



BIB Methodology

A Comprehensive Framework for Youth Empowerment



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Theoretical introduction

The idea behind the BIB methodology is based on the understanding shared by the involved partners that young people sometimes have limited recognition of expressing emotions and the need to support peers with lower self-confidence. They tend to shift blame elsewhere, often failing to recognize their own emotions and their responsibility to help others. As a result, they are not ready to act or change their social behaviour and interactions.

We also observe that young people aged 15 to 29 involved in our youth organizations and civil society associations are generally well aware of social and societal circumstances. However, they lack the growth of social sensitivity toward personal responsibility and the adoption of changed life patterns that could reduce alienation in the real world, compared to their interconnectedness in the virtual world. Despite this, young people remain key drivers of positive trends in building local communities and society. Their greater role in social responsibility toward developing peer support will fully manifest when they become leaders of social activities. Until then, we must raise their awareness about the importance of this issue to prepare them to successfully tackle the challenging tasks the future holds.

Our methodology was developed within the framework of the BIB - Be in Balance project. The central goal of this project is to demonstrate that even in the most critical times, youth creativity, emotional, and social sensitivity can serve as inspiration for societal progress and as a tool to encourage youth activation and a high-quality, shared social life. The methodology is designed to raise awareness of the importance of preserving the mental health of young people by creating the BIB methodology – a program for developing youth creativity and competencies. This methodology serves as a tool to support the mental health of young people and is built around three key themes:

**Social - Emotional
Learning Competencies**

**Creativity and
Storytelling**

Entrepreneurship

Theoretical introduction

The methodology is aimed at members of youth organizations, young residents of local communities, and youth who experience loneliness, low self-esteem, depression, anxiety, and behavioural disorders, especially in the wake of increasingly rapid social changes.

Change always requires active participation. In addition to formal knowledge, this process involves a broader and more holistic approach. Acquired skills such as self-awareness, responsibility, and competent decision-making can be applied across various areas of life, fostering the development of general competencies or soft skills. Raising young people's awareness about the existence of challenges, encouraging peer communication, and providing support among youth are vital for boosting self-esteem and promoting inclusion within the social community. Changes in attitudes and lifestyles are inherently connected, as individuals are integral parts of their environment. Understanding the ways we communicate is, therefore, crucial.

The target group for this project includes partnership members, employees, and associates, as well as external experts whose work directly relates to the ultimate end users: young people. Through this international partnership, we aim to ensure that partners and a broader audience of youth gain access to new knowledge resources and a methodology that not only enhances their education and support efforts but also serves as a foundation for further innovation.

We believe that the developed tools and examples of good practices within the methodology will inspire young people to take action and co-create an inclusive and sustainable shared future.

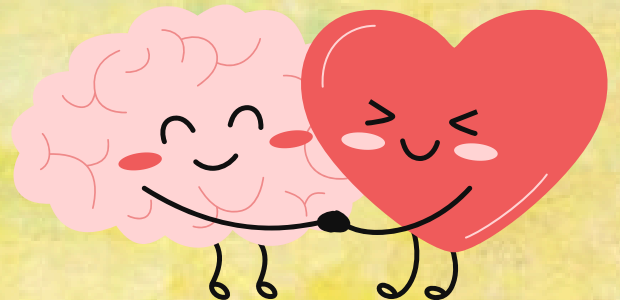


1.1 Purpose and Rationale

Overview of mental health challenges among youth post-COVID.

One in 6 people is aged 10-19. Adolescence is a unique and formative time. Physical, emotional and social changes, including exposure to poverty, abuse or violence, can make adolescents vulnerable to mental health problems. Protecting adolescents from adversity, promoting socio-emotional learning and psychological well-being and providing support during this period of life is critical to their health and well-being throughout adolescence and adulthood. Globally, it is estimated that 1 in 7 (14%) 10-19-year-olds have mental health problems, but they remain largely unrecognized and untreated. Adolescents with mental health problems are particularly vulnerable to social exclusion, discrimination, stigma (which affects willingness to seek help), educational difficulties, risky behaviour, physical ill health and human rights violations. Young people developed more negative feelings during the pandemic, but studies show (The Covid generation: WAYNE DEEKER, JANUARY 2022), that »on the other hand, we observed a need (of young people) to give support to friends. This increased as the pandemic went on. We refer to these as pro-social experiences, because they are social acts directed towards the benefit of others.«

The project's motivation arises from the partners' need to address the challenges that youth are facing after the pandemic COVID 19. Young people developed more negative feelings during the pandemic, but also young people took a more proactive role and gave support to friends, and those in need (pro-social experiences). This increased as the pandemic went on. All partners are also observing the rise of violent behaviour among youth in their local communities.



Combining deviant behaviour together with the pro-social experience of youth we decided to develop the project, where we will train youth workers, who will afterwards work with youth, to train and equip them with knowledge and tools on how to be or address more pro-social experiences among young people.

The challenge we are facing is global, not local and partners will involve all the knowledge and expertise in the development of methodology, where youth will take a bigger role in addressing after pandemic mental health challenges of young people. The psycho-social situation among young people affects the partner countries and the whole of Europe. The rates of mental illness are increasing in consumer societies. According to the description by the World Health Organization (WHO), an important role in the development of mental illnesses are biological, genetic factors, psychological effects (e.g., traumatic experience, childhood), and social factors (e.g., socio-economic situation, environment) (WHO: <https://www.who.int/news room/fact-sheets/detail/mental-disorders>).

1.1 Purpose and Rationale

Overview of mental health challenges among youth post-COVID.

Young people's most common mental illnesses are anxiety, depression, attention deficit hyperactivity disorder (ADHD), eating and behaviour disorders, learning disabilities, and autism. The number of self-destructive and risk-seeking behaviours (drug use, alcohol, smoking, internet addiction) is increasing.

In 2022, the President of the European Commission declared the European Year of Youth, aiming to focus on the generation most affected by the Covid-19 pandemic. Some Member States do not have a separate mental health plan for young people (YouthWiki). The National Youth Strategy 2009–2024 of the Republic of Serbia does not contain ideas about protecting mental health. Among the objectives of the Serbian Youth Strategy 2015-2025 is the preservation of the mental health of young people. The action plan even highlights the importance of training parents and teachers on the subject. Slovenia has implemented several initiatives to support youth mental health, including the "This is Me" program, which focuses on strengthening mental health and psychological resilience among young people (NIJZ - National institute for public health - [Programmes](#)). Despite these efforts, challenges persist. A 2022 study revealed that 45% of Slovenian students rated their mental health as poor or very poor, with 82% experiencing stress related to their studies ([Eurobarometer 2022 - Mental Health](#)). In response, the government has increased the number of specializations in clinical psychology and is drafting legislation to regulate psychotherapy, aiming to improve access to mental health services ([Government Communication Office of Republic of Slovenia](#)).

Explanation of the 3 core pillars of the Methodology

**Social - Emotional
Learning Competencies**

**Creativity and
Storytelling**

Entrepreneurship

Importance of peer-to-peer learning and empowerment for mental health and skill development.

In today's fast-paced world, young people aged 15-25 face numerous challenges that affect their mental health, self-confidence, and social connections. The Be in Balance (BIB) Methodology addresses these challenges by fostering a holistic approach to personal growth and empowerment. BIB lays the foundation for young people to thrive in their personal and professional lives by focusing on health, confidence, and meaningful interactions. This methodology highlights the importance of peer-to-peer support, empathy, and experiential learning to empower youth to realise their entrepreneurial aspirations.

1.2 Objectives



To enhance youth resilience through SEL practices.



To foster creativity as a means of self-expression and problem-solving.



To introduce entrepreneurial skills for self-reliance and empowerment.

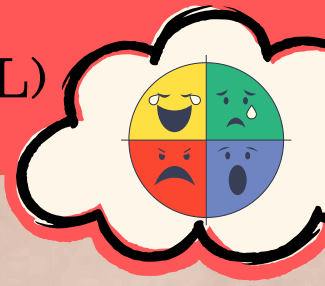
1.3 Structure of the Methodology

The methodology is divided into three modules.

Each module includes a theoretical background, practical exercises, and outcomes.



