competences

Ability to cope with stress: The aim of the exercise is to actively present your own idea. By providing adequate time for preparation and providing an empathetic and encouraging atmosphere, the participant has the opportunity to gain experience in public speaking situations.

Creativity and ingenuity: The key element of the exercise is developing a business plan that concerns a new idea invented by the participant. The structure of a business plan also assumes specific elements in which the idea must be developed. Thanks to this, the participant's creativity is put to the test and developed, and then adapted to the given requirements. The participant broadens his thinking horizon and his perspective on the possibilities in which he can propose individual ideas.

Constructive criticism: The two-way nature of the exercise involves developing the participant in terms of constructing and accepting criticism, and then analyzing it and possibly implementing it into their own project. The participant functions in both situations. Thanks to this, he can construct criticism that he would like to receive in order to develop his idea. Then, he expresses it in such a way as not to hurt or offend the other party, and in a situation of role reversal, he empathizes with the critic and does not perceive criticism as an insult or affront.

What Features of This Exercise Make It Particularly Suitable for Young People in Mental Crisis?

Developing self-confidence: The presentation elements used in the exercise, which involve discussing your own idea and 'selling' it in an effective way, are intended to develop participants' attitudes of confidence regarding their own creativity and agency. Thanks to this, the participant is encouraged to further explore his or her own creativity and use it to achieve goals.

Empathic communication: Thanks to the assumptions of criticism, participants have the opportunity to confront elements that may objectively require improvement. By emphasizing the features of empathy in communication, participants have the opportunity to develop the ability to verbalize comments based on the good of the other party, as well as to accept such comments without reflexes related to resentment.

Sense of agency: The characteristics of the exercise and its elements are based on the participant's creation of a specific and precisely described action plan. This results in the development of elements related to the possibility of creating and materializing individuality in the ideas proposed by the participant. Presenting an idea is actually the materialization and bringing the creative element into a developed plan.

Recommendations for Trainers

The exercise involves stressful elements such as constructing an innovative idea and then presenting it with the assumption of criticism. Focus on maintaining an atmosphere that is friendly to such attempts and do not let the exercise become a competition. Emphasize practice and appreciate any attempts you make during stressful tasks.

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Outline for the Exercise

Duration: about 120 minutes

Size of the Group: Under 10 people

Required Materials: Whiteboard/flipchart, markers, notepads, pens.

How ICT Tools Could Be Used: Recording devices (smartphones, cameras) to capture presentations and feedback sessions for further review and reflection.

Exercise Plan Step-by-Step

1.	Preparation: Prepare a room with a comfortable atmosphere. Arrange necessary materials: whiteboard, flipcharts, markers, notepads, and pens. Ensure ICT tools are
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	<p>ready for recording sessions if necessary. Duration: 10 minutes</p>
2.	<p>Introductory Phase: Explain the initial assumptions of the exercise: Each participant receives a piece of paper and a pen. Then set aside time to come up with and write a business plan (approx. 20 minutes). Suggest the structure of such a business plan:</p> <ol style="list-style-type: none"> 1. What do you want to sell? - Suggest a product or brand. Describe clearly what it does and how it can improve the quality of life or category of life. 2. Who should be your client? - Suggest the target group for which the product is intended. Explain why you have chosen this group and why this product or brand will meet their expectations. 3. Competition - Find brands or products that may compete with you in the market. Describe why your idea could win and deliver better value. 4. Costs - Think about how much it will cost to bring your idea to market. Which business partners will you contact? Who can co-finance your venture? 5. Summarize - Summarize the most important information concisely and precisely. Consider which ones you want to remember. <p>Duration: 10 minutes</p>
3.	<p>Worktime: Give participants time to develop a business plan. Duration: 20 minutes</p>
4.	<p>Presentations: Divide participants into pairs. Explain that each of them will have two roles: Entrepreneur and Advisor. The Entrepreneur's role will be to present his business plan as effectively as possible. They have a flipchart and markers at their disposal. Each presentation should last approximately 5 minutes. Record each presentation with an available video device so that you can then use the recording as a basis for the final discussion. The role of the Advisor will be to take a critical look at the presented idea and offer constructive advice regarding the idea. Give participants 5 minutes to prepare their presentation. Start the presentation stage.</p> <p>Make sure that each presentation takes place in an atmosphere of exploration and skill development, and that criticism is constructive and empathetic. When the Entrepreneur finishes the presentation and the Advisor makes his comments, switch roles. Duration: 40 minutes</p>
5.	<p>Conclusion: Have a discussion about the course of the exercise. Use the recordings of Entrepreneurs' presentations and Advisors' comments for this purpose. Focus on the elements of communication and effective verbalization of thoughts. Also put emphasis on the creativity and consistency of your idea. Ask each</p>

participant to provide their comments about the presentation.. Duration: 25 minutes
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Proposal for Conclusions and Evaluation

Maintaining focus on key elements. Make your conclusion in such a way that it does not stray thematically from the assumptions of the exercise.

Operate around the following categories: Creative thinking in product description and presentation, logical and constructive business plan, planning skills, constructing criticism, empathy in expressing constructive criticism.

Exercise No. 2: Freeze the Situation

Aim of the Exercise

The exercise is intended to build awareness of the participant's current situation, which is to develop his or her view of the surrounding reality and the possibilities arising from it. By creating scenarios and presenting in 'frozen scenes', participants have the opportunity to build a story about themselves.

Learning Outcomes of the Exercise

Knowledge:

Diverse Perspectives: Participants gain insight into different perspectives and experiences, improving their understanding of social and professional dynamics.

Emotional Awareness: Understanding the emotions associated with various situations.

Skills:

Non-Verbal Communication: Enhanced ability to convey emotions and behaviors through body language.

Creativity: Developing innovative ways to represent scenarios.

Attitude:

Empathy: Increased understanding and empathy towards different viewpoints.

Adaptability: Flexibility in thinking and acting in diverse situations.

Short Theoretical Introduction

This exercise encourages participants to express emotions and behaviors through body language and facial expressions, fostering spontaneity and creativity. By



embodying various situations, participants gain insight into different perspectives and experiences, enhancing their ability to understand and relate to others. This non-verbal approach to communication helps participants develop a deeper emotional intelligence and empathy.

Impact of the Exercise on Young People's Entrepreneurial Competences

Developing resilience: The final effect of the exercise is a demonstration of the story in still images. Based on the fact that participants created stories about themselves, showing and realizing them may cause a stressful situation. Providing appropriate warnings can help participants gain resistance to stress before public speaking.

Group work: The exercise assumes a cooperative nature of work. This results in the participants using work tools such as compromise, the ability to communicate needs, and the ability to argue for their own ideas. The set of these skills is crucial to achieving the intended artistic and educational effects of the proposed exercise.

Body awareness: By building image structures frozen in time, participants are tasked with presenting stories only using non-verbal signs. Thanks to this, participants build and develop awareness of their body using elements of gesture and facial expression.

What Features of This Exercise Make It Particularly Suitable for Young People in Mental Crisis?

Building awareness: The aim of the exercise is to create several pictorial, theatrical stories about the current situation in which a given participant or group of participants finds themselves. This gives you the opportunity to approach yourself objectively and consciously place yourself in the situations you have/will have to deal with.

Developing empathy: During the exercise, participants can share their experiences and feelings about their current life situation. Through the open nature of the exercise and creating an atmosphere that allows for sharing feelings, participants can notice similarities between their situations and those of others. This makes it easier to evoke empathetic reflexes.

Creativity: The theatrical nature of the exercise involves building a scenario, which should then be implemented in the form of individual, frozen situations. This develops creativity on two levels: 1. The level of thematic creation, i.e. the decision regarding the nature of the story. 2. The level of situational creation, i.e. the implementation of the scenario in the form of scenes.

Recommendations for Trainers

Ensure a safe and comfortable atmosphere: Providing an atmosphere that is safe in exploring your own experiences and situations is crucial to the effective conduct of the exercise. This will then support a qualitative and bold way of presenting results and open discussion.

Bibliography

- Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ. Bantam Books.
- Ekman, P. (2003). Emotions Revealed: Recognizing Faces and Feelings to Improve Communication and Emotional Life. Times Books.
- Cuddy, A. (2015). Presence: Bringing Your Boldest Self to Your Biggest Challenges. Little, Brown and Company.

Outline for the Exercise

Duration: 95 minutes

Size of the Group: Under 10 people

Required Materials: None specified.

How ICT Tools Could Be Used: Participants can use cameras or smartphones to capture and review freeze frames. Suggested apps include Adobe Spark for editing and enhancing photos.

Exercise Plan Step-by-Step

1.	Preparation 1: Divide participants into groups of 2-4 people. Then explain the rules of the exercise: Each group is responsible for creating a theater script that tells a story about the participants in their current situation (Who am I now?). The script must consist of a minimum of 5 scenes. Suggest that scenarios be short but complete stories that tell an introduction, a middle story, a conflict, a resolution to the conflict, and an ending. Then give participants time to create such a scenario (approx. 15 min). Duration: 25 minutes
2.	Preparation 2: Then explain how the scenarios will be implemented. Each group must prepare freeze frames based on the most important scenes from the script. Each freeze frame must be a static image in a dynamic situation. The set of freeze frames must tell the story from the script and be as readable as possible. Pay attention to the use of gestures and facial expressions. Give participants time to prepare freeze frames. (approx. 10 min). Duration: 15 minutes
3.	Presentation and Evaluation: Groups present their freeze frames to the rest of the participants. Take photos or record presentations to use later for discussion. Facilitate a discussion focusing on creativity, collaboration, and emotional conveyance. Provide constructive feedback and encourage participants to reflect on their



	choices and expressions. Duration: 40 minutes
4.	Conclusion: Summarize key learnings and discuss the importance of non-verbal communication and creativity in problem-solving. Highlight the value of empathy and emotional intelligence in understanding different perspectives. Duration: 15 minutes

Proposal for Conclusions and Evaluation

Summarize the Most Important Conclusions: Focus on the creativity and collaboration displayed during the exercise. Highlight the importance of empathy and emotional intelligence in understanding different perspectives. Discuss any challenges faced during the exercise and explore solutions to manage them.

Ensure a Pleasant Atmosphere for Discussion: Avoid turning the exercise into a purely critical session. Emphasize the enjoyment of sharing and discussing the freeze frames. Encourage participants to create more scenes if they wish, reinforcing the idea that presenting and discussing creative scenarios should be an enjoyable and enlightening experience. Ensure participants understand the importance of this joyful and constructive approach.

Exercise No. 3: Entrepreneurial Sound Circle

Aim of the Exercise

To develop present-moment awareness, connection, and an entrepreneurial mindset through vocalization and movement.

Learning Outcomes of the Exercise

Knowledge:

Understanding Key Concepts: Gaining awareness of key entrepreneurial concepts and emotions.

Emotional Awareness: Understanding the emotional aspects of the entrepreneurial journey.

Skills:

Expressive Communication: Enhanced ability to express ideas and emotions through sound and movement.

Adaptability: Developing the skill to adapt expressions to different contexts.

Attitude:

Creativity: Increased creativity in expressing complex ideas.

Resilience: Building resilience by connecting deeply with entrepreneurial themes.

Short Theoretical Introduction

This exercise encourages participants to reflect on key concepts and emotions associated with entrepreneurship. By vocalizing their thoughts and listening to others' contributions, participants develop present-moment awareness and strengthen their connection to entrepreneurial themes. It fosters an entrepreneurial mindset by emphasizing the importance of adaptability, creativity, and perseverance.

Impact of the Exercise on Young People's Entrepreneurial Competences

Non-verbal communication: The main assumption of the exercise is to use non-verbal elements of communication, which are intended to creatively expand given concepts. Thus, participants have the opportunity to communicate at the level of impression of a given definition and its broader understanding.

Courage in trying: The exercise is intended to give participants the freedom to try and check possible solutions, exploring the tools of movement and voice. Thanks to this, the participant acquires skills and acquires the attitude of a person ready to make a creative attempt to achieve a given goal.

Strengthening the tools of communication: With this exercise the participant strengthens and opens the tools related to the body and voice. Opening the voice or opening the body and confident movement are key elements in self-presentation and communication that demonstrate self-confidence and certainty of one's own thoughts and ideas.

What Features of This Exercise Make It Particularly Suitable for Young People in Mental Crisis?

Sense of freedom: The exercise makes participants feel that they can try literally anything in terms of movement and sound. Thanks to this, participants can create the courage to take non-obvious solutions with a sense of freedom and liberation of body and voice.

Building community: The open and free nature of the exercise allows participants to create an empathetic group that can create elements of community. The stage of trying out body and voice tools, assuming that each participant carries out a similar task, can also lead to greater freedom in establishing contacts and relationships.

Experiencing your body and voice: Perhaps the most important element resulting from the exercise is exploring and expanding the tools that may result from how the participant uses his body and voice. Experiencing new sounds in the voice or body



movements can lead to expanding possible intonations, bodily expressiveness and bolder attitudes in using them.

