



FREE YOUR MIND
START NEW LIFE



**Co-funded by
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COURSEBOOK FOR STUDENTS

One of the main objectives of all experts in the Education and Development of young people is to improve the education system of their respective countries as it is capital to develop people with a good set of competencies for life, including mindfulness, emotional intelligence and determination.

It is known that young people with better competence to mindfully attend will be predictably more attentive, less anxious, will better control their impulses and display better academic performance with lower burnout levels and will feel more motivated by the task more prosocial and less aggressive. They will also have better emotional well-being levels. It has been suggested that such mindfulness competence can be enhanced by direct intervention in the classroom, which is relatively short and seeks to promote emotional aspects, together with the ability to fully attend time after time. It has been shown how EI correlates with mindfulness; thus, by working on both, we will perhaps further enhance them.

This Toolbook evaluates three dimensions that will allow educators to obtain youngsters' social behaviour profile and their social adjustment, namely: (1) Mindfulness - Increased focus, attention, self-control, classroom participation, and compassion. Improved academic performance, ability to resolve conflict, and overall well-being. (2) Emotions - To build healthy relationships and properly express their emotions. To show empathy to others and express themselves in a healthy and controlled way. (3) Priorities – To be organized and productive while ensuring they have plenty of time to finish assignments, study, complete household chores, and enjoy social and extracurricular activities. Knowing how to prioritize work and responsibilities is a lifelong skill.

With this Toolbook, we want to deepen the knowledge about the youth growing process beyond the simple definitions and bring it to the level of concepts and processes. We aim to support the establishment of training programs based on the achievement of measurable learning outcomes while supporting and taking into account individual specifics and learning needs. Also, we want to emphasize the importance of group processes, emotional conditions and the specific environment for the effectiveness of the proposed 30 days program.

In order to achieve this, we have prepared 30 self-development games that can be played by each individual who would like to start a new self-growing challenge. We have included concepts that are not widely known in the field of youth work (as well as in formal education) - Multiple intelligences, Socio-cognitive learning, Learning styles, Stages of development, Self-efficacy and others.

We tried to prepare this Toolbook to be as suitable as possible for people with different levels of experience in the field of NFL and to adapt it so that it can be used by people with different learning and perceptive styles. For this purpose, we have included many links to additional online-based materials, resources and templates that can be used. We have included an introduction to each activity for inspiration and reflective questions for self-evaluation. At various stages in the toolbook, the reader will find callouts giving additional information, an opportunity to upgrade the knowledge on the topic, assess the level of knowledge or receive some information in a different way.

This Toolbook can be used by educators and youth workers in any formal and non-formal educational environment. It can help them in creating a trustful relationship with the students and youngsters. On the other hand, will improve the capacity of youth work to help young people themselves learn to make the right decisions and take effective action. The youth workers can use each activity individually during the classes or as homework for the students. They can combine different activities or even propose a challenge to make this whole process more interesting to them. We are recommending organizing a

reflection session with the students after every activity in order to determine what worked and what didn't work for them.

The youth workers will be guided through a process of:

1. Treat young people with respect, valuing each individual and avoiding negative discrimination.
2. Respect and promote young people's rights to make their own decisions and choices, unless the welfare or legitimate interests of themselves or others are seriously threatened.
3. Promote and ensure the welfare and safety of young people, while permitting them to learn through undertaking challenging educational activities.
4. Contribute towards the emotional intelligence of the youngsters by making them more aware of their feelings and emotional expression

Additional values:

Values linked to personal development: autonomy; critical thinking; openness and curiosity; creativity.

Values linked to social development: communication; participation and democratic citizenship; solidarity and social justice; responsibility; transformative power of conflict.

Emotional values: unity—community, inclusiveness, cooperation, valuing our interdependencies, tolerance—acknowledging the dignity of all, respecting the rights of others, refusing to hate, being open to other points of view, responsibility—care for yourself, care for others, care for the future

Title: We are all connected

About the game

Emotional intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others. Emotional intelligence is generally said to include a few skills: namely emotional awareness, or the ability to identify and name one's own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes both regulating one's own emotions when necessary and helping others to do the same.

This exercise can help you work on one of the most fundamental skills related to emotional intelligence: understanding and accepting your own emotions.

You'll need another person for this activity. It can be a family member or a friend

Instruction

Here's how to do it:

Tell your partner that you will each have a chance to share an experience where they felt like a victim. Once you or your partner has explained the experience, you should explain how you felt as a result of his/her experience in as much detail as possible, thinking about their specific feelings at the moment and how it impacted them afterwards.

Allow 15 minutes or so for your partner to share the experience, and then switch roles.

Questions that you may ask:

What did you think first when you were told to share a difficult experience with another person?

How did you manage to share it? How did you feel when you shared it with someone else?

How did you feel after acknowledging and accepting your emotions?

Does this exercise help with accepting how certain experiences make us feel and that it is okay to feel a certain way after negative experiences?

Did you feel more at peace after accepting the emotions generated by your experience?

Would you consider using this exercise to evaluate and acknowledge your emotions after negative experiences?

In the end, think about the situation and try to understand the emotions that were evoked as a result of the conversation.

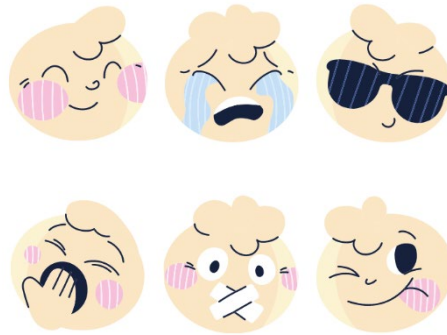
Title: Social Awareness

About the game

Social awareness is our ability to accurately pick up on the emotions of other people and understand what is really going on with them. This activity will help you to better "read the room" and gauge a response that is "connected" with the persons involved.