2. Module 1: Social-Emotional Learning (SEL)



2.1 Introduction

Social-emotional learning (SEL) programs are specialized curricula designed to develop and support students' well-being. Social and emotional learning (SEL) is a collective term that encompasses a variety of non-cognitive or socioemotional skills and traits. Social and emotional learning (SEL) is a framework in the study process that helps young people acquire and apply the knowledge, skills, and attitudes to develop healthy identities. People with strong social-emotional skills are better able to cope with everyday challenges. They successfully manage emotions, achieve personal and collective goals, feel and show empathy for others, have supportive relationships, and make responsible and caring decisions.

Accumulating research from the neuroscience of learning has shown that SEL skills can be trained in the classroom. Science has also shown that SEL skills not only improve academic performance but predict future success in life. SEL is important for youth's academic success because people with high SEL skills have better focus, motivation, and problem-solving skills in learning environments. Using SEL competence helps reduce anxiety, depression, and stress, so helps in better mental health and well-being. SEL helps in everyday communication and stronger relationships, encourages positive interactions and conflict resolution, and promotes empathy, social responsibility, and civic involvement. People with high SEL competencies have better emotional intelligence and teamwork skills, so they have better positions in the labor market. As society increasingly recognizes the importance of mental health and emotional intelligence, SEL develops to be a part of education and lifelong learning.

In the mid-1990s, the Collaborative for Academic, Social, and Emotional Learning (CASEL) was formed by cross-disciplinary leaders to establish guidelines for SEL programming.



Objective

This module deals with the understanding of the sub-competencies/skills within the five key components represented by SEL and possible methodologies for their development. This module addresses the understanding of sub-competencies/skills within the five key components represented by SEL and possible methodologies for their development. Developing SEL equips young people with the skills to understand and manage emotions, form positive relationships, and make responsible decisions.

Introduction of Key Components

The Collaborative for Academic Social and Emotional Learning (CASEL) centers SEL around five core competencies, which include 17 skills and attitudes. In BIB methodology we used the five social and emotional competencies as described by CASEL.

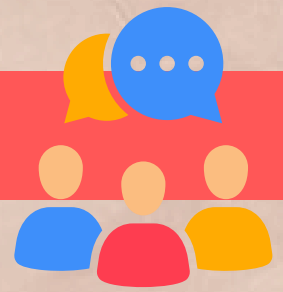
Self-awareness: identifying emotions, accurate self-perception, recognizing strengths, self-confidence, self-efficacy, the ability to recognize emotions, thoughts, and values and their impact on behavior.

Self-management: the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations, impulse control, stress management, self-discipline, self-motivation, goal setting, and organizational skills.

Responsible decision-making: the ability to make constructive choices, identify problems, analyze situations, solve problems, evaluate, reflect, and have ethical responsibility. Understanding the consequences of various actions, and a consideration of the well-being of oneself and others.

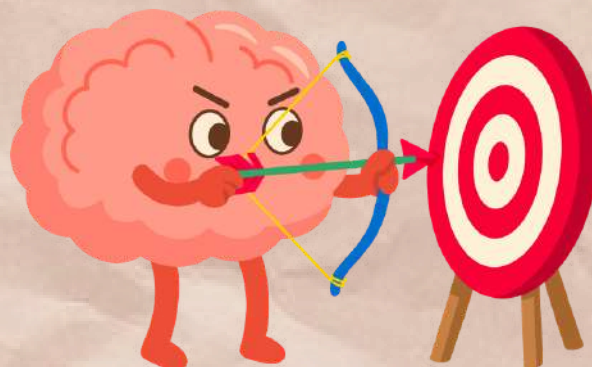
Social awareness: the ability to understand others' perspectives, empathize with others, appreciate diversity, respect others, understand social and ethical norms.

Relationship skills: the ability to communicate, social engagement, relationship building, and teamwork.



Motivational learning, coaching, role-playing, and experiential learning activities such as group discussions and scenarios.

The SEL methodology educates on how developing social and emotional competencies can be expressed and enhanced at different ages from preschool through adulthood, especially in youth. SEL can be integrated into workshops, discussions, or debates. For example in the classroom teaching SEL through structured lessons with discussions or stress reliever breathing exercises. In a supportive, inclusive, and emotionally safe school environment, the SEL competencies are greatly developing with activities like role-playing, storytelling, and group projects. The SEL and service learning or problem-solving community action is one productive way to practice these skills.



The aim of the SEL module of the BIB method is to draw attention to the importance of SEL's five key competencies and help with incorporating competencies and their development into everyday routines. We have tried to select games for the module that can be varied in many ways and help shape the approach. There are many studies of activities and games that can be used to develop SEL competencies. From the perspective of the BIB methodology, the goal is to popularize the complex concept of SEL.

2.2 Activities

Activity 1: Empathy Chairs

Objectives

- ✓ This simple yet effective exercise fosters self-awareness by helping participants identify and reflect on their emotions.
- ✓ Develops self-awareness and expression of emotions.
- ✓ Encourages the participant to express their emotions through words.



set of emotion cards

chairs

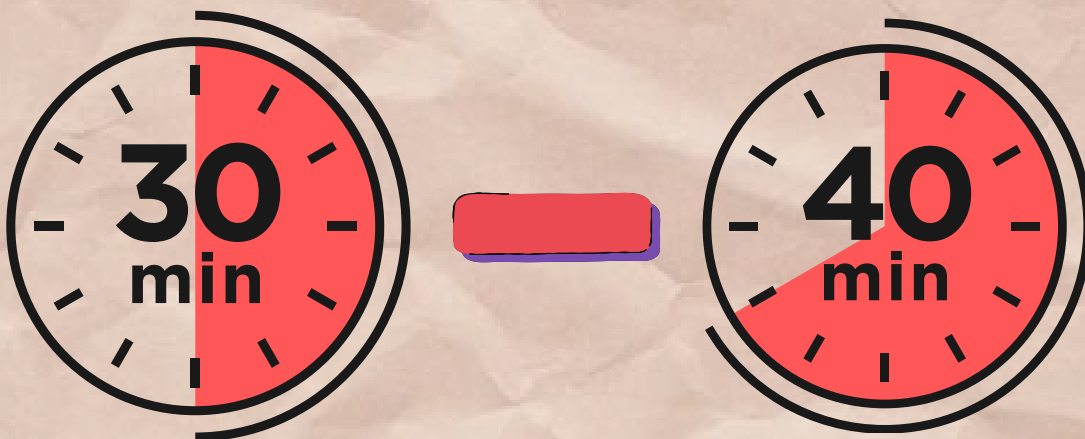
Materials

This game is similar to musical chairs, but it has a social-emotional learning twist. Start music, participants move around a circle of chairs with emotion cards on the chairs. When the music stops, they have to take a seat. Based on the card they have in their seat, students share their experiences related to that emotion.

Most of the questions can be applied to other emotions. The game can be played in many variations: other questions can be used for each emotion, or only one question answered with the given emotion, or with everyone somehow displaying the emotion.

Examples of questions for discussion/reflection related to emotion cards:

- **Excited:** When were you last excited? What does excited feel like to you?
- **Angry:** What makes you angry? Where do you feel angry in your body?
- **Anxious:** What have you felt anxious about in the past? How do you know when you are feeling anxious?
- **Happy:** If happiness was a colour what would it be?
- **Proud:** What have you done this week that you are proud of? If proud was an animal, what would it be?
- **Frustrated:** Can you remember the last time you felt frustrated? What do you do when you feel frustrated?
- **Sad:** Show for us what it looks like to feel sad. If sadness was a sound, what would it be?
- **Jealous:** When did you last feel jealous? Is it a nice emotion?



Activity 2: Mindfulness meditation challenges

Objectives

Development of self-management with mindfulness meditation has many benefits:

- helps in focus
- achieves a sense of calm
- decreases stress and anxiety
- improves impulse control
- greater empathy for others
- improves conflict resolution skills.