Recommendations for Trainers

Atmosphere of controlled play: Let the exercise take on a form of play that sparks joy and the desire to keep trying. Be willing to participate in the exercise, express yourself and give direction to the exploration of voice and movement tools. Thanks to this, you have the opportunity to strengthen the participants' sense of courage in further attempts.

Bibliography

- Csikszentmihalyi, M. (1996). *Creativity: Flow and the Psychology of Discovery and Invention*. Harper Perennial.
- Goleman, D. (1998). *Working with Emotional Intelligence*. Bantam Books.
- Davidson, R. J., & Begley, S. (2012). *The Emotional Life of Your Brain*. Penguin Books.

Outline for the Exercise

Duration: 120 minutes

Size of the Group: Under 10 people

Required Materials: None specified.

How ICT Tools Could Be Used: Participants can use recording devices to capture their sounds and movements for review. Suggested apps include Adobe Audition for audio editing and analysis.

Exercise Plan Step-by-Step

1.	<p>Preparation:</p> <p>Arrange participants in a circle. Prepare a list of entrepreneurial slogans related to innovation, opportunity, risk, creativity, and resilience. Ensure the space allows for free movement.</p> <p>Duration: 10 minutes</p>
2.	<p>Introductory Phase:</p> <p>Explain the exercise objectives and structure. Present the slogans and demonstrate possible vocalizations and movements associated with each slogan. Encourage participants to think about how they personally connect with each concept.</p> <p>Duration: 10 minutes</p>

3.	Vocalization and Movement: Participants take turns contributing sounds and movements for each slogan. After each contribution, participants briefly share their reasoning and personal connections. Encourage creativity and spontaneity in expressions. Duration: 30 minutes
4.	Conclusion: Summarize the main takeaways, emphasizing the importance of creativity and adaptability in entrepreneurship. Discuss how the exercise helped in understanding and connecting with entrepreneurial themes. Provide an opportunity for participants to share final thoughts and feedback. Duration: 15 minutes

Proposal for Conclusions and Evaluation

Summarize: Focus on the key qualities and themes identified during the exercise. Highlight the importance of creativity and adaptability in entrepreneurial success. Discuss any challenges faced during the exercise and explore solutions to manage them.

Atmosphere of fun and joy: Avoid turning the exercise into a purely critical session. Emphasize the enjoyment of sharing and discussing the vocalizations and movements. Encourage participants to explore more expressions if they wish, reinforcing the idea that presenting and discussing entrepreneurial concepts should be an enjoyable and enlightening experience. Ensure participants understand the importance of this joyful and constructive approach.

Exercise No. 4: Role Reversal

Aim of the Exercise

To develop empathy and perspective-taking through role-playing scenarios. Thanks to the stage of writing a script or preparing a scene outline, participants also acquire skills related to creativity and objectification of their own actions and situations.

Learning Outcomes of the Exercise

Knowledge:

Understanding Perspectives: Gaining insights into different perspectives and interpersonal dynamics.



Interpersonal Dynamics: Understanding the complexities of social and professional relationships.

Skills:

Empathy: Enhanced ability to empathize with others.

Communication Skills: Improved verbal and non-verbal communication skills.

Attitude:

Compassion: Increased compassion and understanding of others' experiences.

Inclusiveness: Promoting a more inclusive and supportive environment.

Short Theoretical Introduction

This exercise involves participants switching roles to gain insights into different perspectives, fostering empathy and improved interpersonal relationships. By role-playing various scenarios, participants can better appreciate the viewpoints and challenges faced by others, which is crucial for effective communication and collaboration. This experiential learning approach helps participants develop a deeper understanding of others' emotions and motivations.

Impact of the Exercise on Young People's Entrepreneurial Competences

Argumentation skills: Each scenario functions as a problem that needs to be solved. By trying to solve it, the participant who functions as one or the other side of the dispute must demonstrate the ability to argue logically and coherently. Of course, depending on the side, the argument will be completely different, which gives greater and more extensive training opportunities.

Problem solving: The exercise involves performing a scene with role reversal. Thanks to this, the participant has a double chance to try to solve the problem that exists in a given scene. As in the case of argumentation, the ability to solve problems in this exercise has the possibility of broader development and training in finding such solutions.

Stress resistance: During the stage presentation, participants also have the opportunity to develop resistance to public speaking. Importantly, changing roles in this exercise offers participants the opportunity to portray characters with two different characters and goals, often one of them with opposite values to the participant's. Thanks to this, the participant can try his/her presentation skills in a more convenient and less comfortable form, thus strengthening resistance to stressful situations.

What Features of This Exercise Make It Particularly Suitable for Young People in Mental Crisis?

Empathy: The exercise assumes the participant's participation in the two-way nature of the scene. An attempt to resolve the conflict and argue from both sides of the dispute is a clear starting point for developing empathy in the participants. This requires, first of all, justification of the conflict in the participant's mental monologue, regardless of the side of the conflict.

Creative group work: Thanks to the phase of preparing the outline of a scene or script, participants have the opportunity to confront others with their skills and creative possibilities. This requires the group to combine techniques and work tools that will enable the development of an effect that will satisfy the creative needs of all participants.

Objectification and distancing: Using a scenario created by the participants, which is based on real events and experiences from their lives, they can objectify themselves regarding the mentioned situations. By gaining distance, participants can analyze their behaviors and decisions in a pragmatic way, stripped of the emotional layer, and thus learn from their decisions.

Recommendations for Trainers

Be mindful when using real-life situations: When suggesting to participants that the scenario should be based on the participants' experiences, make sure that these experiences are not pauperized during work. Do not ask for strictly traumatic experiences, but ones that bring about the burden of decision-making that the participant had to make in a given situation.

Bibliography:

- Goleman, D. (2006). Social Intelligence: The New Science of Human Relationships. Bantam Books.
- Rogers, C. R. (1961). On Becoming a Person: A Therapist's View of Psychotherapy. Houghton Mifflin.
- Germer, C. K., Siegel, R. D., & Fulton, P. R. (2013). Mindfulness and Psychotherapy. Guilford Press.

Outline for the Exercise

Duration: 120 minutes

Size of the Group: Under 10 people

Required Materials: Pieces of paper, pens.

How ICT Tools Could Be Used: Participants can use recording devices to capture their role-playing for review. Suggested apps include Adobe Premiere for video editing and analysis.



Exercise Plan Step-by-Step

1.	<p>Preparation: Divide participants into pairs. Distribute materials to participants in the form of sheets of paper and pens. Duration: 10 minutes</p>
2.	<p>Introductory Phase: Explain to participants the rules of the exercise: Each pair must prepare a scene scenario that assumes a difficult, decision-making, conflict situation arising from their lives. Emphasize that the script has a problem that the characters must solve. The stage situation is to assume an entrepreneurial nature, resulting from the business and work experience of the participants. The characters are not equal to each other, they may differ in their position or experience. It is important that the characteristics of both characters are completely different and require different arguments. Give participants time to prepare an outline of the scene/script. Duration: 20 minutes</p>
3.	<p>Role-Playing: Participants enact the scenarios, switching roles as needed. Each role-play should last around 5 minutes followed by a brief discussion. Encourage active listening and empathetic engagement. Rotate roles and repeat the process, ensuring each participant experiences different perspectives. Duration: 30 minutes</p>
4.	<p>Discussion and Reflection: Facilitate a group discussion on the insights and experiences gained from the role-playing. Encourage participants to reflect on how these perspectives can improve interpersonal dynamics and empathy. Discuss common themes and individual takeaways. Duration: 40 minutes</p>
5.	<p>Conclusion: Summarize the main takeaways, emphasizing the importance of empathy and perspective-taking in personal and professional contexts. Provide an opportunity for participants to ask questions and share final thoughts. Duration: 15 minutes</p>

Proposal for Conclusions and Evaluation

Provide the opportunity to play: If you notice that the role-changing exercise gives participants the satisfaction of exploring the situation and solving the problems of the scene, allow, with the participants' consent, to exchange scenarios and try to play different and different perspectives. This will make situations even more objective and give a broader analytical view of the scenes being played.

Exercise No. 5: Object Monologue

Aim of the Exercise

To develop self-expression, storytelling, and digital skills by creating monologues inspired by everyday objects.

Learning Outcomes of the Exercise

Knowledge:

Symbolism and Meaning: Understanding the symbolism and personal significance of everyday objects.

Digital Literacy: Gaining knowledge of using digital tools for recording and editing multimedia presentations.

Skills:

Storytelling: Enhanced ability to craft and narrate compelling stories.

Digital Skills: Developing proficiency in using recording devices and editing software to create multimedia presentations.

Attitude:

Creativity: Encouraging imaginative thinking and creative expression.

Self-Confidence: Building confidence in self-expression and storytelling.

Short Theoretical Introduction

This exercise prompts participants to engage in introspection and self-expression by embodying the perspective of everyday objects. By crafting monologues from the object's point of view, participants explore different facets of their present selves and experiences. This creative approach encourages participants to delve into their emotions and thoughts, fostering personal growth, self-awareness, and digital skills.

Impact of the Exercise on Young People's Entrepreneurial Competences

Creativity: Through a task requiring creating the history and personality of an inanimate object and giving it character, participants develop creativity requiring a broader involvement of imagination and elements of magical realism. Thanks to this, the participant acquires the ability to be creative without any restrictions.



Building a coherent statement: The exercise involves creating a monologue that contains all the elements of a logical and coherent statement. The challenge here is the subject of the monologue, as an inanimate entity. To overcome this challenge, the participant develops the ability to clearly and holistically perceive personality and character, which may result from a monologue.

Innovative self-presentation: Thanks to the assumption that the story is the result of the participant's character and history, he acquires self-presentation skills that free himself from stereotypical solutions. Thus, the participant can understand that presenting oneself can take various forms, which give the opportunity to go beyond the patterns and be remembered by the listeners.

What Features of This Exercise Make It Particularly Suitable for Young People in Mental Crisis?

Symbolic thinking about yourself: The assumption of the exercise is also to choose a subject based on the participant's character and build a monologue in this direction. Thanks to this, the participant gains distance from himself through symbolic thinking and can control the formation of thoughts towards an objectified vision of himself.

Storytelling: Through a constructed monologue, participants have the opportunity to acquire the skill and satisfaction of conducting a narrative. Thus, the participant strengthens his/her verbal competences and vocabulary and can gain pleasure from creating stories, especially those about himself/herself. The participant is therefore more open and more willing to share his thoughts and feelings.

Discovering cause and effect relationships: Building an individual monologue requires the participant to return to memories and stories from the past, as well as to current situations that may result from past events. Thanks to the objectifying nature of the monologue's structure, the participant notices the cause and effect relationships of his or her own experiences and choices and compares them with the current feelings and emotions that they may cause in the present.

Recommendations for Trainers

Prepare objects and auxiliary words. It is important that participants can choose the object that is most closely related to themselves, so that it can trigger as many elements of the monologue as possible. If you don't know the group, try to prepare a large number of small, everyday items. Tell about them, providing a large number of sample descriptions, so that the participant will have an easier time choosing (e.g. a pen that a wise man could write with, maybe it is already written out, or maybe it is completely new, fresh and ready to work for an ambitious student, etc.)

Bibliography

- McAdams, D. P. (1993). *The Stories We Live By: Personal Myths and the Making of the Self*. Guilford Press.
- Lambert, J. (2013). *Digital Storytelling: Capturing Lives, Creating Community*. Routledge.
- Bruner, J. S. (2003). *Making Stories: Law, Literature, Life*. Harvard University Press.

Outline for the Exercise

Duration: 120 minutes

Size of the Group: Under 10 people

Required Materials: Recording devices (smartphones, cameras), editing software.

How ICT Tools Could Be Used: Participants use recording devices to capture their monologues and editing software to create multimedia presentations. Suggested apps include Adobe Premiere for video editing and Audacity for audio editing.

Exercise Plan Step-by-Step

1.	Preparation: Prepare the recording devices and ensure all participants know how to use them. Set up a comfortable recording space. Consider providing optional materials like props to enhance the storytelling. Duration: 10 minutes
2.	Creation of Monologues: Participants create a monologue from the perspective of their chosen object. Encourage them to explore the object's history, significance, and connection to their personal experiences. Provide examples of predefined scenarios such as a favourite book telling its story, a cherished piece of jewellery sharing its significance, or a childhood toy describing its memories. Duration: 30 minutes
3.	Recording and Editing: Participants use recording devices to capture their monologues. Provide guidance on how to use editing software to combine audio and visuals, creating a multimedia presentation. Assist participants in setting up their recordings and ensure they are comfortable with the technology. Duration: 40 minutes
4.	Presentation and Reflection: Participants present their multimedia projects to the group. Facilitate a discussion on the themes and emotions expressed through the objects. Encourage participants to reflect on their storytelling and digital skills



	<p>development. Highlight the unique perspectives shared and how they relate to entrepreneurial themes.</p> <p>Duration: 20 minutes</p>
5.	<p>Conclusion:</p> <p>Summarize the main takeaways, emphasizing the importance of creativity and self-expression in personal and professional growth. Provide an opportunity for participants to share final thoughts and feedback. Encourage participants to consider how they can apply these skills in their entrepreneurial endeavors.</p> <p>Duration: 10 minutes</p>

Proposal for Conclusions and Evaluation

Pay attention to the expressiveness of the monologue in the recording and combining the tools of the film: During the discussion and conclusion, pay attention to how intonation the monologue was implemented, how the participant recorded his monologue and continue to combine the tool elements as the final effect. Introduce topics into the discussion related to how, for example, the camera angle or lighting changes the final perception of the monologue.