Instruction

This exercise includes five pictures of faces with various expressions and a list of emotions on the other side, like:



EMOTIONS: Stressed, Peaceful, Disappointed, Relaxed, Upset, Frustrated, Tired, Happy, Sleepy, Angry, Existed, Joy, Nostalgia, Relief, Romance, Sadness,

Title: Who Am I

About the game

Knowing ourselves is a multi-faceted process, and we have different ways to describe ourselves, varying from day to day, who we are with, and what we are doing. Our emotions and moods are changeable. Our personalities may differ or even mirror the people we are surrounded by. So, "Who Am I?" can have a spectrum of answers.

Who You Are is a creative approach to self-discovery where we create personal fanzines or narratives and collages that reflect our personality in response to the question "Who Am I?"

Instruction

The exercise starts with a paired meditation, taking it in turns, with one person asking "Who Am I?" and the partner giving a different response each time. Our variety of answers helps the participants to create a collage or mini-zine expressing their personal narratives.

It's okay that we have a spectrum of answers, this exercise helps us accept that we are multi-dimensional people. We can become more self-aware of how we act in different situations with different people and understand better why that might be.

For this game, you need one more person to play with.

"Who Am I?"

Title: Working on Emotions

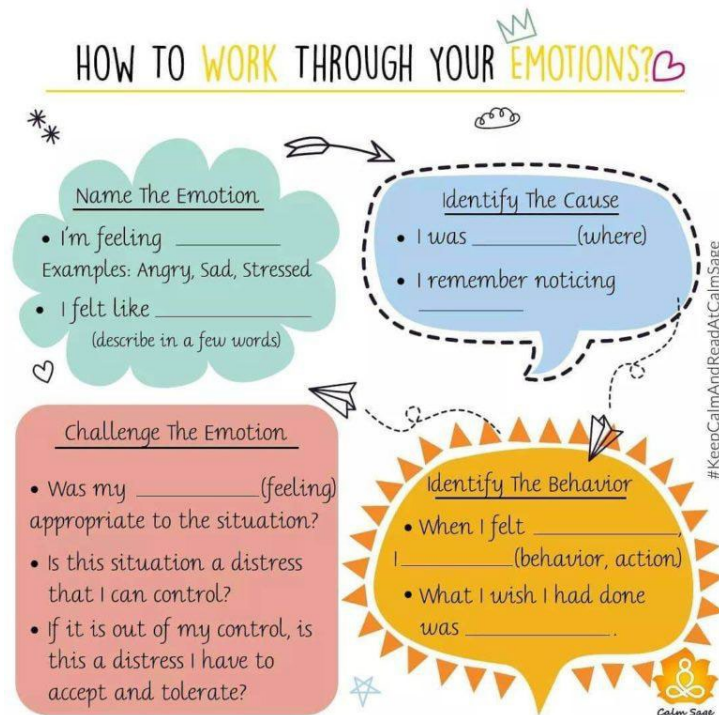
About the game

Being able to understand and manage emotions can lead to an overall better outlook on life and leave you feeling more positive about yourself and your situations. Emotions serve a wide range of purposes, from alerting us to danger to helping us build social connections. Learning how your emotions impact you and then being able to regulate them can increase self-esteem [and] confidence, and lead to a more fulfilling life.

Instruction

Here is an interactive graphic that will help you recognize and work on your emotions. If you are looking to work on all five components of emotional intelligence together then this is a great activity to opt for.

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Title: Reframe
About the game
Each individual perceives things differently. What's good or bad for me may not be so for you. Changing our points of view, especially when stressed out or angry can be a powerful tool to manage your emotions better at the moment.
Instruction
<p>There are two different types of reframes that you can do in such situations, maybe even when you are doing the above exercise by counting to ten: Context reframe: ask yourself, in what other situation would this event or behaviour be positive, e.g., when someone is too stubborn, wouldn't this be a great skill in tough times when you can't do it on your own?</p> <p>Content reframe: ask yourself, what can be another positive meaning of this situation or behaviour, e.g. you just missed the bus, what are the pros? The idea here is that your mind has a choice of how to perceive reality and you can train it to serve you best.</p> <p>Write the bad situation:</p> <p>_____</p> <p>Reframe:</p> <p>_____</p>

Title: Happy or Angry
About the game
Self-management builds on the basis of self-awareness and is the ability to control your emotions so that they don't control you. Self-management means you're able to control impulsive feelings and behaviours, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances. Many of us may have trouble managing emotions like anger, sadness, or frustration. Anger is a normal and healthy response to have in certain situations. Understanding your anger and how to manage it is important in maintaining relationships and self-control.
Instruction
<p>For this activity, think of a time when you were angry and how you handled it. Describe your reaction and behaviours in the lines provided below.</p> <p>The last time I was angry I...</p> <p>_____</p> <p>Now, think about how you would like to process anger in the future. Describe healthy management of emotional skills and behaviours and write them in the lines provided below. Some suggestions are listed in the box to the right</p> <p>_____</p> <p>_____</p>

Negative Emotions	
Anger Disappointment Exhaustion Frustration Stressed Concerned Worried Anxious Defensive Confused	
Positive Emotions	
Happiness Excitement Joy Peaceful Relaxed Calm Cheerful Caring Flexible Harmonious	