This routine cultivates self-management skills by promoting focus and emotional regulation.



finger labyrinth

bottle with motivational quotes

Materials

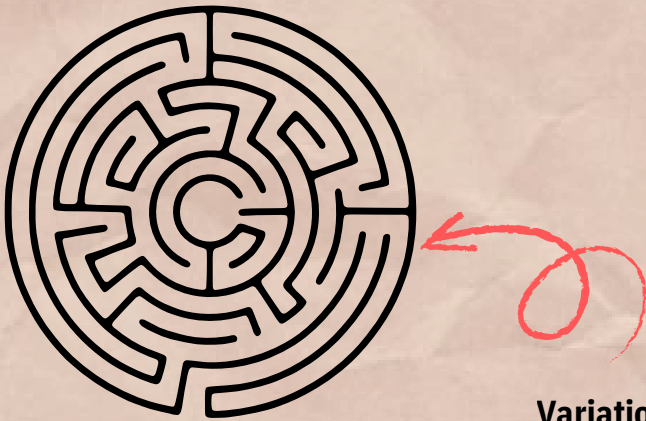
Process

These exercises can also be varied in many ways and incorporated into participant's everyday routines.



Variation 1: Take a deep breath and focus on your finger.

Variation 2: Collect motivational quotes together. The participants can justify why they choose those motivational quotes. Use motivational and inspirational quotes to help focus. Put motivational quotes in the bottle and leave them in the central place in school.



Variation 3: Labyrinths are used for mediation. Give finger labyrinths to participants. Participants simply trace the spiral paths with their fingers as they practice mindfulness.



Activity 3: Cave Rescue

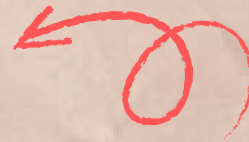
This game develops all elements of responsible decision-making competencies.



Objectives

Cave rescue Ranking Sheet

Your task is to rank the 6 trapped individuals in order of their rescue



Print Ranking Sheet
the story & volunteer
details sheet (see below)
pens

Materials



Duration

1. part: Read through the instructions with participants - each participant works individually (10 minutes). After 8 minutes of the group exercise inform the participants that the rescue team have arrived early and can start the rescue of the first person in 2 minutes. They have 2 minutes to nominate the first person and finish their own ranking.

2. part: Working in groups (of 6-8 people) participants should discuss again the order in which the group believes the volunteers should be rescued from the cave. (20 minutes)

3. part: Discussion about game work: (10-15 minutes)

The following needs to be covered: How decisions were made? Did everybody in the group contribute to the discussion? Were all views listened to? Did all individuals feel their opinions were valued and respected? How were compromised behaviours and prejudices dealt with by the Group? How others were encouraged to contribute?

4. part: Plenary session

Group leaders together debate and complete the last ranking sheet. (10 minutes)

5. part: Although there is no clear answer to the problem the trainer needs to mention certain issues during this: Did all participants take responsibility for the decisions made by the team? How are they feeling in the discussion? Were the decisions based on logic from the information provided or were some clouded by emotions? How did the Group interact under the time pressure? What were the consequences? What learning point could they take from the exercise? (10 minutes)

Cave rescue - brief story

Your group is asked to take the role of a research management committee who are funding projects into human behaviour in confined spaces. You have been called to an emergency meeting as one of the experiments has gone badly wrong.

Six volunteers have been taken into a cave system in a remote part of the country connected only by a radio link to the research hut by the cave entrance. It was intended that the volunteers would spend 4 days underground, but they have been trapped by falling rocks and rising water. The only rescue team available tells you that rescue will be extremely difficult and only one person can be brought out each hour with the equipment at their disposal. It is likely that the rapidly rising water will drown some of the volunteers before rescue can be affected.

The volunteers are aware of the dangers of their plight. They have contacted the research hut using the radio link and said that they are unwilling to take a decision as to the sequence by which they will be rescued. By the terms of the Research Projects the responsibility for making this decision now rests with your committee.

Life-saving equipment will arrive in 50 minutes at the cave entrance and you will need to advise the team of the order for rescue by completing the Ranking Sheet. The only information you have available is drawn from the project files and is reproduced on the volunteer personal details sheet. You may use any criteria you think fit to help you make a decision.

Cave rescue: Volunteer personal details sheet

Volunteer 1: Helen	Helen is 34 years old and a housewife. She has 4 children aged between 7 months and 8 years. Her hobbies are ice skating and cooking She lives in a pleasant house in Gloucester and was born in England. Helen is known to have developed a close romantic and sexual relationship with another volunteer (Owen).
Volunteer 2: Tozo	Tozo is 19 years old and a sociology student at Keele University. She is the daughter of wealthy Japanese parents who live in Tokyo. Her father is an industrialist who is a national authority on traditional Japanese mime theatre. Tozo is unmarried but has several high-born suitors as she is outstandingly attractive. She has recently been the subject of a TV documentary on Japanese womanhood and flower arranging.
Volunteer 3: Jobe	Jobe is a man of 41 years and was born in Central Africa. He is a minister of religion whose life work has been devoted to the social and political evolution of African peoples. Jobe is a member of the communist party and has paid several visits to the USSR in recent years. He is married with 11 children whose ages range from 6 years to 19 years. His hobby is playing in a jazz band.
Volunteer 4: Owen	Owen is an unmarried man of 27 years. As a short-commission officer he spent part of his service in Northern Ireland where, as an undercover agent. He broke up an IRA cell and received a special commendation in despatches. Since returning to civilian life he has been unsettled and drinking has become a persistent problem. At present he is a Youth Adventure Leader, devoting much energy to helping young people and leading caving groups. His recreation is preparing and driving stock cars He lives in Brecon, South Wales.
Volunteer 5: Paul	Paul is a man of 42 who has been divorced for 6 years. His ex wife is now happily re-married. He was born in Scotland, but now lives in Richmond, Surrey. Paul works as a medical research scientist at the Hammersmith Hospital and he is recognised as a world authority on the treatment of rabies. He has recently developed a low-cost treatment which could be self-administered. Much of the research data is still in his working note-books. Unfortunately, Paul has experienced some emotional difficulties in recent years and has twice been convicted of indecent exposure. The last occasion was 11 months ago. His hobbies are classical music, opera, and sailing.
Volunteer 6: Edward	Edward is a man of 59 years who has lived and worked in Barnsley for most of his life. He is general manager of a factory producing rubber belts for machines. The factory employs 71 persons. He is prominent in local society and is a Freemason and a Conservative councillor. He is married with 2 children who have their own families and have moved away from Barnsley. Edward has recently returned from Poland where he was personally responsible for promoting a contract to supply large numbers of industrial belts over a five-year period This contract, if signed, would mean work for another 25 people. Edward's hobbies include collecting antique guns and he intends to write a book about Civil War Armaments on his retirement. He is also a strong cricket supporter.

Activity 4: Take a step forward and change perspective

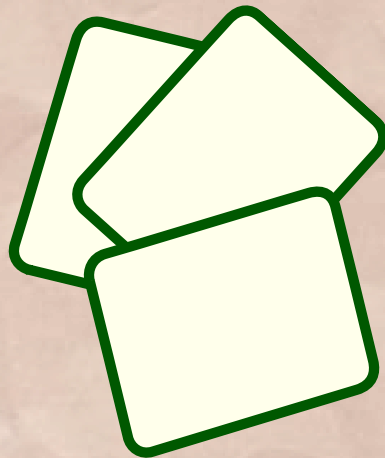
Objectives

- ✓ This game encourages participants to step into different perspectives, improving their critical thinking.
- ✓ Helps in developing social awareness and a deeper understanding of complex issues.
- ✓ Increasing empathy, reducing prejudice, and recognizing and raising awareness of inequality of opportunities.
- ✓ Developing different viewpoints on a topic, communication skills, and argumentation skills by debating from perspectives they may not personally agree with.

<https://www.coe.int/en/web/compass/take-a-step-forward>

Materials

role cards
(see below)



Duration

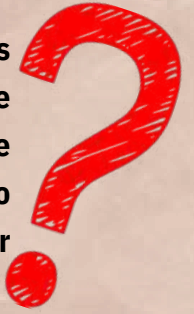


Role Cards

You are an unemployed single mother.	You are the president of a party- political youth organisation (whose “mother” party is now in power).
You are the daughter of the local bank manager. You study economics at university.	You are the son of a Chinese immigrant who runs a successful fast-food business.
You are an Arab Muslim girl living with your parents who are devoutly religious people.	You are the daughter of the American ambassador to the country where you are now living.
You are a soldier in army, doing compulsory military service.	You are the owner of a successful import-export company.
You are a disabled young man who can only move in a wheelchair.	You are a retired worker from a factory that makes shoes.
You are a 17-year-old Roma (Gypsy) girl who never finished primary school.	You are the girlfriend of a young artist who is addicted to drugs.
You are an HIV positive, middle-aged prostitute.	You are a 22-year-old lesbian.
You are an unemployed university graduate waiting for the first opportunity to work.	You are a fashion model of African origin.
You are a 24-year-old refugee from Afghanistan.	You are a homeless young man, 27 years old.
You are a 24-year-old refugee from Afghanistan.	You are the 19-year-old son of a farmer in a remote village in the mountains.