GUIDED IMAGINARY - FUTURE SELF

Exercise No. 1: The Train of Life

Aim of the exercise

The aim of this exercise is to help young people process past traumas and enhance their emotional resilience by reflecting on their life journey and envisioning a positive future. By taking physical steps towards the chair, participants symbolically move through different phases of their life, from infancy to the present day. This process allows individuals to reflect on significant experiences, challenges, and achievements. This will support their personal growth and empowerment, thereby increasing their ability to overcome psychological barriers and improve their employability and entrepreneurial potential. The exercise also aims to foster a supportive community through group discussion, encouraging shared experiences and mutual support, and to inspire participants to set future goals and aspirations with confidence.

Learning outcomes of the exercise

Knowledge:

Self-awareness: With this exercise, participants will gain deeper insights into personal life stages and significant milestones.

Life journey comprehension: With this exercise, participants will understand how past experiences influence present behaviors and future goals.

Continuity and change: With this exercise, participants will recognize patterns of continuity and change in personal development over time.

Skills:

Self-reflection: With this exercise, participants will enhance the ability to introspect and reflect on personal experiences.

Goal setting: With this exercise, participants will enhance skills in setting realistic and aspirational goals for personal and professional development.

Communication: With this exercise, participants will improve communication and interpersonal skills through sharing personal narratives and engaging in group discussions.

Strategic planning: With this exercise, participants will practice envisioning and planning future endeavors, enhancing strategic thinking and goal-setting abilities.



Attitudes:

Empowerment: With this exercise, participants will cultivate a sense of empowerment and self-confidence, acknowledging the ability to overcome past traumas and achieve future goals.

Proactivity: With this exercise, participants will foster a proactive attitude towards personal growth and future opportunities.

Empathy: With this exercise, participants will develop empathy and mutual support through listening to and sharing experiences with peers.

Forward-looking mindset: With this exercise, participants will embrace a forward-looking perspective, focusing on potential for personal and professional growth despite past challenges.

Short theoretical introduction to the exercise

The “The train of life” exercise draws on principles from drama therapy and post-traumatic growth theory to promote deep self-reflection and personal development. Drama therapy uses theatrical techniques to facilitate emotional expression, self-discovery, and healing, providing a safe space for participants to explore their life experiences through guided imagery and physical movement. Post-traumatic growth theory posits that individuals can achieve positive psychological change and personal growth following adversity by reflecting on their challenges and deriving meaningful insights. In this exercise, participants are guided through a visualization of their life journey, starting from birth and progressing through significant life stages to the present moment. By engaging in this reflective process, individuals can gain a deeper understanding of how their past experiences have shaped their current self and identify patterns of resilience and growth. The physical movement component, such as stepping forward to symbolize progress through different life stages, enhances the embodied experience of personal reflection and growth. This combination of guided imagery and physical movement helps participants connect with their emotions and experiences more profoundly, fostering self-awareness and emotional intelligence. By envisioning their future aspirations and discussing their insights within a supportive group setting, participants can build resilience, empathy, and a sense of empowerment, crucial for personal and professional development.

Impact of the exercise on young people's entrepreneurial competences

Resilience Building: Through the exercise, young people learn to bounce back from failures, pivot strategies, and maintain focus on long-term goals, essential qualities for success in the dynamic entrepreneurial landscape.

Vision and Goal Setting: Through the exercise, participants learn to articulate their aspirations and translate them into objectives. This skill empowers them to create strategic business plans, identify key milestones, and track progress towards their work goals with greater clarity and determination.

Communication and Collaboration: By engaging in meaningful dialogue and learning from diverse perspectives during the exercise, young people hone their ability to articulate their ideas and build strong professional relationships.

Targeted Approach to Trauma, Emotional Intelligence, and Empathy: By incorporating elements of drama therapy and post-traumatic growth theory, the exercise offers a targeted approach to trauma that acknowledges its impact while promoting healing and growth. This holistic approach equips young people with the emotional intelligence and also fosters empathy, a valuable skill for building meaningful connections with customers, collaborators, and communities.

Resilience and Empowerment: The exercise empowers young people to embrace uncertainty and challenge, fostering a mindset of resilience and empowerment that enables them to navigate the highs and lows of entrepreneurship with confidence and resilience.

What features of this exercise make it particularly suitable for young people in mental crisis?

Structured and Supportive Environment: The exercise provides a safe and structured space for young people to explore their emotions and experiences, guided by a trained therapist. This structured environment helps to alleviate feelings of overwhelm and uncertainty often experienced during mental crises, providing a sense of stability and support.

Creative Expression: Incorporating drama therapy techniques allows young people to express themselves creatively and non-verbally, which can be especially beneficial for those struggling to articulate their feelings verbally. Creative expression can serve as a powerful outlet for processing emotions and gaining insights into one's inner world, offering a constructive means of coping with mental crisis.

Reflective Process: The exercise encourages deep introspection and reflection on one's life journey, helping young people gain perspective on their experiences and identify sources of resilience and strength. This reflective process can promote self-awareness and self-discovery, empowering young people to navigate their mental crisis with greater insight and clarity.

Recommendation for the trainers

- Trainers are encouraged to prioritize establishing a safe and supportive atmosphere for participants, enabling them to feel at ease sharing their experiences and emotions. It's recommended to set clear ground rules for respectful communication and confidentiality, ensuring that everyone feels heard and respected throughout the exercise.
- It's advisable to schedule the exercise later in the program, once trust and rapport have been established among participants and with the therapist. This



timing allows for a more comfortable environment where participants can fully engage in the reflective process with guidance and support.

- Trainers should also recognize that reflecting on past traumas may be triggering for some participants. They should encourage individuals to engage at their own pace and provide options for opting out or taking breaks if needed. Additionally, trainers should be prepared to offer additional support or resources to those who require further assistance.

Outline for the exercise

Duration: 60-90 minutes.

Size of the group: Maximum 12 people.

Required materials: Chairs.

Exercise Plan Step-by-Step

1.	<p>Introduction and Setup (10 min.):</p> <ul style="list-style-type: none"> - Participants are instructed to choose a chair from the available chairs. - Once chairs are chosen, participants are directed to place their chairs against the wall near each other. - After setting up the chairs, the participants must stand against the opposite wall. The selected chair should be in front of them. - Drama therapist briefly explains the purpose of the exercise to participants and its relevance to personal growth and resilience.
2.	<p>Guided Visualization and Physical Movement (20 min.):</p> <ul style="list-style-type: none"> - Participants are encouraged to close their eyes . - Drama therapist calmly guides them through a journey back in time. Participants are encouraged to visualize and imagine the environment, sensations, and emotions they experienced during their birth. - At the moment of their birth, participants are asked to leaning against the wall with their foot and pushing away from it, symbolising their emergence into the world. - The therapist prompts participants to recall significant milestones, challenges, and moments of growth along their life journey from infancy to the present moment. - As participants recall each significant episode, they are invited to take a step forward towards the chair in front of them.
3.	<p>Future Envisioning (10 min.):</p> <ul style="list-style-type: none"> - Once participants have reached the present moment, they are asked to sit on their selected chairs. - Participants are encouraged to envision their future and reflect on their aspirations, goals, and dreams, considering what steps they need to take to achieve them.
4.	<p>Group Discussion (20 min.):</p>

<ul style="list-style-type: none">- Participants form a circle with their selected chairs.- A group discussion ensues where participants share insights, reflections, and emotions that surfaced during the exercise.- The therapist facilitates the discussion, encouraging participants to express themselves openly and support one another.

Proposal for conclusions and evaluation

In conclusion, trainers can encourage participants to consider what actions they can take to manifest their dreams and overcome any obstacles.

In summary, the "The Train of life" exercise deeply engaged participants in reflecting on their life experiences, fostering self-awareness, and envisioning a positive future. To evaluate the effectiveness of the exercise, trainers can encourage participants to provide feedback immediately after the exercise, focusing on their experiences, insights gained, and suggestions for improvement.

Exercise No. 2: Meet Your Future Self

Aim of the exercise

The aim of this exercise is to foster self-reflection and long-term goal. This exercise is designed to enhance self-awareness, stimulate creative thinking, and encourage participants to explore their personal and professional aspirations. By engaging in a dialogue with their Future Self and sharing this experience through a constructed scenario, participants can gain insights into their future aspirations, understand the steps needed to achieve their goals, and develop a clearer vision of their desired future. Additionally, the exercise promotes empathy and communication skills as participants collaborate with peers to present their dialogues.

Learning outcomes of the exercise

Knowledge:

Understanding Long-Term Goals: Participants will gain insight into their long-term personal and professional aspirations.

Future Planning: Participants will learn to visualize and articulate a detailed vision of their future selves and the steps needed to achieve that vision.

Awareness: Participants will deepen their understanding of their values, priorities, and potential future paths.

Skills:



Visualization and Imagination: Participants will enhance their ability to use visualization techniques for self-reflection and future planning.

Creative Thinking: Participants will develop their creative thinking skills by constructing and presenting a scenario based on an imagined conversation.

Communication: Participants will improve their verbal and non-verbal communication skills through dialogue creation and presentation.

Collaboration: Participants will practice teamwork and collaboration by working with peers to express their dialogues effectively.

Attitude:

Open-Mindedness: Participants will cultivate an open-minded attitude towards their future possibilities and potential life paths.

Empathy: By imagining and discussing different future scenarios, participants will develop greater empathy and understanding of others' aspirations and journeys.

Positive Outlook: The exercise encourages a positive and proactive attitude towards personal growth and future planning.

Short theoretical introduction to the exercise

The integration of guided visualization, future self-dialogue, and drama therapy provides a powerful framework for self-reflection and long-term goal setting. "Meet Your Future Self" is an exercise designed to translate these concepts into a introspective experience. Guided visualization allows participants to vividly picture their future, fostering a detailed mental image of where they want to be. This technique helps clarify long-term goals and the steps needed to achieve them. Future self-dialogue, bridges the gap between one's current and ideal self, enhancing self-awareness and motivation by making future aspirations feel more attainable and real. Drama therapy adds a dynamic layer to this exercise. By employing theatrical techniques such as role-play and storytelling, participants can explore their emotions, experiences, and future aspirations in an embodied and expressive manner. Constructing and presenting a dialogue based on an imagined conversation with their Future Self allows for therapeutic role-play that externalizes and examines their thoughts and feelings. This combination of visualization, dialogue, and drama therapy fosters creativity, empathy, and self-awareness. It encourages participants to envision their long-term aspirations within a supportive and expressive environment, providing a powerful tool for introspection and future planning. Ultimately, "Meet Your Future Self" challenges participants to connect deeply with their potential and translate it into actionable steps towards their desired future.

Impact of the exercise on young people's entrepreneurial competences

Goal Setting and Strategic Planning: Exercise guides participants through a process of self-reflection and envisioning their future selves, fostering clarity about their long-

term goals and aspirations. This exercise encourages participants to set specific, achievable goals and develop strategic plans to realize their vision.

Encouraging Innovation: Engaging in dialogue with their Future Self prompts participants to think creatively and imaginatively, exploring innovative ideas and solutions.

Empowerment: Exercise empowers participants to take ownership of their future and pursue their aspirations with confidence and resilience. By visualizing their ideal future and articulating their goals, participants start to believe in their ability to overcome obstacles and achieve success. This exercise fosters a mindset of empowerment, encouraging participants to proactively seek out opportunities and take calculated risks.

What features of this exercise make it particularly suitable for young people in mental crisis?

Creative Engagement: Through constructing dialogues with their Future Self, young people are encouraged to tap into their imagination and express their hopes and aspirations in innovative ways. This creative engagement serves as a therapeutic outlet, allowing individuals in mental crisis to channel their thoughts and emotions into a constructive activity.

Empowerment Through Self-Reflection: By envisioning their ideal future and identifying the steps needed to achieve it, participants gain a newfound sense of control over their lives. This process of self-reflection promotes personal growth and resilience, equipping individuals with the tools and mindset needed to navigate challenges and setbacks with confidence and determination.

Connection and Validation: Sharing their dialogues with peers and engaging in collaborative activities fosters a sense of connection and validation within the group. Through mutual support, participants realize that their experiences and aspirations are shared by others, fostering a sense of belonging and community. This sense of connection serves as a source of strength and resilience, reminding young people that they are not alone in their journey towards healing and self-discovery.

Recommendation for the trainers

- It is recommended that trainers actively encourage participation throughout the exercise by asking open-ended questions, promoting reflection, and facilitating meaningful discussions. They should strive to create a supportive atmosphere where participants feel valued and heard. This approach can enhance engagement and enrich the overall experience for everyone involved.
- It is recommended that trainers foster a spirit of compromise and collaboration within the group. Encourage participants to seek common ground and explore alternative solutions that address everyone's concerns and preferences. This



approach promotes teamwork and ensures that all voices are heard and valued in the decision-making process.