Title: Transmute your emotions
About the game
<p>Emotions that might weigh you down, disturb you, or throw you out of balance and of course, can be a source of great energy and power when you understand them, embrace them, and use them to energize you and drive you forwards towards life and way of being that you desire. When fear is transmuted it opens you to the quality of courage. When anger is transmuted it transforms into an expansion of your capacity for reaching out into life, for setting clear boundaries, and for acting with loving fierceness on behalf of your well-being and the well-being of others.</p>
Instruction
<p>Try to transform negative feelings such as anger, hatred, pain, and jealousy into positive ones such as love, admiration, compassion and kindness.</p> <p>Write 5 different sentences in that you had felt anger, hatred, pain, and jealousy. This sentence should reflect your own emotions and personal events.</p> <p>Then turn these sentences from negative to positive.</p>

Example:

I hate to wake up early in the morning;
I need more time to wake up and grab the day;

Your sentences:

Title: Tell me your name and I will tell you who you are

About the game

This exercise is a great choice to learn about emotional intelligence and work on building valuable social skills.

Instruction

The worksheet includes two spaces to write out two names: you need to write your own name and the name of a friend or family member who has influenced your life.

In the first space, you should write out each letter of the name in a vertical format. Next, you will note an adjective that describes one of your positive traits for each letter of the name.

Example

Sensitive

Adventures

Nice

Joyful

Angry

First should complete your own name, then do the same for the person who has influenced your life. Completing this worksheet will help you to start thinking about yourself, your personality, and the traits and characteristics of others.

Title: Exercise your emotions

About the game

Research shows that any type of physical activity can help you improve emotional well-being and mood, reduce anxiety, and help to improve the quality of sleep. In this article, read about the benefits of a fitness routine and how it can assist with managing emotions.

Instruction

This is a perfect exercise for you to express and feel emotions. You can do this exercise every day before going to sleep. Put action on your emotions and make them real.

If you feel:

Mad – 10 Jumping Jacks/ 20 Stomps around the room/ 5 deep breaths/ Play music and do an ‘angry dance’/ Spend some Quiet Time

Happy – Smile away/ Hug your family and friends/ Do something kind/ Spread the Joy Sleepy – Eat a small and healthy snack

Silly – Make Funny Faces/ Do a ‘silly dance’

Sad – Hug your family/friend/stuffed toy, Take a 10-minute walk if you are able to go out, 10-minute exercise routine, Art activity, 5 deep breaths, Watch a funny cartoon/TV show

Scared – Talk to an adult about what is making you scared/ Hug a loved one/ Listen to calm music/ Take 5 deep breaths/ Use your imagination, write a brave story and act it out

Excited – Take 5 deep breaths, Dance for 5 minutes/ Say loudly YAYYYYYY

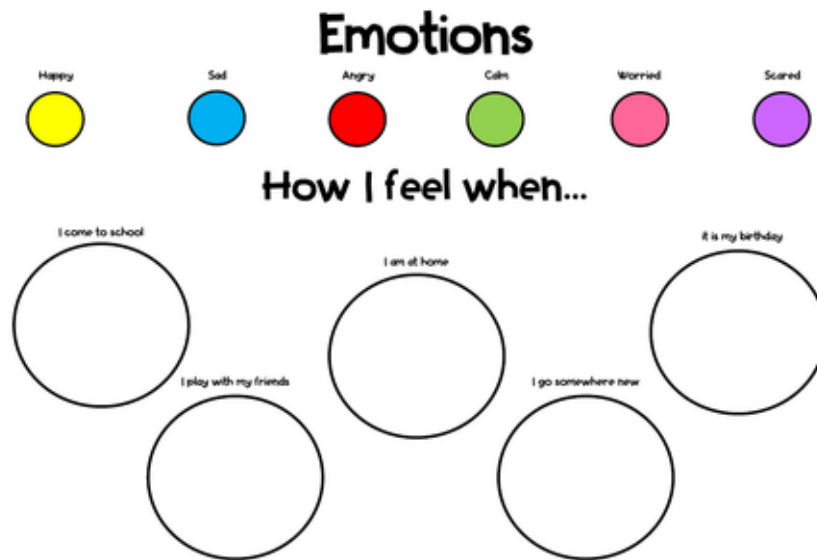
Title: Color my emotions

About the game

Colours can make us feel happy or sad, and they can make us feel hungry or relaxed. These reactions are rooted in psychological effects, biological conditioning and cultural imprinting.

Happy colours are bright, warm colours like yellow, orange, pink and red. Pastel colours like peach, light pink or lilac can also have an uplifting effect on your mood. The brighter and lighter the colour, the happier and more optimistic it will make you feel. Another way colours can create happy emotions is by combining multiple primary and secondary colours together for a youthful, colourful effect.

Instruction



Title: Mindfulness “Awareness of our self and the world around us”

Introduction

What is mindfulness?

Mindfulness is a practice or set of practices that develop the capacity for a calm, focused mind that is open, responsive and sensitive for optimal teaching, advising management, and learning. Based on neuroscientific research, mindfulness has been proven to help participants reduce stress and revitalize their professional and personal lives by promoting awareness, presence, compassion, concentration, and focus. In practising mindfulness, we invite ourselves to notice experiences as they unfold from moment to moment.

How to practice mindfulness

When we first start to practice mindfulness, it can be frustrating, overwhelming, aggravating, and hard to do. Over time, with practice and patience, you'll hopefully notice those feelings dissipate.

Here is how to do it:

Timing: You need to find time and location to practice mindfulness. You'll want to find some space within your daily schedule and try to practice daily!