1. part: The game expert asks participants to take a role card out of the hat, not talk to anyone else, and read carefully what is on their role card. Now ask them to begin to get into the role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:

What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do? What is your everyday life like now? Where do you socialize? What do you do in the morning, in the afternoon, in the evening? What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What do you do in your holidays? What excites you and what are you afraid of?



2. part: Now ask people to remain silent as they line up beside each other (like on a starting line). Tell the participants that you are going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and look around to take note of their positions relative to each other. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of the role before debriefing in plenary.

Situations and Events

Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other. Role cards and questions can be modified according to the group's needs.

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone and TV.
- You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.
- You are not afraid of the consequences of climate change.
- You are free to use any site on the Internet without fear of censorship.

3. part: Debate and evaluation

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

- Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
- How did people feel stepping forward - or not?
- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
- Does the exercise mirror society in some way? How?
- Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
- What first steps could be taken to address the inequalities in society?

Activity 5: The misscommunication game

Objectives

- ✓ To develop relationship skills, communication, conflict management, and collaboration with others.
- ✓ Helps in highlighting how misunderstanding occurs.

Duration



Pens
Paper
Puzzles

Materials

Variation 1

Pair up participants and give each person a simple image (e.g., a house, tree, or boat) without showing it to their partner. One person first non-verbally with gestures show, after verbally describing how to draw it (without naming the object). The other person draws based only on the instructions. Compare the original and final drawing!

Variation 2

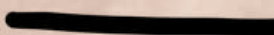
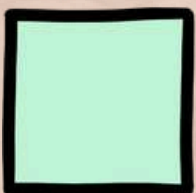
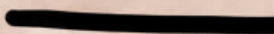
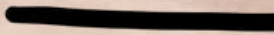
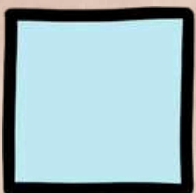
The participants are formed into pairs. They receive information (Person A: spring, sunshine, house, flower; Person B: autumn, ruined house, wilted flower). They must draw with a common pencil to complete their tasks.

Variation 3

Participants form groups of three. Person A is blindfolded and holds a sheet of paper and a pencil or puzzle, person B stands with his back to Person A, and Person C (can speak) stands opposite B (gesture, showing with hand). The team must redraw a picture or solve a puzzle.

2.3 Expected Outcomes

BIB methodology with the SEL development module helps participants to:



- understand and manage their and others' emotions,
- recognize their feelings and handle stress effectively,
- communication and conflict management, teamwork,
- empathy, social awareness, with respect and understanding of diversity, different perspectives,
- make responsible decisions,
- think critically,
- solve problems ethically, and take accountability for their actions.

Sources

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3. Module 2: Creativity and Storytelling



3.1 Introduction

Theoretical Framework

Creativity and storytelling are powerful ways for young people to express themselves, solve problems, and connect with others. These techniques can help youth workers support the mental health and emotional well-being of young people in meaningful, practical ways. This module focuses on how creativity and storytelling can build emotional resilience, encourage self-expression, and promote a sense of belonging among young people.

What is Creativity?

Creativity is the ability to generate novel ideas, solutions, and expressions that are both original and meaningful. It can include artistic activities like painting or writing, but it also applies to everyday problem-solving. Creativity is not just for artists or "creative types" – everyone can be creative, and it's a skill that can be developed over time. For young people, engaging in creative practices provides a safe space to explore their identities, process emotions, and express themselves in ways that words alone cannot convey.



Research on creativity highlights its strong connection to different forms of intelligence. Studies show that creativity correlates with cognitive flexibility, problem-solving ability, and emotional intelligence, all of which help individuals generate original ideas and understand their emotional experiences more deeply. These links between creativity, intelligence, cognitive flexibility, and emotional processing are discussed across several chapters in *The Cambridge Handbook of Creativity* (Kaufman & Sternberg, 2010), especially in sections focusing on cognitive approaches to creativity.

Creativity also plays a critical role in mental health. Research suggests that engaging in creative activities can reduce anxiety, improve mood, and increase overall psychological well-being (Stuckey & Nobel, 2010). This is partly because creative work often leads to "flow," a state of focused and enjoyable engagement. It's important to see creativity not as something to be measured or judged but as a unique process: "How am I creative in my own way?"

What is Storytelling?

Storytelling is sharing experiences, ideas, or emotions through narrative. It is one of the oldest forms of communication and of the oldest ways humans have connected with each other, deeply embedded in human culture and psychology. Storytelling allows individuals to organize their thoughts, share their perspectives, and connect with others. For young people, storytelling is a tool for expressing themselves, offering a way to make sense of their experiences and understand their feelings, building self-esteem, and fostering empathy.



When used in mental health settings, storytelling can help participants reframe negative and/or difficult experiences, identify personal strengths, and create narratives of resilience and growth. Whether through verbal storytelling, written narratives, or multimedia formats, sharing one's story fosters a sense of agency (i.e. empowerment) and belonging, especially when shared in a supportive group. Additionally, storytelling promotes group cohesion and empathy by allowing individuals to view the world through other's perspectives.

3.2 Objectives of the Module

This module helps young people to:

- Explore their creativity as a means of self-expression and coping – to use creativity as a way to express emotions and deal with challenges in a healthy way. Through techniques such as creative mapping, art-based expression (drawing, collage), and creative journaling, participants learn to translate internal feelings into visual or written forms that feel safe and manageable.
- Use storytelling to articulate emotions, build connections, and foster resilience – sharing stories as a way to connect with others and build resilience. It helps young people make sense of their experiences and strengthens their sense of belonging. By practicing oral storytelling, written narratives, digital storytelling and role-play, participants learn how to communicate emotions clearly and develop resilience by reframing challenges as part of a meaningful personal journey.
- Cultivate confidence in their creative and communicative abilities – building confidence in their ability to think creatively and communicate effectively. Engaging in hands-on creative tasks helps young people trust their own voice and ideas. Techniques such as group story creation, role-play narratives, and presenting creative work build communication skills, enhance self-esteem, and empower participants to communicate openly in both personal and social contexts.

- Recognize the therapeutic benefits of integrating creativity into daily practices – understand the mental health benefits of creative practices. The module encourages young people to build healthy routines using creative tools such as journaling, mindfulness-inspired writing prompts, flow-based artistic activities, and small daily creative rituals. These practices support emotional regulation and long-term mental well-being.
- Develop practical skills that enhance their personal and social lives – i.e. useful skills for everyday life, including problem-solving, emotional intelligence, perspective-taking, and collaborative creativity. By using concrete techniques (mind mapping, narrative structuring, visual storytelling), participants improve their ability to organize thoughts, work with others, and understand both their own emotions and the experiences of people around them.

3.3. Introduction to Key Components

Key components refer to the foundational elements of this module. They include creative thinking, storytelling techniques, art as expression, collaboration, and practical application. Each component is designed to address specific aspects of mental health and well-being, providing participants with tools to navigate their emotions and build meaningful connections.

Creative Thinking

Creative thinking is about generating new ideas and finding unique solutions to problems. Thinking creatively, finding innovative ideas and solving problems in original ways, challenges participants to think outside the box, fostering adaptability and resourcefulness – qualities that are essential for mental health.

There are two key types of creative thinking: **divergent and convergent (coherent) thinking**. Divergent thinking involves generating many possible ideas, solutions, or interpretations – it is expansive, open-ended, and encourages exploration (e.g., brainstorming or imagining multiple story endings). Convergent thinking, on the other hand, focuses on narrowing down options, selecting the most effective solution, or refining ideas into a clear final concept. Both are essential: divergent thinking fuels imagination, while convergent thinking helps organise, evaluate, and apply creative ideas in a structured way. The distinction between divergent and convergent thinking builds on Guilford’s foundational research on the structure of intellect (Guilford, 1956).