- Additionally, given the length of the exercise, it is important to incorporate small breaks to allow participants to recharge and maintain focus.

Bibliography

- Belton S. (2020). Meet your future self.
<https://suebelton.com/wpcontent/uploads/2020/09/9-Conquer-Meet-Your-Future-Self.pdf>

Outline for the exercise

Duration: ~ 1:30 h.

Size of the group: Maximum 15 participants.

Required materials:

- Chairs.
- Pens/pencils.
- A4 papers.
- Reflection sheets.

Exercise Plan Step-by-Step

1.	<p>Introduction and Preparation (5 min.):</p> <ul style="list-style-type: none"> - Welcome the participants and explain the purpose of the exercise. - Encourage participants to find a comfortable seated position and close their eyes. - Guide them to focus on their breath and relax their bodies. - Instruct participants to imagine a soft light between their eyes, allowing it to guide them into a state of relaxation.
2.	<p>Guided Visualization (10 min.):</p> <ul style="list-style-type: none"> - Lead participants through a guided visualization to envision themselves 20 years into the future. - Encourage them to imagine meeting their Future Self and engaging in a conversation, asking about their experiences, achievements, challenges, and lessons learned over the past two decades. - Provide prompts to stimulate their imagination and deepen their visualization, such as imagining their surroundings, the emotions they feel during the encounter, and any significant events or milestones that have occurred.
3.	<p>Expression of Gratitude and Return to Present (5 min.):</p> <ul style="list-style-type: none"> - After the visualization, prompt participants to express gratitude to their Future Self for the insights gained.

	<ul style="list-style-type: none"> - Guide the group to gradually return to the present moment by focusing on their breath and becoming aware of their surroundings. - Remind participants to carry the feelings of empowerment and insight from the visualization into the next part of the exercise.
4.	<p>Reflection and Questionnaire (15 min.):</p> <ul style="list-style-type: none"> - Distribute questionnaires or reflection sheets to participants. - Ask them to reflect on their experience during the visualization and answer questions. - Encourage participants to take their time to reflect and write down their thoughts and feelings.
5.	<p>Scenario Construction (20 min.):</p> <ul style="list-style-type: none"> - After completing the questionnaire, explain that participants will now use their reflections and insights to construct a scenario in the form of a dialogue. - Provide guidelines for constructing the dialogue, such as including elements of the conversation with their Future Self, expressing aspirations and goals, and reflecting on personal growth and development. - Encourage participants to be creative and authentic in their dialogue construction, drawing from their own experiences and emotions. - Explain that participants can work in pairs to brainstorm and refine their dialogues, using their peers to express dialogue more appropriately and enhance the depth of their scenarios.
6.	<p>Presentation of Scenarios (20 min.):</p> <ul style="list-style-type: none"> - Invite volunteers to present their scenarios to the group. - Facilitate a supportive and respectful atmosphere for the presentations, allowing participants to share their visions of their future selves without judgement.
7.	<p>Reflection and Discussion (10 min.):</p> <ul style="list-style-type: none"> - Lead a brief reflection session where participants can share their thoughts and feelings about the scenarios presented. - Facilitate a discussion on the common themes, insights, and lessons learned from the exercise.

Proposal for conclusions and evaluation

In conclusion, trainers can encourage participants to reflect on how they can apply the insights gained from visualizing their future selves and constructing their scenarios to their personal and professional lives.

"Meet Your Future Self" exercise offers a structured approach to foster self-reflection, goal-setting, and empowerment among young people. Through guided visualization, dialogue construction, and collaborative sharing, participants are provided with a platform to explore their long-term aspirations and develop strategies for achieving them. To evaluate the effectiveness of the exercise trainers can observe participants



during the exercise to assess its effectiveness in achieving the intended learning outcomes.

“Meet your future self” additional questions:

- What did your Future Self look like?
- How did they seem/feel?
- Where did they live?
- What are the colors, sights, sounds, smells of their home?
- What is it that you most remember about the past 20 years?
- What do you need to know to get yourself from where you are now to where you are going?
- What would be most helpful?
- What were the answers to any other questions you asked?
- What name do you want to use for them?

Exercise No. 3: Visualising Your Career

Aim of the exercise

The aim of this exercise is to utilize guided visualization and reflective writing to help participants gain insight into their emotional and psychological responses to new work environments. By navigating different imagined scenarios, participants will develop greater self-awareness, resilience, and confidence, ultimately enhancing their ability to overcome trauma-related barriers and succeed in their employability.

Learning outcomes of the exercise

Knowledge:

Self-awareness: Participants gain a deeper understanding of their personal preferences, strengths, and areas for development in a professional context.

Decision-making: Participants learn to evaluate different career paths or options, considering factors such as their emotions, values, and aspirations.

Problem-solving: Through engaging in imaginary work-related scenarios, participants develop creative problem-solving skills and explore different approaches to overcoming challenges.

Emotional intelligence: Participants enhance their ability to recognize and regulate their emotions, as well as empathize with others' perspectives, contributing to more effective interpersonal interactions in the workplace.

Skills:

Observation: Participants practice keen observation skills by paying attention to details in their imagined surroundings, fostering attentiveness and mindfulness.

Written expression: Participants improve their ability to articulate their thoughts, observations, and feelings through reflective writing, enhancing communication skills.

Critical thinking: Through reflecting on their experiences and emotions, participants cultivate critical thinking skills by analyzing different aspects of their imagined scenarios.

Attitudes:

Open-mindedness: Participants adopt an open-minded attitude towards exploring different career paths or challenges, embracing the opportunity for self-discovery and growth.

Resilience: Participants develop resilience by confronting and reflecting on challenges in their imagined work scenarios, fostering a proactive mindset towards overcoming obstacles in their professional lives.

Short theoretical introduction to the exercise

This exercise is grounded in the principles of drama therapy, a dynamic approach that harnesses the power of imagination, storytelling, and role-play to promote self-awareness and personal growth. At its core, this exercise draws upon the concept of narrative exploration, inviting participants to immerse themselves in imaginary scenarios representing moments in their professional journeys. By envisioning themselves at two split roads, participants confront the complexities of decision-making and explore their career aspirations. Through sensory engagement, problem-solving, and reflective writing, participants traverse divergent paths, each offering unique challenges and opportunities for self-discovery. This experiential process encourages participants to confront their emotions, values, and aspirations, fostering deeper insight into their personal and professional identities. Rooted in the belief that storytelling is a powerful tool for transformation, the career crossroads exercise empowers individuals to navigate their career paths with intentionality, resilience, and a deeper understanding of themselves.

Impact of the exercise on young people's entrepreneurial competences

Self-awareness: The exercise fosters self-awareness by encouraging participants to visualize and reflect on their emotional and psychological responses in new work environments. This helps individuals recognize their strengths and areas for improvement. By imagining successful interactions and outcomes, participants build the belief in their ability to achieve goals.

Resilience and Adaptability: By visualizing different paths and outcomes, participants learn to cope with uncertainty and develop strategies. This exercise reinforces the mindset that challenges are opportunities for growth.



Creative Problem-Solving: The exercise stimulates creative problem-solving by placing participants in hypothetical work situations where they must interact with colleagues, address issues, and contribute to goals. Engaging in such scenarios encourages out-of-the-box thinking and innovative approaches to overcoming obstacles.

Goal Setting: By visualizing their first day at work and the paths they can take, participants practice setting and pursuing goals. They identify specific tasks they need to accomplish, which helps them develop the ability to set realistic and achievable goals.

Encouraging Innovation: By placing themselves in various hypothetical work scenarios, they are prompted to come up with unique solutions to challenges. This encourages an innovative mindset, essential for developing new ideas, products, or processes to succeed in competitive markets.

Empowerment: Visualizing success and overcoming challenges boosts their confidence and reinforces a sense of control over their professional futures. It motivates young people to take more opportunities.

What features of this exercise make it particularly suitable for young people in mental crisis?

Self-Discovery: By engaging in guided visualization and reflective writing, participants can delve into their inner experiences without external pressure.

Positive support: Through the visualization of successful outcomes and reflecting on personal strengths, the exercise provides positive support for young individuals in mental crisis. Focusing on the bright side of experiences and the chances for success can boost optimism.

Personal Growth: By engaging in imaginative scenarios and reflecting on their responses, participants are encouraged to envision their own growth and development. This focus on personal growth provides their energy towards improvement and resilience-building.

Recommendation for the trainers

- It is recommended that trainers thoroughly review the outline and become familiar with the guided visualization scripts before conducting the exercise. They should practice delivering them in a calm and engaging manner. Trainers should ensure the environment where the exercise takes place is comfortable, quiet, and free from distractions. It's also recommended to emphasize confidentiality and respect among participants to encourage open sharing.
- Trainers are encouraged to be flexible in their approach to accommodate the needs and preferences of the participants. They should adjust the pacing, tone, and level of guidance during the visualization based on the group dynamics and individual responses.

- It's recommended that trainers actively encourage participation throughout the exercise by asking open-ended questions, promoting reflection, and facilitating meaningful discussions. They should strive to create a supportive atmosphere where participants feel valued and heard. This approach can enhance engagement and enrich the overall experience for everyone involved.

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Let's Talk Science. (2020). Visualizing your career.
<https://letstalkscience.ca/educational-resources/lessons/visualizing-your-career>

Outline for the exercise

Duration: 2 sessions of 40-60 minutes each.

Size of the group: Maximum 15 participants.

Required materials:

- Comfortable seating arrangements.
- Pen and paper for writing down experiences.

Exercise Plan Step-by-Step

1.	Day 1. Introduction (5 min.): <ul style="list-style-type: none">- Gather the group sit together in a circle.- Gather participants in a quiet and comfortable space.- Explain that participants will imagine themselves on their first day of work, with two different paths to choose from.
2.	Guided Visualization (15 min.): <ul style="list-style-type: none">- Instruct participants to get into a comfortable position and take a few deep breaths.- Describe the scenario of standing at a fork in the road with two paths ahead.- Read the provided first script aloud (first path), guiding participants through the visualization process.- Encourage participants to engage their senses and imagine themselves in the described scenarios.
3.	Personal Reflection and Writing (15 min.): <ul style="list-style-type: none">- After the guided visualization, prompt participants to write down their observations, thoughts, and feelings about each path they visualized.- Encourage participants to capture as much detail as possible about their experiences.



4.	<p>Reflection and Sharing (20 min.):</p> <ul style="list-style-type: none"> - Gather the group back together in a circle. - Invite participants to share any insights or reflections they had during the personal reflection and writing time. - Encourage participants to share their thoughts and feelings with the group. - Thank participants for their participation and engagement.
5.	<p>Day 2 Review of Day 1 (5 min.):</p> <ul style="list-style-type: none"> - Briefly recap the previous day's exercise and key insights shared by participants.
6.	<p>Guided Visualization for the Second Path (15 min.):</p> <ul style="list-style-type: none"> - Instruct participants to get into a comfortable position and take a few deep breaths. - Read the provided script aloud, guiding participants through the visualization process for the second path. - Encourage participants to engage their senses and imagine themselves in the described scenario.
7.	<p>Personal Reflection and Writing (15 min.):</p> <ul style="list-style-type: none"> - After the guided visualization, prompt participants to write down their observations, thoughts, and feelings about the path they visualized. - Encourage participants to capture as much detail as possible about their experiences.
8.	<p>Reflection and Sharing (20 min.):</p> <ul style="list-style-type: none"> - Gather the group back together in a circle. - Invite participants to share any insights or reflections they had during the personal reflection and writing time. - Facilitate a discussion around the provided questions, focusing on comparing the two paths and identifying what participants liked best. - Thank participants for their participation and engagement.

Proposal for conclusions and evaluation

This exercise lets young people explore career aspirations and preferences in a safe and supportive environment. By utilizing guided visualization, reflective writing, and group discussion, the exercise aims to promote self-awareness, resilience, and creative problem-solving skills among young people, particularly those facing mental crises.

Exercise No. 4: Future Goals Imagery Exercise

Aim of the exercise

The exercise aims to help participants envision their future goals, identify barriers, and outline action steps to overcome them. It encourages reflection on sources of

confidence, personal strengths, and ideal environments for success. By synthesizing these insights into an action plan, participants are empowered to pursue their employability opportunities with confidence and clarity.

Learning outcomes of the exercise

Knowledge:

Increased self-awareness: Participants gain insights into their personal goals, strengths, and areas for growth.

Understanding of barriers: Through visualization, participants identify potential obstacles that may hinder their progress toward their goals.

Knowledge of action steps: By outlining concrete steps to overcome barriers, participants develop strategies for achieving their objectives.

Skills:

Goal setting: Participants practice visualizing and articulating their future goals, enhancing their ability to set achievable objectives.

Problem-solving: Identifying barriers and outlining action steps requires participants to engage in critical thinking and problem-solving skills.

Writing skills: Writing down goals, barriers, and action steps helps participants refine their ability to communicate effectively on paper.

Attitude:

Confidence-building: Reflecting on sources of confidence and strengths can boost participants' self-esteem and belief in their ability to succeed.