Location: You'll also want to pick a space that is quiet and brings you peace. Especially when you are first starting out, it can be helpful to have the space free of distractions such as your phone.

Breathwork: This is often a common skill throughout mindfulness practice. To practice breathwork, you want to pick a part of your body that you feel comfortable focusing on that moves while you breathe naturally. This could be your nostrils, stomach, or chest, for example.

Sitting: If a mindfulness exercise requires sitting, you'll want to sit comfortably either in a chair or on the floor. If you choose to sit in a chair, sit with your feet flat, shoulder width apart, and try to sit comfortably upright. You'll also want to rest your hands on your knees or somewhere comfortable, like on your lap.

Discussion point:

From the very beginning of practising mindfulness, you need to simply create space for your emotions and write them down. All you need to do is answer these 3 simple questions.

What matters most in your life? What do you value?

What helps you to feel enough, whole?

Is there one thing/thought/expectation/should that you can let go of today that might enhance your sense of well-being?

Title: S.T.O.P

About the game

This S.T.O.P practice is a mindfulness practice for stress that helps us to come back to the present moment and gain perspective. It helps us to mitigate the negative effects of stress and instead see that we have the ability to control our response to the pressure of stress

Instruction

-How to do it:

STOP... When you feel stressed or overwhelmed and feel like reacting, stop and get into a comfortable position.

TAKE A FEW DEEP BREATHS... Breathe in through your nose and out through your mouth. Allow your body to fall into its natural rhythm of breathing.

OBSERVE... Notice where there is tension or tightness in your body and observe the thoughts and feelings in your mind. Simply be aware of your experience at the moment and just let it be whatever it is.

PROCEED... Ask yourself: "What's most important for me to pay attention to right now?" or "What am I needing right now?" Move forward by acting on the answer to those questions.

-Outcome:

This practice has been called a "portable" practice for stress because it can be done anywhere at any time. Whether you are feeling stressed at work, class, home, the library, or even during your commute to campus, this practice can help you to feel grounded and rise to meet the stress you are facing.

Title: Square breathing

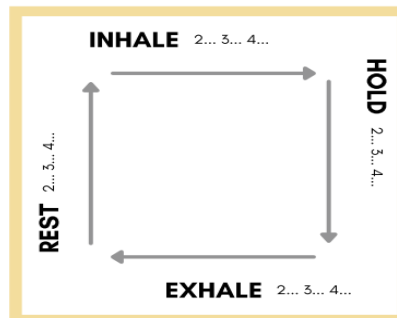
About the game

Square Breathing, also known as 9box breathing, involves inhaling for four counts, holding for four counts, exhaling for four counts and resting for another four counts. It is used as a stress management technique, and it can be practised anywhere at any time. It helps us to slow and focus on our breathing, and to calm yourself down when faced with [stress](#) or [feeling overwhelmed](#)

Instruction

How to do square breathing:

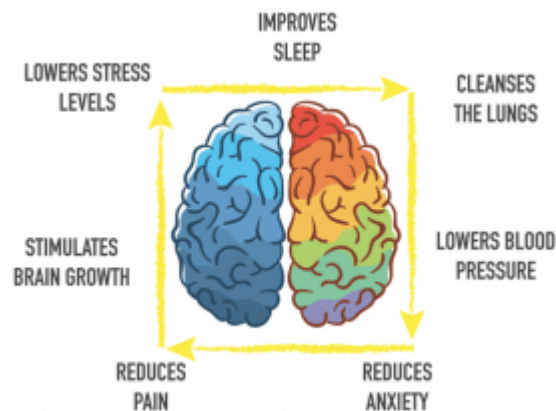
- Begin by slowly exhaling all of your air out.
- Then, gently inhale through your nose to a slow count of 4.
- Hold at the top of your breath for a count of 4.
- Then gently exhale through your mouth for a count of 4.
- At the bottom of the breath, pause and hold for the count of 4.



When to use square breathing:

- Before you need to respond to a high-stress situation
- When [trying to sleep](#)
- To reduce [work stress](#)
- To [reset your creative juices](#)
- When you need to clear your head
- In a meeting [at work](#)
- When setting your intentions for the day
- When [making a big decision](#)

Outcome:



Title: 5-4-3-2-1 Grounding

About the game

Grounding is a practice that helps you breathe and connect to the present moment. It helps you to refocus when you are feeling stressed, anxious, foggy, or even just "off." The 5-4-3-2-1 grounding technique is a helpful way to ground yourself anytime anywhere. It is designed to ease your state of mind so that you can get through stressful moments. The goal of this exercise is to use the five senses to focus on the moment and avoid multiple anxious thoughts that can get in the way of your progress

Instruction

Here's how to do it:

- 5.. Find five things that you can see in the space around you. What's in front of you? Behind you? What's above?
- 4.. Notice four things you can physically feel in the present moment. Are your hands resting somewhere? Are your feet touching the floor? Do you feel a draft or Berge?
- 3..Listen to three sounds that you hear. Are there birds? Wind? People chatting? Papers shuffling?
- 2.. Pick out two things you can smell, or recall two smells that you enjoy. Does the room you're in have a particular scent? Do you smell coffee, freshly cut grass, or someone's lunch?
- 1.. Describe one good quality about yourself. Be kind to yourself.

Outcome:

With these steps, you will be able to get the most out of the moment. Focusing on your senses will help you be more mindful, which will then help you accomplish your tasks and experience success. As a result, you can defeat your anxiety and feel in control of your life.