Storytelling Techniques

These techniques provide structure and clarity to narratives. They entail learning how to structure and share meaningful stories, and enable participants to communicate their thoughts effectively. By learning how to create compelling stories, young people can better articulate their emotions and experiences.

Art as Expression

Art serves as a universal language, transcending verbal communication. Using art is one of the best ways to express emotions and ideas, as it allows individuals to express complex emotions and ideas in a visual or performative format, creating a tangible outlet for self-expression.

Collaboration and Feedback

Working with others fosters a sense of community and support. Collaborative activities encourage empathy, teamwork, and the ability to give and receive constructive feedback. Peer-to-peer learning approaches can further enhance this by allowing participants to teach and learn from one another. Collaboration and feedback are thus all about working with others to share insights and support.

Practical Application

Practical application ensures that the skills learned in the module are integrated into participants' daily lives. This component emphasizes the importance of consistency and routine in mental health practices, making creativity and storytelling lifelong tools for well-being. This component is all about finding ways to integrate creativity into daily routines.

3.4. Introduction to Methods



Methods refer to the strategies and activities used to deliver the module’s content. The methods used in this module include interactive workshops, guided exercises, peer-led presentations, reflective discussions, and creative prompts using tools like visual aids or digital platforms. Each method is designed to be engaging, inclusive, and adaptable to diverse groups of participants. For example, trainers might employ tools like creativity card decks or online collaboration platforms to enhance engagement and creativity. Participants will engage in hands-on exercises, reflect on their experiences, and share their work with others.

3.5. Activities

Activity 1: Creative Mapping

Objective



To encourage participants to visualize their emotions and experiences creatively.



**Large sheets of paper
markers
crayons
stickers**

Materials

- Introduce the concept of a “mind map” as a way to organize thoughts visually. Ask participants to create a map of their emotions, using symbols, colours, and words to represent their feelings. You can focus on different topics connected to mental health.
- Encourage sharing within small groups to promote understanding and empathy.
- Facilitate a discussion on the themes emerging from the maps, helping participants draw connections between their visual expressions and emotions.

Variation

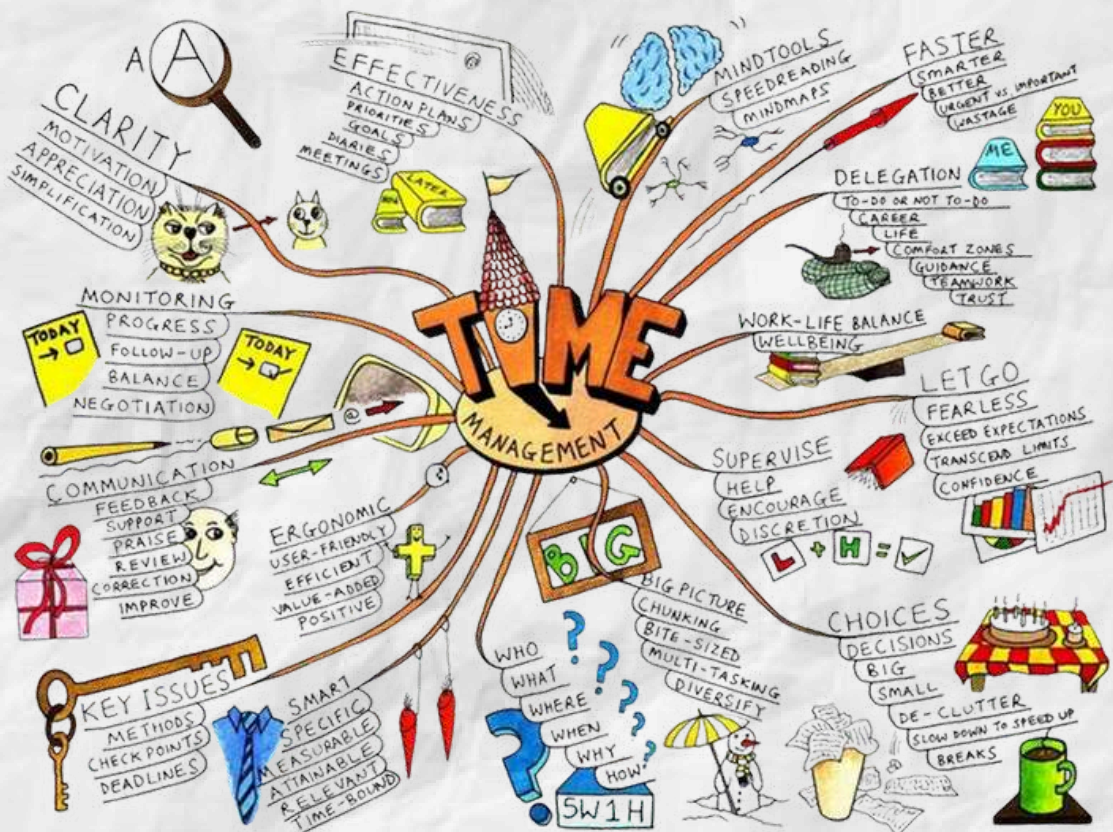
For digital-savvy groups, consider using online tools like Canva or EdrawMind for digital creative mapping.