Proactivity: By creating a plan of action, participants cultivate a proactive mindset.

Positive outlook: Encouraging participants to envision their ideal environments promotes a positive outlook and motivation to strive for their goals.

Short theoretical introduction to the exercise

The exercise utilizes visualization techniques and expressive activities to help participants build a mental landscape where they can explore their aspirations and overcome barriers in a secure and encouraging setting. For young individuals who have experienced significant stress and adversity, creating a supportive environment is crucial. Trauma and challenging experiences can undermine stability and control, resulting in heightened stress, anxiety, and emotional dysregulation. Visualization techniques enable participants to mentally construct a space where they feel safe and empowered, facilitating relaxation, self-reflection, and emotional healing. By engaging participants in visualizing their future goals and identifying their strengths, this exercise encourages a proactive approach to personal growth. The use of creative elements such as drama therapy enhances this process by allowing



participants to express their inner thoughts and feelings in a non-threatening manner. This creative engagement helps deepen their connection to their visualized goals, making the experience more immersive and impactful. Introducing guided discussions and reflective practices within this supportive framework promotes a sense of community and mutual understanding among participants. Sharing their aspirations and strategies in a group setting not only reinforces the therapeutic benefits of the exercise but also helps participants feel validated and supported by their peers. This collective engagement fosters resilience, empowerment, and a shared commitment to personal and communal growth, making the exercise a powerful tool for young people navigating the challenges of recent global crises.

Impact of the exercise on young people's entrepreneurial competences

Goal setting: The exercise empowers young people to visualize and articulate their future aspirations, fostering the development of goal-setting competences essential for entrepreneurial success.

Problem-solving: By identifying barriers and devising actionable steps to overcome them, participants enhance their problem-solving skills, a critical competence in navigating the challenges.

Encouraging innovation: By fostering a mindset of openness and creativity, the exercise encourages participants to explore innovative solutions to challenges.

Resilience and empowerment: Through confronting and overcoming barriers, participants develop resilience and empowerment, essential competences for navigating the uncertainties in the work environment.

What features of this exercise make it particularly suitable for young people in mental crisis?

Empowering structure: The exercise provides a structured yet flexible framework that empowers young people to explore their thoughts and emotions at their own pace, fostering a sense of control and autonomy.

Nurturing environment: Participants engage in a nurturing and non-judgmental atmosphere where they can express themselves freely, fostering a sense of safety and acceptance crucial for individuals grappling with mental health challenges.

Creative expression: Incorporating drama therapy techniques, the exercise encourages creative expression, offering young people in mental crisis a therapeutic outlet to process their feelings and experiences in a safe and supportive space.

Recommendation for the trainers

- It is recommended that trainers thoroughly review the outline and become familiar with the guided visualization scripts before conducting the exercise. They should practice delivering them in a calm and engaging manner. Trainers

should ensure the environment where the exercise takes place is comfortable, quiet, and free from distractions. It's also recommended to emphasize confidentiality and respect among participants to encourage open sharing.

- Trainers are encouraged to be flexible in their approach to accommodate the needs and preferences of the participants. They should adjust the pacing, tone, and level of guidance during the visualization based on the group dynamics and individual responses.
- It is recommended that trainers actively encourage participation throughout the exercise by asking open-ended questions, promoting reflection, and facilitating meaningful discussions. They should strive to create a supportive atmosphere where participants feel valued and heard. This approach can enhance engagement and enrich the overall experience for everyone involved.

Bibliography

Skeens, L. M. (2017). Guided Imagery: A Technique to Benefit Youth at Risk. National Youth-At-Risk Journal, 2(2), 92-106.

Outline for the exercise

Duration: about 50 minutes.

Size of the group: 6-12 participants.

Required materials:

Paper and pens or pencils.

Comfortable seating arrangements or cushions.

Exercise Plan Step-by-Step

1.	Introduction (5 min.): <ul style="list-style-type: none">- Gather the group sit together in a circle- Provide a brief overview of the exercise.- Explain that the purpose of the exercise is to explore personal goals, identify barriers, and brainstorm action steps towards achieving those goals.- Emphasize the importance of relaxation and self-reflection during the exercise.
2.	Guided Relaxation (5 min.): <ul style="list-style-type: none">- Encourage participants to find a comfortable seated position and close their eyes.- Guide them to focus on their breath, taking slow, deep breaths to help



	<p>relax their bodies and minds.</p> <ul style="list-style-type: none"> - Allow a few moments of silence for participants to center themselves and let go of any tension.
3.	<p>Brainstorming Goals and Barriers (10 min.):</p> <ul style="list-style-type: none"> - Instruct participants to take out a piece of paper and brainstorm their responses to the following prompts: <ul style="list-style-type: none"> o What is a goal that I want to complete? <ul style="list-style-type: none"> ▪ What are the barriers (or perceived barriers) to accomplishing this goal? o What are some action steps that I can take to obtain this goal? - Encourage participants to write down their thoughts and ideas freely, without judgment or self-censorship.
4.	<p>Brainstorming Confidence and Strengths (10 min.):</p> <ul style="list-style-type: none"> - Next, instruct participants to take out a second piece of paper and brainstorm their responses to the following prompts: <ul style="list-style-type: none"> o Where do I feel most confident in my life? o Is there anyone that I can be with to enhance my confidence? Or, do I need to eliminate any negativity (person or circumstance) in my life that impedes my confidence? o What are my greatest strengths to accomplish this goal (intellectual, social, physical, etc.)? o What kind of environment do I need to be in to be most successful? - Encourage participants to reflect on their past experiences and personal qualities that contribute to their confidence and success.
5.	<p>Script Writing (10 min.):</p> <ul style="list-style-type: none"> - Instruct participants to combine their responses from sections to create a creative script that incorporates their goals, barriers, action steps, confidence, strengths, and ideal environment. - Encourage creativity and imagination in writing their scripts.
6.	<p>Sharing and Discussion (10 min.):</p> <ul style="list-style-type: none"> - Invite participants to share their scripts with the group, if they feel comfortable doing so. - Facilitate a discussion where participants can reflect on their scripts, share insights, and offer support and encouragement to one another. - Emphasize the importance of self-awareness, resilience, and empowerment in pursuing their goals.

Proposal for conclusions and evaluation

In conclusion, trainers can encourage participants to take their scripts with them as a reminder of their goals and strengths.

Overall, the "Future Goals Imagery Exercise" has the potential to serve as a valuable tool for empowering young people to pursue their entrepreneurial aspirations with confidence, resilience, and creativity. To evaluate the effectiveness of the exercise, trainers can encourage participants to provide feedback immediately after the

exercise, focusing on their experiences, insights gained, and suggestions for improvement.

Exercise No. 5: Safe Place

Aim of the exercise

This exercise aims to help participants feel secure, explore emotions openly, and foster a supportive community environment for mutual understanding and empower individuals to access this inner resource whenever needed, enhancing their psychological resilience.

Learning outcomes of the exercise

Knowledge:

Understanding of Safe Spaces: Participants will gain an understanding of the concept of a "safe space" and the psychological importance of having a mental or virtual sanctuary.

Sensory Awareness: Participants will develop knowledge about the role of different senses (sight, sound, smell) in creating a sense of safety and comfort.

Post-Traumatic Growth Principles: Participants will acquire an understanding of how creating safe spaces can support post-traumatic growth and emotional resilience.

Skills:

Creative Visualization: Participants will enhance their ability to use imaginative exploration to visualize and construct personalized safe spaces.

Technological Proficiency: Participants will learn how to use virtual reality tools and applications (such as Tilt Brush) to create virtual environments.

Communication and Sharing: Participants will develop skills in articulating and sharing their safe space experiences with others, fostering better communication and empathy.

Attitude:

Empathy and Support: Participants will cultivate a supportive and empathetic attitude towards themselves and others, recognizing the value of shared experiences in trauma recovery. *Self-Empowerment:* Participants will build a sense of empowerment by understanding and accessing their inner resources for safety and comfort.

Openness to Innovation: Participants will develop a positive attitude towards using innovative digital tools and creative methods for emotional well-being and trauma recovery.



Short theoretical introduction to the exercise

Creating a safe space is a fundamental concept in therapeutic practices, particularly in drama therapy, where it serves as a cornerstone for emotional exploration and healing. This exercise leverages the power of visualization and sensory engagement to help participants construct a mental environment where they feel secure and at ease. The theoretical foundation lies in the understanding that a safe space, whether physical or imagined, allows individuals to lower their defenses, facilitating emotional openness and self-discovery. For individuals who have experienced trauma, the need for a safe space becomes even more critical. Trauma can disrupt one's sense of safety and stability, leading to heightened anxiety, hypervigilance, and difficulty in emotional regulation. Visualization techniques provide a means for trauma survivors to reclaim a sense of control and calm by mentally creating environments where they feel secure. Focusing on sensory details—such as sights, sounds, and smells—helps deepen their immersion in this safe environment, making the experience more vivid and impactful. Introducing virtual reality (VR) into this therapeutic context adds a modern dimension to the exercise. VR technology, such as the Tilt Brush app, provides an interactive platform for participants to create and manipulate their envisioned safe spaces, offering a tangible form of their mental imagery. This integration of technology not only enhances engagement but also provides a creative outlet for self-expression. Sharing these virtual safe spaces within the group fosters a sense of community and mutual understanding, reinforcing the therapeutic benefits of the exercise and helping trauma survivors feel seen and supported.

Impact of the exercise on young people's entrepreneurial competences

Enhanced Self-Awareness: By visualizing and creating safe spaces, participants learn to identify their emotional needs and triggers. This self-awareness helps them manage stress and anxiety, enabling them to maintain focus and make rational decisions in challenging work environments.

Empowerment and Confidence: The exercise also fosters a sense of empowerment and confidence among participants. By creating and controlling their safe spaces, young people experience a sense of agency and mastery over their environment. This empowerment translates into increased confidence in their entrepreneurial abilities, as they learn to trust their instincts and capabilities.

Creative Thinking and Problem-Solving Skills: The exercise encourages participants to engage in imaginative exploration to design their safe spaces, which requires them to think creatively about what elements contribute to their sense of security and comfort. Using virtual reality tools like "Tilt Brush" further enhances their ability to visualize and create complex ideas.

What features of this exercise make it particularly suitable for young people in mental crisis?

Safe and Non-Judgmental Environment: This exercise creates a safe and non-judgmental environment, which is crucial for young people in mental crisis. By focusing on building a personal safe space, participants are encouraged to explore their emotions and needs without fear of criticism or judgment. This fosters a sense of security and trust, essential for individuals dealing with trauma and mental health challenges. The supportive group dynamic further reinforces this safe environment, allowing participants to feel understood and validated.

Engagement Through Creative Expression: Creative expression is a powerful tool for mental health, particularly for young people who might struggle with traditional forms of communication. This exercise leverages imaginative exploration and creative activities, such as visualization and virtual reality, to help participants express their thoughts and feelings in a non-verbal manner. Engaging in creative tasks can be therapeutic, offering an outlet for emotions and providing a sense of accomplishment and relief from mental distress.

Use of Technology for Accessibility and Immersion: The integration of technology, such as virtual reality apps, makes the exercise more accessible and immersive for young people. Many young individuals are familiar and comfortable with digital tools, making this approach appealing and relatable. The immersive nature of VR helps deepen the engagement, allowing participants to fully immerse themselves in their safe spaces. This technological component can make the therapeutic process more effective by creating vivid and interactive experiences that resonate with young people.

Recommendation for the trainers

- It is recommended that before initiating the exercise, trainers ensure that the training environment is welcoming, inclusive, and free from judgment. It's crucial to be mindful that the word "safe" may be triggering for those who have recently experienced trauma, and the concept of "feeling safe" may not feel attainable. Instead, consider using terms like "special place" or "comfortable place" to describe the visualization exercise.
- Furthermore, providing clear and concise instructions for the exercise, including guidance on how to engage with the visualization process and utilize virtual reality tools if applicable, is essential. Trainers should be prepared to offer guidance and support to participants who may need assistance navigating the exercise or expressing their emotions. This ensures that all participants feel supported and empowered throughout the exercise.

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connection/fileSendAction/fcType/0/fcOid/478274755608055719/filePointer/478556595885548365/fodoid/478556595885548356/Safe%20Place%20Imagery%20Script.pdf

Outline for the exercise

Duration: 50-60 min.

Size of the group: depends on the size of the environment and the available digital tools (Maximum 8 people).

Required materials:

- Chairs or cushions.
- Virtual reality tools (HTC Vive , Valve Index , Oculus Rift , Oculus Quest or Windows Mixed Reality virtual reality system).
- Phones or tablets (if there is a shortage of virtual reality tools).
- Tilt Brush app or another drawing program.

How ICT tools could be used in this exercise:

- Virtual Reality (VR) Headsets: Participants can use VR headsets with apps like Tilt Brush to create immersive safe spaces. VR technology enables them to visually and spatially design their environments.
- Digital Visualization Apps: Participants can alternatively use digital drawing or painting apps on their devices to craft their safe spaces. These apps offer tools for customization, allowing participants to evoke feelings of comfort and security.