Put this technique into practice so that you can improve your health and make those big days fun!

Title: Creating a Joy List

About the game

Creating a joy list is a great way to be mindful of the good things in our lives. Write down all the things (people, places, activities, songs, etc.) that bring you joy. Then, be intentional about integrating at least one of those things into your life every day. You can also go to this list when you are feeling down or need a pick-me-up.

Instruction

This game is individual and very easy and fun to do you just need to be insistent, every single morning all you need is a piece of paper and something to write, it doesn't matter chose your favourite coloured pencil or marker and make a list of 10 fun and joyful things that you want to achieve and do for that day. It doesn't need to be something related to work or school or your daily chorus, be creative and write them, and for every single task that you will achieve mark It as finished.

Outcome:

At the end of the day before bedtime take that list see what you have done, see your result and see how much you did progress in just one day. Repeat this process every day until you become completely mindful of what you want and what is your goal for your day.

Title: Gratitude Practice

About the game

Practicing gratitude can be a game-changer: it has far reached effects, from improving our mental health to boosting our relationships with others. Living your life with gratitude helps you notice the little wins—like the bus showing up right on time, a stranger holding the door for you, or the sun shining through your window when you wake up in the morning. Each of these small moments strings together to create a web of well-being that, over time, strengthens your ability to notice the good and be mindful.

The Benefits of Gratitude



IMPROVES PHYSICAL HEALTH



IMPROVES SLEEP



IMPROVES PSYCHOLOGICAL HEALTH



INCREASES EMPATHY



REDUCES AGGRESSION



MORE SOCIAL CONNECTION



ENHANCES SELF-ESTEEM



IMPROVES MENTAL STRENGTH

Instruction

Activity: Group rotation has to grateful about and rotating. This could be breathing, having a favorite shoes etc. but the more you rotate the easier it gets! This could have a positive impact on a person's outlook of people who the good things



activity where everyone on state something they feel this rotation will keep be anything, like comfortable bed, wearing Initially it might be difficult rotate the easier it gets! positive impact on You will need: just a group want to be grateful for all they have in their life.

How to do it: "Gratitude Flower"

Start by cutting out a circle from colored paper. Yellow is a popular color for this piece since it will be the center of the flower. On the circle, write "Things I'm Thankful For" or write your name or family name, or even an overarching thing you're grateful for (i.e., "my family"). Next, use a template or freehand cut to create flower petals. You can use several different colors for a bright and vibrant flower, or the same color for a more uniform looking flower. On the flower petals, write down things you are grateful for. These can be things like the sunny weather, having wonderful parents, or a promotion at work. Glue or tape these petals to the center to create a flower. This is your gratitude flower!

Title: Connecting without speaking

About the game

Mindfulness of our thoughts allows us to perceive them for what they are - ongoing mental processes, rather than facts. Most of the time, however, we are so consumed by them that we miss the important connections that exist between our context, thoughts, and emotions. When this happens, we often allow our mental state to shape how we feel, as well as our behaviours. For example, being in a bad mood might lead us to interpret an off-hand comment as an insult. Cultivating mindfulness of our surroundings means adopting a non-judgmental mental state and experiencing our context instead. By making objective observations about the things, we think and feel, we become more open to the world around us. We can engage with others better to build stronger connections and positive relationships with other people. Silent Connections centres heavily on mindfulness of other people and using non-verbal communication to build that connection

Instruction

Activity: The activity will centre on people walking around – people are encouraged not to speak to one another but instead try to communicate with one another non-verbally and get a sense of what that feels like. For example, smiling at one another, catching someone's eye and keeping that contact etc.

End discussion:

- How are you all feeling?
- How was it for you all to do the activity?

- What barriers would you face in smiling at people you pass on the street?
(this is not meant to get judgmental in any way and participants should be ok to say that they would feel more comfortable smiling at some people over others.)

Title: My True Joy

About the game

This activity is designed to help you engage your audience by getting them to come up with creative ways to experience what truly gives them joy. The more participants there are the more ideas to see how unique relevant personal tastes give us our true joy.

Instruction

You will need: A piece of A4 paper per participant and a pen. What to do: Ask everyone to fold their paper in half, half again and then half again. They should be left with 8 squares outlined on their paper once opened up.

Discussion point:

Invite everyone to brainstorm then write in each box personal activities that give joy. Encourage participants to think out of the box and not worry about barriers or limitations around their ideas. They are then given 5 minutes to complete this activity, so essentially 40 seconds to complete each box. The limited time allows them to just focus on ideas without enough time to talk themselves out of suggesting the conversation starter.

Title: Mindful walking

About the game

Sitting or lying still is not the only way to be mindful. If you find it difficult to remain motionless, mindful walking is recommended. While on the walk, it is important to focus your attention on one thing rather than letting your mind wander. There are hundreds of things to direct your attention to when walking outside.

Instruction

- Find somewhere safe to walk where you will not be disturbed: your garden, a city park, a country lane, or a busy street – are all equally good.
- Wear comfortable clothing and shoes for walking.
- Stand still and become aware of how you feel.
- Consider your posture, the weight of your body, your feet in your shoes, and your muscles as you balance.
- Take a few deep breaths and slowly bring your awareness into the present.

The journey becomes less about the destination and more about an awareness of what is outside and inside us. When moving – perhaps to an even greater degree – it is possible to find stillness, become aware, and be present.

The steps that follow describe how to perform mindful walking:

Preparation

- Find somewhere safe to walk where you will not be disturbed: your garden, a city park, a country lane, or a busy street – are all equally good.
- Wear comfortable clothing and shoes for walking.
- Stand still and become aware of how you feel.
- Consider your posture, the weight of your body, your feet in your shoes, and your muscles as you balance.
- Take a few deep breaths and slowly bring your awareness into the present.