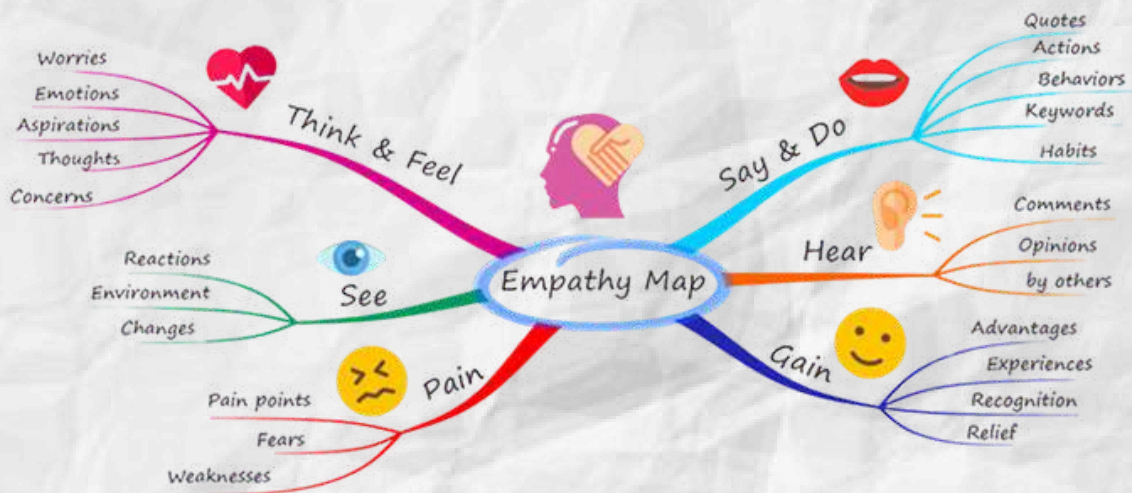
Examples of a mind map



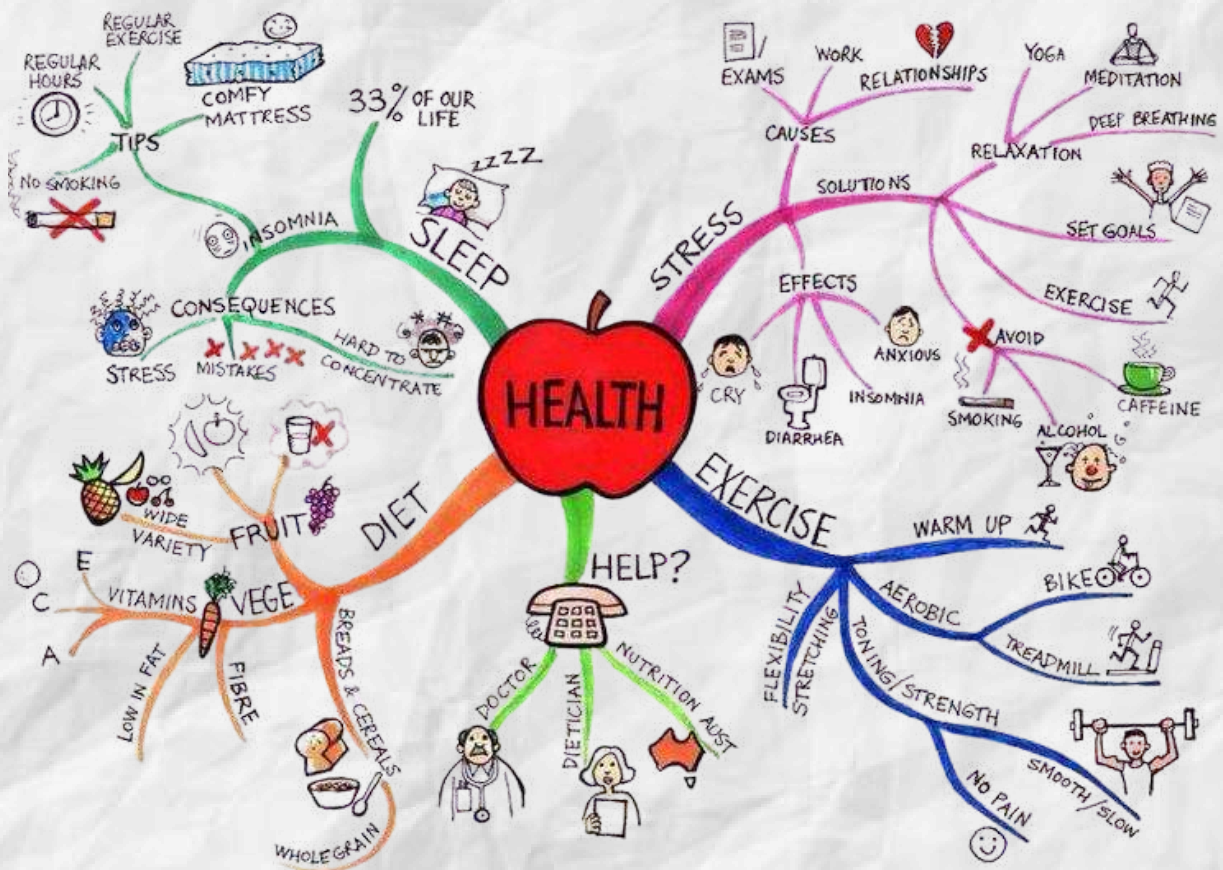
Source: <https://www.pinterest.com/pin/164240717630685755/>



Source: <https://drvidyhattangadi.com/unleash-your-creativity-with-mind-mapping/>



Source: <https://www.mindmapping.com/>



Source: <https://www.pinterest.com/pin/319192692317403966/>



Source: <https://easy-peasy.ai/ai-image-generator/images/mind-mapping-mental-health-self-care-counseling-exercise-diet-sleep-relationships>

Activity 2: Tell Your Story

Objective

Build confidence in sharing personal experiences through storytelling.



Journals, pens, optional audio/video recording devices.

Materials

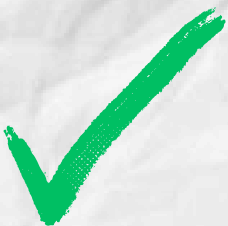
- Begin with a discussion about the power of personal stories.
- Provide prompts (e.g., “A time when I felt brave,” “My happiest memory”) to inspire writing.
- Allow participants to share their stories aloud (or through recordings), emphasizing a supportive and non-judgmental environment.
- Offer constructive feedback focusing on the strengths of their narratives and delivery.

Follow-Up / Variation

Encourage participants to record their stories using smartphones or audio apps and reflect on the experience of hearing their own voice or create a Power Point presentation.



Activity 3: Story Collage



Foster creativity and collaboration by crafting visual stories.

Magazines, scissors, glue, construction paper, markers.



- Divide participants into small groups and assign a theme (e.g., “Hope,” “Resilience,” “Fear”).
- Ask each group to create a collage that tells a story related to their theme.
- Have groups present their collages, explaining the narrative they created.
- Discuss how visual elements enhanced the storytelling process and what emotions they evoked.

Extension

Include a digital option using graphic design software or a digital tool such as Canva for creating digital collages.



Activity 4: Role-Play Narratives

Objective



To develop empathy and perspective-taking through performance.



Scripts, props (optional).

Materials

Process

- Assign roles or scenarios that reflect real-life challenges young people may face. Examples can include scenarios from the school setting, family life, peer relationships etc.
- Encourage participants to act out their narratives, exploring different perspectives.
- Facilitate a group discussion to reflect on the experience and insights gained.

Enrichment

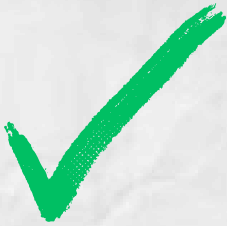
Pair this activity with a journaling session where participants write about their role-play experience and the emotions it brought up.



Duration

Activity 5: Creative Journaling

Objective



To establish a routine for self-expression and reflection.



Journals, coloured pens.

Materials

Process

- Introduce the concept of journaling as a personal and creative outlet.
- Provide daily prompts for one week (e.g., "What does happiness look like to me?"
- "Describe a challenge I overcame").
- Encourage participants to share excerpts voluntarily in the next session.
- Discuss the long-term benefits of maintaining a journaling practice for mental health.

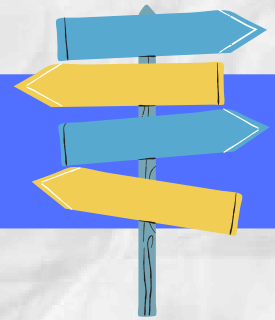
Enrichment

Use guided meditations or affirmations to inspire journal entries focused on mindfulness and gratitude.



Duration

3.6. Expected Outcomes



Enhanced Emotional Resilience

Participants will develop skills to process and articulate emotions through creative outlets.

Storytelling exercises will foster confidence in expressing ideas and experiences.

Improved Communication Skills

Increased Empathy

Collaborative activities will build understanding and compassion among participants.

Group exercises will create a supportive environment where participants feel connected.

Strengthened Community Bonds

Sustained Well-Being Practices

Creative journaling and storytelling will provide tools for ongoing mental health support.

Participants will gain communication skills and techniques in narrative structuring, visual storytelling, and collaborative creativity.

Practical Skill Development

Personal Empowerment

Engaging in these activities will help young people recognize their potential and the value of their unique voices.

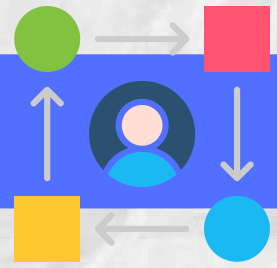
Reflective practices will enable participants to better understand their creative styles and preferences.

Greater Self-Awareness

Adaptability and Flexibility

Skills developed during the module will prepare participants to face challenges with resilience and innovation.

3.7. Guidelines for Adapting Activities for Different Age Groups



When implementing creativity and storytelling activities with diverse age groups, it is important to adjust the level of complexity, pace, instructions, and support according to participants' developmental needs. Younger participants often benefit from concrete, sensory-based activities, shorter instructions, and more visual or playful elements, while older youth can engage in deeper reflection, abstract thinking, and more independent storytelling tasks.

For children aged 8–11, activities should be simple, highly visual, and structured, with clear steps and shorter time blocks. Creative mapping, collage-making, and role-play work well when supported with examples, templates, or guided prompts. Storytelling at this age should focus on emotions, characters, and simple narrative sequences, while group work should be facilitated closely to maintain focus and emotional safety.

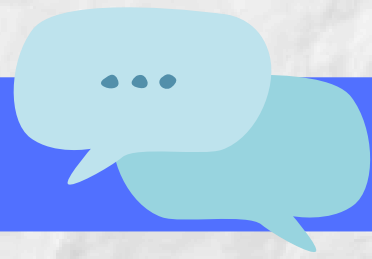
For early adolescents aged 12–14, activities can include more choice, imagination, and exploration. Participants in this age group usually enjoy personal storytelling, digital media, and collaborative tasks. Creative journaling, guided narratives, and group collages can help them express emerging identities. Instructions should remain clear, but reflection questions may be introduced to help them explore thoughts and emotions more deeply.