Exercise Plan Step-by-Step

1.	<p>Introduction and Preparation (5 min.):</p> <ul style="list-style-type: none"> - Place the chairs or cushions in a circle - Invite participants to sit comfortably and relax, encouraging them to trust their imagination. - Emphasize the importance of breathing and its influence on the nervous system. - Guide participants to close their eyes or maintain a soft gaze, and focus on their breathing, allowing it to become even and comfortable.
2.	<p>Imagery Exploration (10 min.):</p> <ul style="list-style-type: none"> - Lead participants through a visualization exercise to imagine themselves in a special place. - Encourage participants to envision a place where they feel completely comfortable and safe, whether real or imaginary. - Prompt participants to engage all their senses, appreciating the sounds, smells, textures, and visuals of their chosen environment. - Guide participants to notice details such as the time of day, temperature, presence of others, and any additional elements that enhance their sense of comfort.

3.	Reflection and Adjustment (5 min.): <ul style="list-style-type: none">- Encourage participants to reflect on their imagined safe place, considering if any adjustments or additions are desired to enhance comfort.- Prompt participants to visualize bringing in or removing elements from their safe place as needed to make it even more comforting.- Allow time for participants to make these adjustments in their imagination.
4.	Gratitude and Closure (5 min.): <ul style="list-style-type: none">- Guide participants to express gratitude to themselves for taking this time for self-care and relaxation.- Encourage participants to reassure themselves that they can return to this safe place whenever needed for relaxation and replenishment.- Remind participants that they can gently transition back to the present moment whenever they are ready.
5.	Recreation (20 min.): <ul style="list-style-type: none">- Arrange chairs further apart to ensure ample space for participants to use virtual reality devices or apps.- Instruct participants to recreate their safe environment using virtual reality devices (such as the app "Tilt Brush") or apps on phones or tablets.- Offer assistance and guidance to participants who may need support in using the technology or navigating the app.
6.	Sharing (10 min.): <ul style="list-style-type: none">- Rearrange the chairs back into a circle- Facilitate a sharing session where participants describe their experiences and what makes their safe place meaningful to them.

Proposal for conclusions and evaluation

In conclusion, trainers can reiterate the importance of self-care and encourage participants to continue exploring relaxation techniques and safe place imagery for emotional well-being.

This exercise encourages self-expression, creativity, and emotional healing by creating a safe and supportive environment for participants to visualize and share their safe spaces. To evaluate the effectiveness of the exercise trainers can observe participants during the exercise to assess its effectiveness in achieving the intended learning outcomes.



STORYTELLING - MOTIVATION

Exercise No. 1: Our House

Aim of the exercise

The exercise designed to foster collaboration, communication, and the ability to find common ground – skills important for both group dynamics and future planning.

Learning outcomes of the exercise

Knowledge:

Group Dynamics: Participants gain insight into how groups make decisions, handle conflict, and balance individual needs with collective goals.

Design Principles: Depending on the complexity of the tools used, some basic concepts of space planning, interior design, or even environmental considerations might be introduced.

Self-Awareness: Reflecting on preferences helps participants better understand their own needs and priorities within a group context.

Skills:

Collaboration: Working together harmoniously on a shared project strengthens collaborative skills.

Communication: Participants practice clear expression of ideas, active listening, and finding ways to articulate their preferences.

Negotiation and compromise: The exercise helps how to reach agreements, find solutions that incorporate diverse needs, and compromise effectively.

Problem-solving: Participants develop problem-solving techniques within design constraints and group decision-making.

Visualization: The exercise allows for practicing translating ideas into visual representations.

Attitudes:

Openness to collaboration: Participants may develop a greater appreciation for the benefits of working together and incorporating different perspectives.

Empathy: Understanding and accommodating the needs of others fosters empathy within the group.

Respect for differences: The process encourages respecting diverse viewpoints and finding common ground.

Flexibility: Learning to adapt one's initial ideas based on group input develops flexibility.

Short theoretical introduction to the exercise

In a world focused on the individual, exercises fostering cooperation, communication, and understanding are essential. The "Our House" exercise uniquely addresses these areas by placing participants in the role of co-designers. The task is simple yet profound: together, they must design a shared living space, negotiating preferences and blending desires into a cohesive whole.

This exercise draws its power from the concept of "home." Home is more than just a structure; it represents safety, identity, and belonging. Participants naturally bring their individual needs and aspirations to the process. What emerges is a microcosm of real-world collaboration. The "Our House" exercise provides a safe space to practice communication, problem-solving, and compromise – vital skills for navigating shared living experiences and building a sense of community.

Whether using simple drawing tools or sophisticated design apps, the exercise encourages visualization and a future-oriented mindset. Through the post-exercise discussion, deeper learning unfolds. Participants reflect on their decision-making processes, how well they incorporated diverse viewpoints, and their own willingness to adapt. The "Our House" exercise cleverly cultivates essential skills for group dynamics while subtly fostering empathy, respect, and an appreciation for finding shared solutions.

Impact of the exercise on young people's entrepreneurial competences

Creative Problem-Solving and Innovation: Designing a shared living space inherently involves problem-solving. Participants encounter limitations like space constraints, diverse needs, and other considerations. The exercise encourages them to think creatively, brainstorm solutions, and come up with innovative ways to integrate everyone's preferences. This translates directly to the entrepreneurial world, where creative problem-solving is crucial for overcoming challenges and developing unique products or services.

Communication and Negotiation: The exercise hinges on effective communication. Participants need to clearly articulate their ideas, actively listen to others' perspectives, and find ways to bridge potential gaps. Negotiation becomes essential as they learn to find solutions that incorporate diverse needs and arrive at a mutually beneficial agreement. These same communication and negotiation skills are fundamental for young entrepreneurs who need to pitch ideas to investors, collaborate with partners, and navigate complex business relationships.

Adaptability and Openness to Feedback: During the design process, initial ideas will inevitably need to be adapted. Participants learn to be flexible, listen to feedback from others, and adjust their plans accordingly. This fosters an openness to new ideas



and a willingness to pivot, both of which are crucial qualities for young entrepreneurs operating in a dynamic and ever-changing business landscape.

What features of this exercise make it particularly suitable for young people in mental crisis?

Focus on Collaboration and Connection: Mental health crises can leave individuals feeling isolated and disconnected. This exercise promotes a sense of community and belonging by encouraging young people to work together towards a shared goal. The collaborative process fosters a sense of support and reminds them they are not alone.

Safe and Symbolic Expression: Creating a house offers a safe and metaphorical space for expressing emotions and exploring aspirations. Young people might project their anxieties about safety, control, or future uncertainties onto the house design. This provides a non-threatening outlet for exploring these emotions and fostering self-understanding.

Emphasis on Future Orientation: Mental crisis often disrupts an individual's sense of future and hope. "Our House" exercise prompts young people to visualize a shared future, encouraging positive goal setting and focusing their thoughts on future possibilities. This helps shift the focus from current difficulties and provides a sense of hope.

Recommendation for the trainers

Assess Needs and Adapt: Consider participants' ages, specific challenges, and comfort with technology. Adapt the exercise's complexity and the type of digital tools used accordingly.

Encourage Participation: Ensure everyone has a voice and feels heard. If some participants are hesitant, start with smaller decisions or invite them to collaborate with a partner.

Positive Focus: Emphasize strengths and celebrate creative solutions. Avoid negativity or judging individual ideas.

Bibliography

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Outline for the exercise

Duration: 40-50 minutes

Size of the group: 8-10 people

Required materials: tablets or computers

How ICT tools could be used in this exercises: Tablets for Drawing: This would work well for basic sketching and brainstorming. House Designing Apps: These apps can offer a more structured experience with 3D elements, encouraging greater spatial awareness and detailed planning. A few recommended app: SketchUp, Planner 5D, Floorplanner, SmartDraw.

Exercise Plan Step-by-Step

1.	Preparation <i>Trainer:</i> Sets up a comfortable workspace with ample room for collaboration. Prepares materials: Tablets pre-loaded with preferred drawing or house design apps or, large paper, markers, coloured pencils, etc., if using a traditional drawing approach. Plans a brief warm-up activity (icebreaker game, simple improve exercise). <i>Participants:</i> Arrive and settle into the workspace.
2.	Introduction <i>Trainer:</i> Welcomes participants and provides a brief overview of the exercise's focus on collaboration and communication. Leads the warm-up activity to build rapport and get the group energized. <i>Participants:</i> Engage in the warm-up activity, getting to know each other in a playful way.
3.	Main Exercise: Designing the House <i>Trainer:</i> Explains the "Our House" task, emphasizing the collaborative creation of a shared living space. Sets clear guidelines on respecting diverse ideas and working together effectively. Provides basic technical guidance on the drawing tablets or house design apps. Circulates throughout the design phase, offering support in the form of open-ended questions: "What are some ways you can incorporate everyone's wishes?" "How can you find a creative solution to this challenge?" Encourages compromise and reminds participants of the shared goal. <i>Participants:</i> Brainstorm ideas for their shared house, considering everyone's needs and desires. If using apps, explore the features to bring their vision to life. If drawing, collaborate on a physical sketch of their house. Actively listen to each other and engage in respectful discussion about design choices.

	<p>Work through any disagreements constructively, focusing on finding mutually satisfying solutions.</p> <p>Create the house, floor by floor, along with the furnishings and garden.</p>
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Proposal for conclusions and evaluation

Group Discussion: Facilitate a conversation centred on the experience. Ask participants to reflect on:

Collaboration: How well did the team work together? What were the strengths and areas for improvement?

Communication: Was everyone's voice heard? Was communication clear and respectful?

Problem-solving: How did the team handle challenges and disagreements?

Learning: Did they discover anything new about themselves or others?

Exercise No. 2: House, Tree, Dog

Aim of the exercise

The aim of the "House, Tree, Dog" exercise is to improve non-verbal communication, empathy, cooperation, and leadership skills among participants through a creative drawing activity done in pairs.

Learning outcomes of the exercise

Knowledge:

Participants gain a deeper understanding of non-verbal communication channels like body language and movement, and acquire knowledge about the importance of non-verbal communication in conveying ideas and emotions effectively.

Skills:

Non-verbal communication: Improve their ability to express ideas and collaborate silently.

Empathy: Develop their ability to understand and consider another person's perspective.

Cooperation: Enhance their ability to work together effectively towards a common goal.

Leadership (indirect): (Potential outcome) May identify individuals who naturally take a guiding role within a team.

Attitudes:

Teamwork: Promotes a positive attitude towards collaboration and shared responsibility.

Openness: Encourages openness to different ideas and approaches in a non-judgmental environment.

Problem-solving: Develops a problem-solving mindset by requiring participants to find creative solutions through non-verbal communication.

Short theoretical introduction to the exercise

The "House, Tree, Dog" exercise is grounded in the principles of drama therapy, which harnesses the power of creative expression to promote personal growth and development. Rooted in the belief that individuals can explore and address emotional and interpersonal issues through dramatic techniques, this exercise offers a unique opportunity for participants to engage in non-verbal communication and empathy-building.

Drawing from the foundations of psychodrama and improvisational theatre, the exercise invites participants to tap into their imagination and creativity. By visualizing a landscape with key elements—a house, a tree, and a dog—participants embark on a journey of self-expression and collaboration. Through silent drawing and shared creation, they navigate the complexities of interpersonal dynamics, fostering cooperation and mutual understanding.

This exercise not only cultivates essential skills such as non-verbal communication and cooperation but also promotes introspection and emotional awareness. As participants reflect on their experiences and engage in group discussion, they deepen their understanding of themselves and others, ultimately fostering a supportive and empathetic community.

Impact of the exercise on young people's entrepreneurial competences

The "House, Tree, Dog" exercise, while not directly targeting all aspects of entrepreneurial competence, can provide a strong foundation for several key skills young people will need on their entrepreneurial journey. Here's how it supports specific entrepreneurial competences:

Communication and Teamwork:

Non-verbal communication: Entrepreneurs need to effectively communicate their vision to investors, customers, and partners. This exercise hones their ability to convey ideas and collaborate silently, a valuable skill for situations where clear presentation may not be possible (e.g., brainstorming sessions, quick pitches).



Empathy: Understanding customer needs and perspectives is crucial for entrepreneurs. The exercise strengthens empathy by requiring participants to consider their partner's vision. This translates to entrepreneurs being able to better understand their target market and tailor their products or services accordingly.

Cooperation: Successful ventures often require collaboration with team members, partners, and investors. This exercise fosters teamwork by requiring participants to work together seamlessly towards a common goal.

Creativity and Problem-Solving:

Creative problem-solving: Entrepreneurs need to find creative solutions to challenges. The exercise encourages participants to think outside the box and find ways to merge their ideas into a single image. This translates to approaching business challenges with a creative mindset.

Leadership (indirect):

Indirect leadership: While not the main focus, the exercise can uncover natural leaders who may subtly guide the drawing process. This can help young people identify their leadership potential and develop these skills in future entrepreneurial endeavors.

By strengthening these core skills, the "House, Tree, Dog" exercise provides a foundation for young people to build their entrepreneurial competence. It equips them with the ability to communicate effectively, collaborate with others, think creatively, and potentially even take on leadership roles. These skills will be essential as they navigate the challenges and opportunities of the entrepreneurial world.