The movement

- Begin walking, a little slower than normal.
- Walk as mindfully as you can.
- Maintain awareness of:
 - Each footstep as it rolls from heel to toe
 - The muscles and tendons in your feet and legs
 - The movement and muscles elsewhere in your body
- Pay attention to your senses as you walk:
 - *Hear* the wind blow in the trees
 - *Smell* the cut grass
 - *Feel* the light touch of rain on your face
 - *See* the car lights reflected on the windows of shops, the shadows moving as you walk
- Be aware of each breath.
- Breathe easily, but deeply.
- When your mind drifts from walking and breathing, gently guide your thoughts back.
- Continue walking for as long as you feel safe and comfortable.

Remember, wherever you walk, whether a bustling street or a windy hillside, there is a myriad of stimuli with which to flood your senses.

Become aware; savor the sensations.

The finish

- When your meditation is at an end, stop and stand still.
- Take a few deep breaths.

Title: Emotion Jar

About the game

The idea behind this was to give to the participants a visual to help them understand the concept of when they are feeling lots of emotions; in particular, emotions that children can find difficult to explain, describe or express appropriately such as anger, frustration, sadness, or disappointment

Instruction

Activity: This is a group activity where you simply take a jar and fill it about three-quarters through with water. Then you add glitter, confetti or anything shiny that will float around. And then you close the jar and shake it around. Point out to your group that this is how their mind


is looking right about now, because of all the emotions and thoughts swirling around. Giving to the group each a jar and letting them fill it with what they want by their choice to encourage them to shake it up, to cause a stir.

Discussion point: Several individuals need to share how they are filling their jar with negative emotions and how to release them.

Priorities

What are priorities? Priorities are things that you do or deal with first because it is more important or urgent than other things. This raises the question of what makes something a PRIORITY. The dividing of priorities is subjective because every individual prioritizes different things based on various emotional, mental and physical states. It is very important for one's self to understand what their current priority is, divide and conquer their challenges and remain rational. Still, priorities are unique and dynamic to each individual.

Throughout these exercises you will need to open your mind, be honest with yourself and focus on what is most important. You will develop your views on dividing priorities, focusing on yourself and overseeing past mistakes while learning to accept and move past them.

Title: Human Pyramid	
About the game	
Understanding your needs and finding a way of prioritizing them is crucial. The point of the Human Pyramid game is to understand firstly your needs, prioritizing them and understanding what your personal priority is, what you should and shouldn't focus on. Through this simple game you will get a perspective on what your current needs are and what you need to focus on by creating a pyramid of them.	
Instruction	
Think of 10 current needs that you have and be honest and quick. After thinking of 10 needs you need to prioritize them in the pyramid that you can see below. At the top of the pyramid you can only put one need that you have, think critically and realistically. Then take two needs and put them below the first need giving them a smaller focus than your main priority. Following that write down three more needs below the two previous needs that you view as less important than them but still acknowledge that they are valuable. Finally write down the four remaining needs at the bottom creating a pyramid of your own personal needs.	
Looking at your pyramid of needs you should now reflect on them with these following questions: Why did I put that need on top? Would I change anything? What and why?	

Title: Priority Bucket

About the game

The point of the game is to define happiness in different aspects of one's life, to raise questions and come to answers and oversee which aspects of life you need to focus on more and prioritize. Throughout this game you will be using cups as a visual guides for your happiness in different parts of your life and later you will understand which aspects, human connections or interests you should focus on more and where that will lead you.

Instruction

Get 5 empty cups and one bottle of water. Align the cups next to each other and assign each cup one aspect of your life (f.e. family, love, self-care, friends, career ...). After assigning each cup a role you should take the bottle of water and start filling the cups depending on how happy you are in that aspect of your life. Divide the water into all cups; you can leave a cup empty if you feel that aspect of your life is also empty.

After spending the entire bottle of water look at the results. Some cups are more filled then others, some are maybe empty and maybe some are all equal. Depending on how you filled your cups, in front of you there is a graph of your happiness in different aspects of life.

Ask yourself questions like:

Why? How? What happened?

With this think about which aspects of your life you are prioritizing and which you are not. Now empty the cups, take another bottle of water and pour in each assigned cup how much more effort you THINK you should put in that aspect of your life.

Title: MoSCoW

About the game

The point of the MoSCoW technique is for an individual to understand their best and worst traits and parallel to that to create a picture of what traits a successful individual posses, therefore finding their ideal self that they can work toward. Defining firstly your positive and negative traits / characteristics / qualities, seeing how they affect your life and categorizing them in the aspect of someone successful. With this prioritizing which of your qualities are best, which you should work on and which you should change or try to develop to become more successful.

Instruction

Write down your positive and negative traits / characteristics, try writing down 12 (6 of each). Looking at these characteristics firstly think how they affect your life and in which aspects.

After create a table of 4 columns – Must Have / Should Have / Could Have / Won't Have. The point of the activity is to define what the priorities are for you to become a successful individual. Take your characteristics and divide them into the columns as you see fit keeping in mind that you are assigning them to a SUCCESSFUL individual.

With every characteristic assigned look at the table in front of you. That is your definition of a successful individual and through this exercise you put a priority on your own qualities looking through the eyes of someone successful.

You can write on the table below or create your own table using it as an example.