For older adolescents aged 15–18, activities may incorporate open-ended projects, personal reflection, and more complex narrative structures. They are capable of engaging with digital storytelling, thematic projects (e.g., resilience, identity, relationships), and longer role-play scenarios. At this stage, youth can analyse their experiences more critically, and facilitators can encourage deeper emotional exploration, peer feedback, and independent work.

For mixed-age groups, activities should be flexible and modular. Provide multiple entry points (visual, verbal, written, digital) so participants can choose the format that suits them best. Encourage peer-to-peer support, where older participants can mentor younger ones, and ensure that group reflection respects the capacities and comfort levels of all participants.

Across all age groups, it is important to maintain a supportive, safe, and inclusive environment. Facilitators should provide clear boundaries, offer encouragement, and adapt pacing based on group dynamics. By adjusting the methods and expectations, creativity and storytelling activities can remain meaningful, engaging, and developmentally appropriate for every participant.

3.8. Conclusion



The Creativity and Storytelling module provides youth workers with a robust framework to enhance the mental health and well-being of young people. By combining theory and practice, this module equips participants with tools to express themselves, connect with others, and build resilience. The integration of creativity and storytelling into mental health practices fosters a holistic approach to well-being, empowering young individuals to navigate their challenges with confidence and creativity.

Through the activities outlined in this module, participants not only learn new skills but also develop a deeper understanding of themselves and their peers. This journey of self-discovery and connection underscores the transformative power of creativity and storytelling, making it an indispensable resource for youth workers and mental health practitioners alike. The purpose of this module was to show how creativity and storytelling can support mental health and strengthen connections among young people. By learning and practicing these skills, participants can build resilience, find their voices, and connect with others in meaningful ways.

To maximize the impact, this module emphasizes hands-on activities, peer-to-peer learning, adaptability to various settings (online and offline), and the incorporation of reflective debriefing sessions to create a safe and engaging environment. By focusing on creating safe spaces for expression and learning, youth workers can ensure meaningful engagement and long-term benefits for participants. Youth workers can use this flexible approach to adapt the module for different settings and needs, ensuring participants leave with tools they can use in their daily lives. For instance, in a school setting, activities like storytelling and creative mapping could be integrated into art or language classes to enhance student engagement and emotional expression.

In community or youth centres, the module could focus on group storytelling and collaborative art projects to strengthen community bonds. This approach is flexible because it allows trainers to tailor activities to the age, cultural background, and specific needs of participants. Additionally, the module's methods can be adapted for online delivery, using tools like digital whiteboards or video storytelling platforms, making it accessible to remote or underserved communities. These adaptable elements ensure that the module remains practical and impactful across diverse environments.



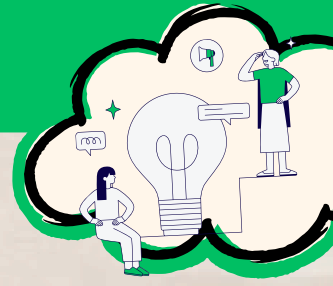
Literature

Stuckey, H. L., & Nobel, J. (2010). The Connection between Art, Healing, and Public Health: A Review of Current Literature. *American Journal of Public Health*, 100(2), 254-263.
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4. Module 3: Entrepreneurship



4.1 Introduction

Entrepreneurship plays a pivotal role in driving economic growth, fostering innovation, and building resilient communities. By encouraging individuals to think creatively and take initiative, entrepreneurship provides a pathway to self-reliance and independence. This module aims to equip participants with the knowledge and skills required to navigate the challenges of starting and growing a business while emphasising the importance of adaptability in an ever-changing world.



Key principles

- Problem-solving: Creative solutions to challenges
- Leadership: Taking initiative and inspiring others
- Adaptability: Thriving amidst change and uncertainty
- Negotiation and communication

4.2. Objective

The primary objective is to introduce participants (young people) to fundamental entrepreneurial principles, foster a proactive mindset, and provide them with practical tools for launching and sustaining a business.

Key concepts



Entrepreneurship as a Pathway to Independence

- Explanation of how entrepreneurship reduces dependency on traditional employment structures and creates opportunities for social and economic impact. How entrepreneurship fosters self-reliance and contributes to social and economic progress.

- Stories of successful young entrepreneurs who turned innovative ideas into thriving businesses. Real-world examples of young entrepreneurs transforming ideas into successful ventures.



Key Entrepreneurial Traits

- Resilience: Ability to face and overcome obstacles.
- Creativity: Generating unique solutions for complex problems. Generating innovative ideas and solutions
- Adaptability: Staying flexible in the face of challenges and change.



Be in Balance (BIB) Methodology Integration

- Understanding the BIB framework that focuses on balance and holistic development for young entrepreneurs.
- Practical applications in balancing personal growth and professional responsibilities.



Interconnection with Broader Goals

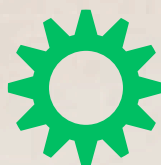
Highlighting the role of entrepreneurship in achieving Sustainable Development Goals (SDGs), such as promoting decent work and reducing inequalities.

4.3. Key Components



Characteristics of successful entrepreneurs

Emphasizing resilience, creativity, adaptability, and a proactive mindset. (see case studies as practical examples of entrepreneurial journeys to inspire participants).



Business setup

Introducing essential steps in launching a business, such as legal requirements, registration, funding options and documentation. Special focus on accessible tools and youth-friendly tools for youth to start small-scale ventures.



Market development and marketing strategies

Training participants to analyze customer needs, to develop products/services & to expand market reach sustainably. Creating effective campaigns to reach target audiences.

Case Study 1: Resilience

The Story of Sara Blakely, Founder of Spanx

- Video: [Sara Blakely On The Origin Story Of Spanx: 'I Was Just A Frustrated Consumer'](#)
- Background: Sara Blakely started her career selling fax machines door-to-door. Frustrated by the lack of comfortable yet effective undergarments for women, she decided to create her own.
- Challenge: Lacking formal business training or connections, Sara faced repeated rejections from manufacturers who didn't believe in her idea.
- Solution: She refused to give up and eventually found a manufacturer willing to work with her. Using her savings, she patented her product and marketed it creatively by pitching directly to stores.
- Outcome: Spanx became a global phenomenon, making Sara the youngest self-made female billionaire.
- Lesson: Resilience in the face of rejection and persistence in pursuing an idea can lead to extraordinary success.
- Duration: 60 minutes

Case Study 2: Creativity

The Story of AirBnB

- Video: [The real story about how Airbnb was founded - Nathan Blecharczyk Co-founder Airbnb - Startup Success](#)
- Background: In 2007, roommates Brian Chesky and Joe Gebbia struggled to pay rent in San Francisco. To make ends meet, they decided to rent out air mattresses in their living room and offer breakfast to guests.
- Challenge: Initially, the concept of staying in someone's home seemed unconventional, and they had difficulty attracting users.
- Solution: They innovated by creating an online platform where homeowners could list their spaces, focusing on professional photography to showcase properties. They also leaned on creative marketing tactics, such as providing cereal boxes branded as "Obama O's" and "Cap'n McCain's" during the 2008 election to generate buzz.
- Outcome: Airbnb is now a multi-billion-dollar company that revolutionized the travel and hospitality industry.
- Lesson: Creativity in addressing a problem and innovative marketing can turn a simple idea into a global success.

Case Study 3: Adaptability

The Story of Netflix

- Video: [Netflix History - Fun Facts About Netflix](#)
- Background: Netflix began in 1997 as a DVD rental-by-mail service founded by Reed Hastings and Marc Randolph.
- Challenge: As digital streaming technologies advanced and consumer preferences shifted, the demand for physical DVDs declined.
- Solution: Netflix adapted by pivoting to a streaming service model, investing in cutting-edge technology and creating original content to stay competitive. They anticipated future trends by leveraging big data to recommend content tailored to users.
- Outcome: Netflix transitioned from a DVD rental service to one of the largest streaming platforms in the world, reshaping the entertainment industry.
- Lesson: Embracing change and proactively adapting to technological advancements are crucial for long-term business success.