What features of this exercise make it particularly suitable for young people in mental crisis?

Non-verbal communication: For young people struggling to express themselves verbally due to anxiety or emotional distress, this exercise allows them to communicate through body language and movement. This can be a less stressful way to participate and build confidence.

Focus on the present: The exercise requires participants to be present in the moment and focus on the task at hand. This can be a helpful distraction for young people experiencing intrusive thoughts or rumination.

Structured activity: The clear instructions and defined goal of the exercise can provide a sense of structure and control for young people feeling overwhelmed.

Sense of accomplishment: Completing the drawing together can provide a sense of accomplishment and boost self-esteem for young people struggling with feelings of inadequacy.

Recommendation for the trainers

Preparation:

- Set clear expectations: Briefly explain the purpose of the exercise, emphasizing non-verbal communication, empathy, and cooperation.
- Gather materials: Provide a flat surface, paper, and a single marker for each pair.
- Create a safe space: Ensure the environment is comfortable and free from judgment.

Delivery:

- Clear instructions: Provide clear and concise instructions, including the time limit for the drawing.
- Start with closed eyes: Instruct participants to close their eyes and visualize their ideal landscape with the house, tree, and dog. This allows for individual creativity before merging ideas.
- Encourage silence: Remind participants to communicate only through nonverbal cues during the drawing.
- Observe and support: Be present to answer questions or provide clarification if needed, but avoid interrupting the creative process.

Debriefing:

- Individual reflection: After completing the drawing, ask participants to reflect on their experience and how they communicated nonverbally.
- Pair discussion: Encourage partners to discuss their feelings and challenges during the exercise. Did they find it easy or difficult to cooperate silently? How did they manage to integrate their ideas?
- Group discussion: Facilitate a group discussion about the overall experience. What were the key challenges and learnings? How can these skills be applied in real-world situations?

Additional Tips:

- Adapt the difficulty: For younger participants, you can simplify the task by asking them to draw just one of the three elements.
- Time variation: Adjust the drawing time based on the age and skill level of the participants.
- Positive reinforcement: Acknowledge and appreciate the effort and creativity displayed in each drawing.
- Connect to real-world applications: Discuss how effective communication and teamwork are essential in various aspects of life, including school projects, group activities, and future careers.



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Rubin, J. A. (2001). Approaches to art therapy: Theory and technique. Psychology Press.

Outline for the exercise

Duration: Approximately 30-45 minutes.

Size of the group: ideally 4-8 participants, but can be adapted for larger or smaller groups.

Required materials: Pieces of paper (one per pair), Markers (one per pair), Chairs arranged in pairs facing each other, Space for pairs to work comfortably

How ICT tools could be used in this exercise:

- ICT tools could be used to project images of different landscapes for participants to visualize during the exercise.
- After the exercise, participants could use digital platforms to share their reflections, experiences, and drawings with each other, fostering further discussion and collaboration.
- Online whiteboard tools could be utilized for virtual sessions, allowing participants to draw and collaborate in real-time.

Exercise Plan Step-by-Step

1.	<p>Introduction (5 minutes):</p> <ul style="list-style-type: none"> ● The facilitator welcomes the participants and explains the purpose of the exercise: to enhance entrepreneurial potential through drama therapy games. ● Briefly introduces the concept of non-verbal communication, empathy, cooperation, and leadership skills. ● Explains the structure of the exercise and the expected outcomes.
2.	<p>Pair Formation (2 minutes):</p> <ul style="list-style-type: none"> ● Participants are divided into pairs. If necessary, the facilitator can help in pairing individuals. <p>Setup (2 minutes):</p> <ul style="list-style-type: none"> ● Each pair sits facing each other, knees touching, with a piece of paper and a marker placed between them.

3.	<p>Imagery Visualization (3 minutes):</p> <ul style="list-style-type: none">• The facilitator instructs participants to close their eyes and visualize a landscape of their choice, with a house, a tree next to the house, and a dog next to the tree. Encourages participants to let their imagination run wild.
4.	<p>Drawing Task (10 minutes):</p> <ul style="list-style-type: none">• With eyes still closed, participants are asked to draw the landscape they imagined: a house, a tree, and a dog. They are to draw together, holding the marker simultaneously, without speaking.
5.	<p>Reflection (10 minutes):</p> <ul style="list-style-type: none">• Once the drawings are complete, participants open their eyes.• Each pair shares their feelings and experiences during the visualization and drawing process.• The facilitator guides a discussion on non-verbal communication, empathy, cooperation, and leadership skills observed during the exercise.• Participants analyze the drawings together, discussing how well they were able to influence each other without verbal communication.
6.	<p>Wrap-Up (3 minutes):</p> <ul style="list-style-type: none">• The facilitator summarizes key learnings and insights gained from the exercise.• Participants are encouraged to reflect on how they can apply these skills in entrepreneurial contexts.• Any questions or clarifications are addressed. <p>Closure (2 minutes):</p> <ul style="list-style-type: none">• The facilitator thanks the participants for their participation and concludes the session on a positive note, emphasizing the importance of practicing these skills in their entrepreneurial journey.

Proposal for conclusions and evaluation

The exercise proved effective in enhancing participants' entrepreneurial potential through experiential learning, fostering improved non-verbal communication, empathy, cooperation, and leadership skills. Feedback from participants and evaluation of their engagement and collaborative efforts during the activity will gauge its effectiveness. Overall, this exercise offers a valuable opportunity for participants to develop essential entrepreneurial competencies in a supportive environment, with ongoing evaluation ensuring its continued improvement and relevance.



Consider a brief check-in to see if participants are applying the skills learned in real-world situations.

Exercise No. 3: Auction

Aim of the exercise

The aim of the "Auction" exercise is to develop participants' emotional intelligence, financial literacy, ability to realize values, and resource management skills in a dynamic and engaging way. Through the process of buying and selling various items, participants learn to assess value, negotiate, and make strategic decisions with limited resources. Additionally, the exercise encourages participants to reflect on their own priorities and preferences, as well as those of others in the group.

Learning outcomes of the exercises

Knowledge:

Understanding of Value: Participants gain a deeper understanding of the concept of value, recognizing that it can be both objective (based on market price) and subjective (based on personal importance).

Emotional Intelligence Components: The exercise sheds light on the role of emotions in decision-making and how emotional states can be valued differently by individuals.

Skills:

Financial Literacy (Stage 1): Participants practice basic financial concepts like resource allocation and strategic decision-making under budget constraints.

Negotiation (Both Stages): The auction setting encourages participants to develop negotiation skills as they try to buy or sell items for the best possible price (tokens).

Self-Awareness (Stage 2): By valuing and bidding on emotional elements, participants gain greater self-awareness about their own priorities and what truly matters to them.

Attitudes:

Critical Thinking: The exercise encourages participants to think critically about value and how it's constructed, challenging them to go beyond traditional materialistic perspectives.

Openness to Experience: Participants are encouraged to be open to exploring different values and perspectives on what constitutes a "good buy" in both material and emotional realms.

Resourcefulness: The limited token system in the auction encourages participants to be resourceful in managing their resources and finding creative solutions to acquire what they value.

By participating in both stages of the auction, individuals can broaden their understanding of value, develop valuable skills, and cultivate a more mindful approach to resource management and decision-making

Short theoretical introduction to the exercise

The "Auction" exercise is designed to simulate a dynamic marketplace where participants engage in buying and selling various items, ranging from tangible possessions to intangible experiences and emotions. Drawing from principles of economics and psychology, the exercise taps into the dynamics of value perception, negotiation, and decision-making.

In traditional auctions, participants compete to acquire goods or services by offering the highest bid, reflecting their perceived value of the item. This exercise extends beyond material possessions to include abstract concepts and emotions, challenging participants to assess and assign value to a diverse range of items.

By participating in the auction, individuals have the opportunity to develop their emotional intelligence by considering the significance of intangible assets such as love, happiness, and relationships. Furthermore, the exercise fosters financial literacy as participants manage a limited budget of tokens, requiring strategic allocation and trade-offs.

Through this experiential learning activity, participants gain insight into their own values, preferences, and decision-making processes, while also developing key skills in negotiation, resource management, and empathy.

Impact of the exercise on young people's entrepreneurial competences

Value Recognition and Resource Management: The auction exercise hones young people's ability to recognize and prioritize value. By bidding on both material items and intangible concepts, they learn to differentiate between short-term desires and long-term goals. This translates to better resource management skills, a crucial aspect of financial planning and budgeting for any entrepreneurial venture.

Creative Problem-Solving and Negotiation: The limited resources (tokens) in the auction push participants to think creatively and negotiate strategically to acquire what they value most. This simulated marketplace experience equips young people with the ability to find creative solutions and negotiate effectively, essential skills for securing funding, attracting partners, and striking deals in the real world of entrepreneurship.

Self-Awareness and Risk Assessment: Bidding on emotional elements like happiness or success encourages young people to confront their own priorities and risk tolerance. They consider what they're willing to "pay" for certain outcomes. This self-awareness translates to a more informed approach to risk assessment, a vital skill for navigating the uncertainties inherent in any entrepreneurial journey.



What features of this exercise make it particularly suitable for young people in mental crisis?

Creativity Outlet: The exercise provides a creative outlet for young people, allowing them to explore their imagination and engage in playful interactions, which can be therapeutic during times of mental crisis.

Distraction and Engagement: Participating in the auction can serve as a distraction from negative thoughts or emotions, offering a structured and engaging activity that redirects focus away from stressors.

Empowerment Through Decision-Making: By giving participants agency to buy and sell items of value, the exercise empowers them to make choices and take control of their decisions, fostering a sense of autonomy and self-efficacy.

Social Connection: The group setting of the auction encourages social interaction and collaboration, providing opportunities for young people to connect with others, share experiences, and feel a sense of belonging, which can be particularly beneficial during times of isolation or loneliness.

Recommendation for the trainers

Trainers should approach the exercise with sensitivity and empathy, recognizing that participants may bring diverse experiences and emotional states to the activity. It's crucial to create a safe and supportive atmosphere where individuals feel comfortable expressing themselves without fear of judgment. Providing clear instructions and guidelines for respectful communication can help establish boundaries and promote constructive interaction among participants.

After the exercise, trainers should facilitate reflection sessions to allow participants to process their experiences and insights. Encouraging open dialogue about the emotions and thoughts evoked by the activity can foster deeper self-awareness and interpersonal understanding. Additionally, trainers should be prepared to offer individualized support to any participants who may require further assistance or guidance.

Bibliography

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Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. Random House.

Outline for the exercise

Duration: Approximately 60-90 minutes

Size of the group: 10-20 participants

Required materials:

- Tokens or play money (100 tokens per participant)
- Items or cards representing various objects, experiences, or emotions for auctioning
- Whiteboard or flip chart for keeping track of bids and transactions
- Markers or pens for writing down bids and transactions

How ICT tools could be used in this exercises:

- Online auction platforms or simulation games could be utilized to create a virtual auction environment, especially for remote or online sessions.
- Spreadsheet software or financial management apps could be used to track bids and transactions digitally, allowing for easier analysis and debriefing.

Exercise Plan Step-by-Step

1.	Stage 1: Financial Literacy (Inanimate Objects) Introduction and Setup (15 minutes): <ul style="list-style-type: none">• Welcome participants and explain the purpose of the exercise.• Distribute 100 tokens or play money to each participant.• Display a variety of items or cards representing inanimate objects available for auction (e.g., car, house, electronics).• Explain the rules of the auction and how bidding and transactions will work.
2.	Auction (30 minutes): <ul style="list-style-type: none">• Begin the auction for the inanimate objects, with participants bidding on items they wish to acquire.• Encourage active participation and negotiation among participants to determine fair prices for the items.
3.	Debriefing (15 minutes): <ul style="list-style-type: none">• Facilitate a discussion on the outcomes of the auction, including which items were most sought after and the strategies used by participants to acquire them.• Discuss the importance of strategic decision-making and resource allocation in the context of entrepreneurship.
4.	Stage 2: Emotional Elements (Related to Emotionality)

	<p>Introduction and Setup (15 minutes):</p> <ul style="list-style-type: none"> • Transition to the second stage of the exercise focused on emotional elements. • Introduce a new set of items or cards representing emotional elements (e.g., love, happiness, friendship, personal growth). • Remind participants of the rules and budget constraints for the auction.
5.	<p>Auction (30 minutes):</p> <ul style="list-style-type: none"> • Conduct the auction for the emotional elements, allowing participants to bid on items that resonate with them personally. • Encourage reflection and expression of individual values and priorities through bidding.
6.	<p>Debriefing and Reflection (15 minutes):</p> <ul style="list-style-type: none"> • Facilitate a discussion on the emotional elements auction, focusing on the value assigned to intangible concepts and the reasons behind participants' bids. • Encourage participants to reflect on the significance of their choices and how they align with their personal goals and aspirations.
7.	<p>Conclusion (10 minutes):</p> <ul style="list-style-type: none"> • Summarize the key learnings from both stages of the exercise, emphasizing the development of financial literacy, negotiation skills, and self-awareness. • Thank participants for their participation and engagement in the activity.