Must Have	Should Have	Could Have	Won't Have
*1	*1	*1	*1
*2	*2	*2	*2
*3	*3	*3	*3
*4	*4	*4	*4
*5	*5	*5	*5
*6	*6	*6	*6
*7	*7	*7	*7
*8	*8	*8	*8
*9	*9	*9	*9

Title: Things I do during the week

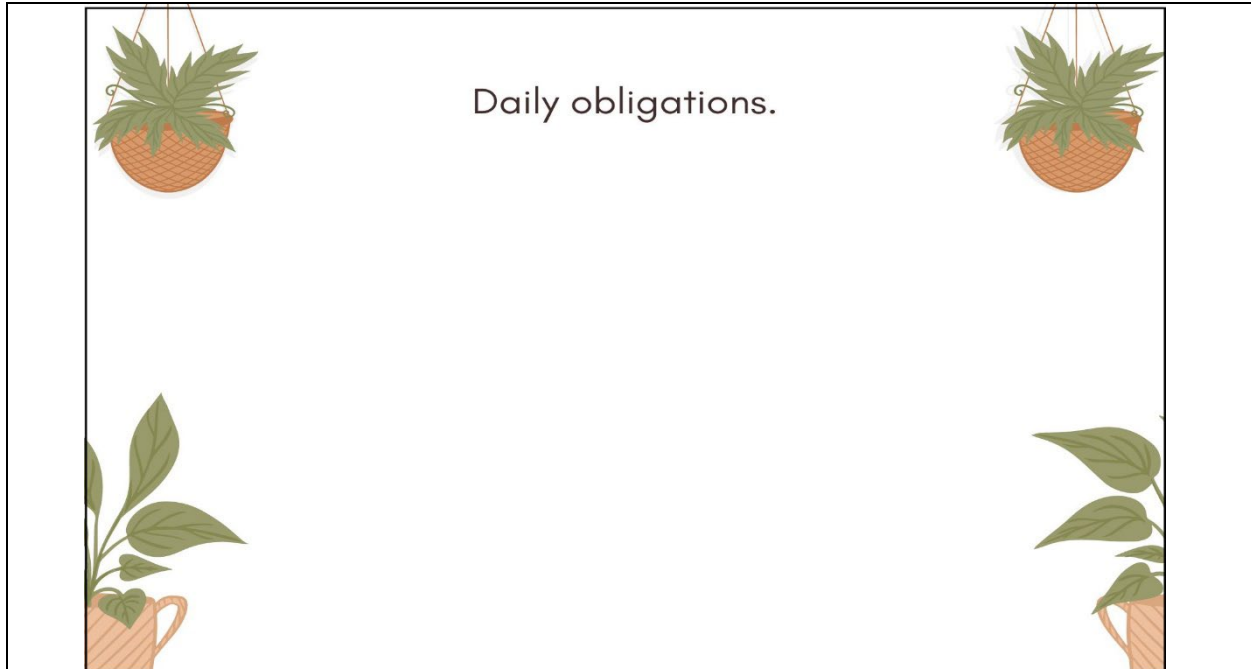
About the game

This simple exercise has the ability to change your views on your everyday life. It is also suggested to do this throughout the entire week for better results. The point of the exercise is defining how you spend your day and how you divide your priorities. Looking at how much time certain activities take up and if that is necessary and justified. Through this exercise you slowly start to understand what your daily priorities are and you start creating an ideal week.

Instruction

Think about how your typical day goes (f.e. wake up and go on the internet, work out, go to work at my job, read a book, hang with friends, make food, go to sleep, ...). Now draw a line that goes from one side of the picture below to the other. At the beginning of the line put the activities that you spend the least time on and continue till the end of the line where you will place the activity you spend the most time on. Like this you will order the activities that you do throughout your day from “least time spent” – “most time spent”. After writing down how much time you seemingly spend on all those daily activities think about how important and how big of a priority they are for you and assign each activity a priority rating from 1 – 5.

Evaluate what needs to change, why you spend time on certain things or why you don't spend time. Take time to reflect and think about your ideal day with ideal time-spending and prioritization. Do this weekly to look at your results and keep working on creating your ideal week. Start doing less of what is not a priority and start doing more of what is. Your priorities are dynamic and unique to you.



Title: Time is running out!

About the game

Every person should understand what their goals and aspirations are so that they can find motivation to start working towards achieving them. The point of the exercise is to make you define your current goals, to prioritize them and to look further into what those goals mean to you and how to manage your time to achieve them.

Instruction

Think about what your current goals and initiatives are and write them down on a piece of paper. Write down 6 goals that you have right now and they can be long or short term initiatives.

Think about these following questions in relation to your goals:

- If you only had time to implement and realize half of your current goals and initiatives which would you choose?
- If you only had half of your resources which of your goals would you eliminate?
- If you only had a chance to pursue one goal which would you choose?

Take one red, green and blue marker (or any other three colors that are different). With the 1st marker circle only one goal / initiative that after answering the questions you think is your priority. Then with the 2nd marker underline two goals or initiatives that you believe are your next biggest priorities in life. Finally take the 3rd marker and put a line over the remaining goals.

With this you have highlighted or prioritized 1 main and 2 secondary goals that you need to focus on. Take time to reflect and think about your choices.

Title: What is a priority?

About the game

It is very important to define what a priority is for YOU, since priorities are subjective, unique and interchangeable depending on different situations. Throughout this exercise you will be creating a

personal definition of what a priority is and later creating a set of rules on which to judge different tasks, goals and situations to base reactions and time management.