Proposal for conclusions and evaluation

In conclusion, the auction exercise effectively engaged participants in practical applications of financial literacy, negotiation skills, and self-awareness development. Participants navigated budget constraints and strategic decision-making during the auction, gaining valuable experience in managing resources and negotiating for optimal outcomes. Moreover, the exercise fostered deeper self-reflection and awareness by providing a platform for participants to explore their personal values and priorities through bidding on emotional elements.

Moving forward, evaluation should encompass assessing participants' comprehension of financial concepts, negotiation skills, and self-awareness development. Feedback from participants will provide insights into the exercise's effectiveness, enabling trainers to refine it for future implementations, ensuring its continued relevance and impact in youth development initiatives.

Exercise No. 4 : Me as a Brand

Aim of the exercise

The aim of this exercise is to help individuals identify their unique strengths and skills. By framing themselves as a "brand", participants are encouraged to think critically about how they can market their abilities to others in different areas of life.

Learning outcomes of the exercises

Knowledge:

Self-awareness: Participants gain a deeper understanding of their own strengths, values, and what makes them unique.

Marketing basics: Exposure to fundamental marketing concepts like identifying a target audience and crafting a compelling message.

Skills:

Self-presentation: Individuals practice how to articulate their skills and qualities in a positive, concise way.

Communication: The exercise fosters collaboration and communication skills within groups as they work together to create the commercial.

Video Production (Basic): Participants learn the fundamentals of video storytelling, including shot composition and editing using their smartphones.

Attitude:

Self-confidence: The act of promoting oneself as a "brand" can boost self-confidence and recognition of one's worth.

Appreciation of others: Watching the commercials of others fosters appreciation for the diverse skillsets and talents within the group.

Openness to feedback: The discussion element provides an opportunity to receive constructive feedback, promoting a willingness to learn and grow.

Short theoretical introduction to the exercise

The concept of self-branding has gained significant traction in a world where our online and offline identities increasingly merge. "Me as a Brand" is an exercise designed to translate this concept into a tangible, introspective experience. At its core, the exercise encourages participants to view themselves through a marketing lens. This approach reframes how we understand our skills, experiences, and personal



qualities. By thinking like marketers, we learn to identify our unique value proposition—the blend of attributes that makes us stand out. We begin to see ourselves not just as individuals, but as "brands" with something distinct to offer in various spheres of life. This drama exercise draws from principles of personal branding, which emphasizes strategic self-presentation and creating a positive image. It also taps into self-awareness theories, prompting participants to delve deeper into their strengths and passions. The collaborative aspect and focus on video production add a dynamic, engaging layer to this process of self-discovery. Ultimately, "Me as a Brand" challenges us to own our narrative. It provides tools for translating our potential into a compelling message that resonates with others, whether in a professional setting, within our relationships, or as active members of our communities.

Impact of the exercise on young people's entrepreneurial competences

Opportunity Recognition & Initiative: By framing their own skills and strengths as marketable assets, young people develop the ability to identify potential opportunities where they can contribute value. The exercise encourages them to think proactively about how they can apply their unique "brand" to real-world problems or needs.

Creativity & Innovation: The task of creating a commercial demands imaginative thinking. It forces participants to find creative ways to showcase their skills and present themselves in a way that stands out from the crowd, fostering innovative problem-solving.

Self-Efficacy & Risk-Taking: The act of promoting oneself as a "brand" requires a degree of confidence and a willingness to step outside one's comfort zone. This exercise builds self-belief in young people while introducing the concept of calculated risk-taking, essential for any entrepreneurial endeavor.

What features of this exercise make it particularly suitable for young people in mental crisis?

Focus on Strengths: In a mental crisis, it's easy for individuals to fixate on perceived weaknesses. This exercise shifts the narrative, encouraging participants to identify and celebrate their positive qualities and talents, building much-needed self-esteem.

Creative Expression: Drama therapy techniques and the video creation process offer a safe outlet for self-expression. It provides a way for young people to channel their emotions and potentially difficult experiences into a constructive and empowering activity.

Connection: The group aspect of the exercise combats isolation and fosters a sense of community. Young people in mental crisis can gain support and encouragement from peers who are also working to discover their strengths and potential.

Recommendation for the trainers

Emphasize Process over Product: Remind participants the goal is self-reflection and skill-building, not creating the perfect commercial. Highlight moments of growth along the way.

Facilitate Meaningful Discussion: Ask open-ended questions to spark reflection on what participants learned about themselves. Help them connect the exercise to broader life goals and how these skills translate into other situations.

Consider Collaboration: Partnering with a marketing or business expert could add valuable insights for your group.

Bibliography

Simple Video production guide:

<https://drive.google.com/drive/folders/1xACxtZs9eujL5uEQ8y51NH27RfrlBQc>

Outline for the exercise

Duration: 50-60 minutes

Size of the group: 3-4 person per group

Required materials: mobile phones with video capabilities

How ICT tools could be used in this exercises: The participants will record and edit the videos on the smartphones.

Exercise Plan Step-by-Step

1.	Step 1: Introduction & Warm-Up (10-15 minutes) Explain the Concept: Briefly define personal branding and why it's valuable. Emphasize its focus on recognizing one's unique skills and qualities. Warm-Up Activity: A quick exercise can break the ice and foster a sense of playfulness.
2.	Step 2: Individual Reflection (15-20 minutes) Self-Exploration: Guide participants to brainstorm their strengths, skills, passions, and positive qualities. Provide prompts if needed. "Brand" Message: Ask them to condense their reflections into a few core statements about what they have to offer as a "brand." (Example: "I am creative, resourceful, and a good listener".)

3.	<p>Step 3: Group Formation & Commercial Creation (20-30 minutes)</p> <p>Form Groups: Divide participants into groups of 3-4. Role Assignment: One person is the "brand," others are the production team (scriptwriter, videographer, etc.). Groups discuss how to creatively showcase the "brand's" message. Filming: Provide time for groups to collaborate and film their one-minute commercials. Offer technical assistance if needed.</p>
4.	<p>Step 4: Viewing & Discussion (20-30 minutes)</p> <p>Screening: Watch all the commercials as a group. Positive Feedback: Start by having everyone share what they liked about each "brand" (e.g., "I loved your energy," "That was a creative way to show your skills.") Deeper Reflection: Ask open-ended questions like: "What did you discover about yourself during this exercise?" "How might these skills be useful beyond this workshop?"</p>

Proposal for conclusions and evaluation

Group Discussion on Future Focus: Briefly discuss how these insights about their "brand" might translate into taking positive action in their lives.

Exercise No. 5: Reward Cheque

Aim of the exercise

The Reward Cheque exercise aims to help participants reflect on their contribution to group goals and self-assess their progress in areas like empathy and communication. Through group discussion, it also encourages honest feedback and self-improvement strategies.

Learning outcomes of the exercises

Knowledge:

Understanding goal achievement: Participants gain insight into the connection between effort and the degree to which goals are met.

Self-awareness: Deepens understanding of strengths and areas for improvement in the context of the group's work.

Skills:

Self-evaluation: Enhances the ability to honestly assess one's contribution and learning.

Reflective practice: Develops the skill of critical thinking about one's own actions and progress.

Receiving feedback: Builds skills in processing constructive feedback from others.

Attitude:

Accountability: Fosters a sense of responsibility for personal growth within a group setting.

Open-mindedness: Encourages a receptive attitude toward constructive criticism and alternative viewpoints.

Growth mindset: Nurtures a belief in the potential for improvement through effort and feedback.

Short theoretical introduction to the exercise

The Reward Cheque exercise draws on several important psychological and therapeutic concepts to promote self-reflection and personal growth within group therapy settings. It incorporates elements of Goal Setting Theory, emphasizing the motivational power of setting clear goals and evaluating one's progress towards them. The exercise heavily emphasizes self-evaluation and feedback. By critically assessing their own contributions and comparing this to the group's perception, participants develop a more nuanced understanding of their strengths and areas for improvement. Additionally, the Reward Cheque exercise touches on Attribution Theory. Participants are encouraged to reflect on the factors, both internal and external, that influenced their outcomes. This fosters a balanced perspective of personal responsibility while acknowledging situational influences. The potential for cognitive dissonance, where discrepancies between self-perception and group feedback arise, can be a powerful motivator. This situation can drive the individual to better align their actions with desired outcomes in the future. Overall, the Reward Cheque exercise provides a structured and supportive environment for self-awareness, reflection on goal achievement, and the development of strategies for personal growth.

Impact of the exercise on young people's entrepreneurial competences

Goal-setting and Evaluation: The exercise reinforces the importance of setting specific goals and honestly evaluating progress. Entrepreneurs must have a clear vision and continuously assess their trajectory, making adjustments as needed.

Self-awareness and Accountability: By reflecting on their strengths, weaknesses, and contributions to a team effort, young people develop greater self-awareness. This is crucial for entrepreneurs who often need to assess their own skills and identify areas where they might need support.



Resilience and Growth Mindset: The process of receiving feedback, even if it highlights areas for improvement, can cultivate resilience. This strengthens the mindset of an entrepreneur, who needs the tenacity to learn from mistakes and iterate on their ideas.

What features of this exercise make it particularly suitable for young people in mental crisis?

Focus on Achievement: By highlighting personal contributions and progress towards goals, the exercise fosters a sense of accomplishment. This can be especially valuable for young people in crisis, who may be struggling with feelings of low self-worth or lack of motivation.

Structured Self-Reflection: The exercise provides a clear framework for self-evaluation. This guided introspection can be less overwhelming than open-ended self-analysis, making it more accessible for those experiencing emotional distress.

Supportive Feedback: The group dynamic offers an opportunity to receive constructive feedback in a safe and supportive environment. This can help young people develop a more balanced self-perception and challenge negative thought patterns that are common in mental crisis.

Recommendation for the trainers

Encourage Specificity: Ask for specific examples of how individuals contributed to the group's goals. This makes both self-assessments and feedback more concrete and helpful.

Facilitate Balanced Feedback: Ensure that feedback is constructive and focused on behaviors rather than personal traits. Encourage a mix of positive reinforcement and suggestions for improvement.

Outline for the exercise

Duration: 40-50 minutes

Size of the group: under 15 people

Exercise Plan Step-by-Step

1.	Framing the Exercise: Explain the purpose of the Reward Cheque exercise as a tool for self-reflection and recognition of progress. Emphasize that it's not about competition, but rather an opportunity for honest evaluation and growth.
2.	The Cheque: <ul style="list-style-type: none"> ● Distribution: Provide participants with blank "cheques" (simple pieces of

	<p>paper).</p> <ul style="list-style-type: none"> ● Explanation of Categories: Clearly explain the four categories on the cheque (group cooperation, empathy, financial management, self-advertisement – these can be adapted based on your group's focus). ● Reflection Time: Give participants sufficient time (around 5-10 minutes) to privately reflect on their contributions and how much they feel they've benefited in each category (from 1 to 25 points per category, total: 100).
3.	<p>Group Process:</p> <ul style="list-style-type: none"> ● Envelope Collection: Collect filled-out cheques in sealed envelopes, each marked with the participant's name. ● Random Selection: Shuffle the envelopes and have a participant randomly select one. ● The "Hot Seat": The person whose cheque is drawn sits in a designated chair and reveals their self-awarded total. ● Discussion: Facilitate a group discussion, asking: <ul style="list-style-type: none"> ○ Is the amount realistic? Why or why not? ○ What actions led to this self-assessment? ○ How could a higher reward have been achieved?
4.	<p>Repeat the Process</p> <ul style="list-style-type: none"> ● Continue drawing envelopes and facilitating discussions with each participant in the "hot seat".

Proposal for conclusions and evaluation

Summarize Key Takeaways: Facilitate a group discussion to highlight the main learnings from the exercise. Encourage participants to identify common strengths, areas for individual and group improvement, and any recurring themes that emerged during the discussions.

Action Planning: Guide participants to create individual action plans based on their self-assessments and the group feedback. These plans should be specific, achievable, and aligned with their overall goals within the drama therapy program.

Positive Reinforcement: Acknowledge and celebrate the group's willingness to engage in self-reflection and provide constructive feedback. Emphasize the importance of these skills for personal growth and success in future endeavors.



CONCLUSION

To maximize the impact of the activities provided in the MERCURY Toolkit, it is essential to deliver them with careful planning and sensitivity to participants' experiences. For further guidance, the MERCURY Recommendations for Youth Workers offer best practices in facilitation, trauma-informed approaches, and post-training support. Shaped by feedback from both young people and youth workers, these recommendations help ensure that youth workers create a safe and empowering learning environment.

The effectiveness of the Mercury TOOLKIT has been tested in international pilot trainings with two target groups - young people and youth workers. The training for youth workers took place in September 2024 and for young people in October 2024. Validation by both groups was successful. Both groups gave their feedback on the training and its content, and also showed us the way for possible corrections. Their opinions can also be found in the MERCURY Recommendations for Youth Workers.



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**draMa thERapy to inCrease the entrepreneURial
potential of Youth**

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