Instruction

For this short exercise write down a short and simple personal definition of what a priority is for you. Write your own definition of a priority. After writing that definition you need to create rules to follow your definition (f.e. time, long term effect, fulfilling, impact, happiness, relationship impact, ...). With creating this list of rules for prioritizing something you have created a basis on which to judge your goals and current situations to further prioritize them.

Title: Prioritizing the past

About the game

Reflecting on specific situations in the past that had a negative impact on you, raising a certain negative emotion or reaction. This paints a clear picture of your actions and priorities surrounding that situation. Later you think about the "impact vs risk" concept while answering tough questions about the situation to yourself and being critical. With this you identify what wrong priorities you had in that specific situation and how those priorities could have shifted so that it did not have an impact on you. The point of the exercise is to reflect on past actions, to change priorities and deal with negative situations.

Instruction

Think about a specific situation in the past or present which did not have a positive impact or outcome for you. Think about your decisions and try to paint a clear picture of the actions that you took. Think about at least three priorities that you had during the situation that affected your actions (priorities = opinions, thoughts, goals). You can also write them down. Now that you have the priorities concerning that specific situation visualized, think about your desired outcome and try to reflect. How did those priorities affect your decisions that led to an undesired outcome? What other things could you have prioritized so that the outcome could have been different?
Think about the concept "impact vs risk". Look at your previous decisions and think about the impact they had versus the risk or outcome that happened. Be self-critical and try to shift the priorities you had in that specific situation, having in mind HIGH impact vs LOW risk (or the opposite).

Title: Priority Matrix

About the game

The process of dividing and managing tasks is essential to organizing your day and consequently your life. Throughout this exercise you will be learning the difference of urgent and important tasks for better classification and dividing of priorities. The point of the game is to make you understand what makes a task important, essential or crucial. It makes you look at your responsibilities in a constructive way so that you better manage your time by prioritizing and finishing them.

Instruction

Take a piece of paper and write your of definition of URGENT and IMPORTANT. After compare:

URGENT tasks: activities that require our immediate attention. They put us in a reactive mode – a defensive, negative, hurried, and narrowly-focused mindset.

IMPORTANT tasks: things that have a long-term effect on our goals, values and mission. Typically, these tasks are not urgent and require a responsive approach when we are calm, rational, and open to new opportunities.

Dividing your tasks into urgent and important is crucial to organizing your time and setting your priorities straight. Here is a guide into that classification:

- Urgent and Important – CRISES

Tasks that require our immediate attention, contribute to our long-term goals and include active problems and deadlines.

- Not Urgent but Important – PLANS

These include activities that bring you closer to your goals but have no strict deadlines: education and training, relationship building, risk and budget management.

- Urgent but Not Important – Interruptions

These activities require our immediate attention, sapping our time and energy without contributing to longer-term benefits.

- Not Urgent and Not Important – Distractions

These activities aren't urgent and aren't important meaning that they don't help you achieve long-term goals, have no deadlines and mostly include distractions.

Look at your upcoming tasks and try to prioritize them by dividing them into the above mentioned classification. Take your time to try to understand the classes and your tasks to more efficiently prioritize. Writing this classification with your priorities in it is also recommended for this activity.

Title: Personal Priority
About the game
Think of your definition of priority. Think of all the tasks, responsibilities and everyday things that you prioritized. Dividing the priority is an important skill that everyone should possess, but self-care, mental and physical health should be number one. Through this exercise you will start acknowledging your personal needs and private time and using the ICE – method to prioritize what makes you happiest and what has the most positive effect on you.
Instruction
Think of your definition of priority. Think of all the tasks, responsibilities and everyday things that you prioritized. Dividing the priority is an important skill that everyone should possess, but self-care, mental and physical health should be number one. This quick and simple exercise wants you to focus on yourself and acknowledge that your health should be your priority. Think about self-care or personal things that you like to do (shower, run, go to the gym, watch a movie, drink a coffee, ...). Write at least five of those things down on a piece of paper. Looking at the things you have written organize them in a table on a paper like the example below. Next give the things that you like a score from 1-5 depending on the below mentioned criteria: I – mpact: how much impact it has on my mental, physical and emotional state. C – onfidence: the level of confidence I have that letting myself enjoy that habit won't have a negative impact on my daily life. E – ase: how much time and effort will this take out of my day.

Personal Priority			
free time	I	C	E
Reading			
Gym			
Drink Coffee			
ICE Score			

ICE score = (impact + confidence + ease) / 3

After getting a score for each activity you can compare them and get an idea of which personal activities you should prioritize to better your health and ease the everyday tension.

Title: Self - Investment
About the game
The first step to start saving money is figuring out how much you spend. To keep track of all your expenses – that means every coffee, household item etc. With this exercise you compile the data, organize the prices, prioritize your needs and you can begin to create a budget. Through this activity you learn to prioritize your money, be smarter with your earnings and to timely invest in your wishes while staying realistic, doable and simple.
Instruction
The first step to start saving money is figuring out how much you spend. To keep track of all your expenses – that means every coffee, household item etc. With this exercise you compile the data, organize the prices, prioritize your needs and you can begin to create a budget.

Take a piece of paper and write down at least 5 material things that you want, this could be a phone, computer, clothes, watch or even a gym membership. After you have written all those things down rank them from Highest to Lowest priority. At the top put what you want most, below the next thing and go on until you write everything down. Next to the written item you should put its price. After writing down all your wishes and their prices start by dividing each price with the number of days in a month. With this you gain a clear picture of how much you should set aside per day. Having ranked all your wishes from lowest to highest priority you know what you want most and what is the most realistic wish that can come true.