Example: Analyzing Customer Needs, Developing Products/Services, and Expanding Market Reach Sustainably

Introduction – Why this example and how it helps participants

Before starting a business, young entrepreneurs often focus on the idea itself, but overlook one of the most important elements – understanding what customers truly need and why they would pay for a product or service. This example shows how every successful business begins by identifying a real problem and designing a solution that fits the customer, not the other way around.

Through this scenario, participants learn:

- how to research customer needs,
- how to transform feedback into a real product or service,
- and how to expand sustainably without losing values and purpose.

The goal is to help young people realize that a good idea becomes a successful business only when it responds to real market demand – and that sustainability can be a competitive advantage, not an obstacle.

Scenario: Launching an Eco-Friendly Sportswear Brand

Analysing Customer Needs

Target audience	Analysis Method	Identified Needs
Active young adults and sports enthusiasts	Surveys: "What matters most to you when purchasing sports gear?"	High-quality, durable equipment.
Ages: 18 - 35	Focus Groups: Discussions on existing eco-friendly options in the market.	Products made from recycled materials.
Characteristics/behaviour: environmentally conscious, prefer sustainable products	Social Media Analytics: Insights from comments and discussions on sustainability and sports products.	Transparency in production processes.

Developing Products/Services

Product	Product Features	Additional Services
Sports shoes made from recycled ocean plastic.	Lightweight and durable design. Minimalist style suitable for everyday and sports use. Sustainability certifications (e.g., Global Recycled Standard).	Shoe repair service for extending product life. Recycling program: Customers can return old shoes for recycling and receive a discount on new pairs.

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Example: Analyzing Customer Needs, Developing Products/Services, and Expanding Market Reach Sustainably

Goal: Increase sales of recycled plastic sneakers by 25% within six months.

Campaign Message	Promotion Channels	Engagement Strategies	Measuring Success
<p>"Your steps can change the world! With our eco-friendly sneakers, we're taking the first step toward cleaner oceans together."</p>	<p>Social Media (Instagram, TikTok):</p> <ul style="list-style-type: none"> ■ Videos showcasing the recycling and production process. ■ Influencers highlight how they use the shoes in everyday activities. <p>Email Marketing:</p> <ul style="list-style-type: none"> ■ Personalized newsletters featuring stories about the positive impact of recycled materials. <p>Local Events:</p> <ul style="list-style-type: none"> ■ Hosting sports races where participants are rewarded with discount coupons. 	<p>Contest: "Share your story about contributing to the environment and win a free pair of sneakers!"</p> <p>Interactive Map: Display the amount of plastic removed from oceans thanks to product sales.</p>	<p>Tracking sales using promo codes linked to the campaign.</p> <p>Collecting customer feedback on product quality and design.</p> <p>Analyzing social media engagement (views, likes, shares).</p>

This strategy connects customer needs with product development while ensuring that the marketing campaign effectively reaches the right target audience.

4.4. Methods



Entrepreneurship cannot be learned only through theory. Young people best develop entrepreneurial skills when they have the opportunity to experience problem-solving, test ideas, and practice decision-making in realistic situations. For that reason, this module combines experiential learning with collaborative activities that encourage creativity, critical thinking, and leadership.

The selected methods aim to help participants move gradually from

awareness → understanding → practical application → confidence.

Instead of passively receiving information, participants actively engage in shaping their own learning experience – much like real entrepreneurs who learn by doing, experimenting, making mistakes, and adjusting.

The methods also reflect key principles of the BIB (Be in Balance) approach:

- ✓ encouraging personal growth while building professional competencies,
- ✓ learning in a supportive and non-judgmental environment,
- ✓ developing the ability to stay grounded and adaptable when facing challenges.

Through hands-on activities, teamwork, self-reflection, and real-life case studies, participants gain both technical skills (business planning, market analysis, pitching) and soft skills (communication, negotiation, resilience, adaptability). Each method is designed to activate different talents and learning styles – visual, auditory, and experiential – ensuring that every young person finds space to contribute and succeed.

Practical exercises such as mock business plans, brainstorming sessions, and design thinking to simulate real-world challenges.

Practical Exercises: Developing mock business plans tailored to real-world contexts to gain firsthand experience.

Brainstorming Sessions: Encouraging creativity in problem-solving.

Collaborative Learning: Group discussions and workshops to simulate real-world problem solving.

Design Thinking Workshops: Enhancing innovation through structured yet flexible problem-solving frameworks.

Interactive Presentations: To engage participants with real-life examples and theoretical insights.

4.5. Activities

Activity 1: "Traits of a Successful Entrepreneur"

Objective

To help participants identify and cultivate traits that contribute to entrepreneurial success



Materials

Projector, inspirational videos, case study documents, and self-assessment tools.

- Start with a short video or presentation showcasing entrepreneurs who made significant impacts through resilience and creativity. Examples: [Video 1](#) [Video 2](#) [Video 3](#)
- Provide participants with a self-assessment worksheet to evaluate their entrepreneurial readiness.
- Group activity: Role-playing scenarios where participants must demonstrate adaptability and decision-making skills.
- Closing discussion: Reflection on personal strengths and how to harness them in an entrepreneurial journey.

Process



Variation

- Begin with an interactive discussion on famous entrepreneurs/case studies and their key traits.
- Conduct a self-assessment activity to identify personal strengths and areas for growth.
- Group discussion/Role playing on how resilience, creativity, and adaptability can be applied to participants' ideas.



Duration

Activity 2: "From Idea to Action"

Objective

To teach participants the step-by-step process of turning an idea into a viable business.

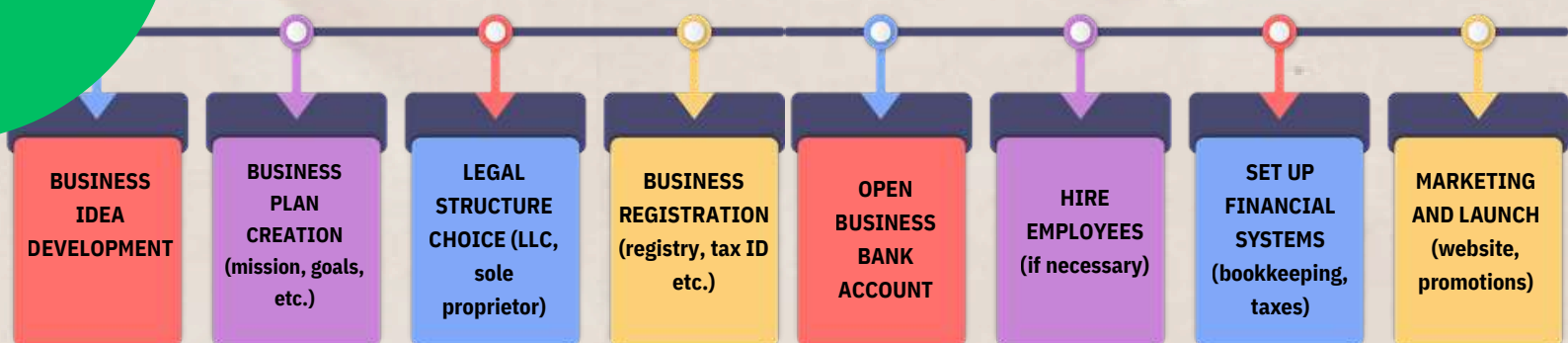


Business setup templates, visual aids (e.g., flowcharts), and checklists for legal documentation.

Materials

Process

- Break down the business setup process into manageable steps, using flowcharts for clarity.



- **Interactive segment:** Participants collaborate in pairs to draft a basic roadmap for starting a hypothetical business.
- **Legal simulation:** Practice filling out forms or navigating common administrative hurdles.
- **Expert Q&A:** Invite a local entrepreneur to share insights on overcoming challenges during the setup phase.

Activity 2: "From Idea to Action"



Country specific considerations

Serbia	Slovenia	Romania
<p>Entrepreneurs should check with the Serbian Business Registers Agency for registration and specific licensing requirements, such as VAT for businesses exceeding a certain turnover.</p>	<p>In Slovenia, the procedure is simplified for small businesses and may involve fewer bureaucratic steps. The AJ PES (Agency of the Republic of Slovenia for Public Legal Records and Related Services) handles business registrations.</p>	<p>Romanian businesses can register online through the National Trade Register Office (ONRC), and the tax system requires registration with the National Agency for Fiscal Administration (ANAF). They must also consider VAT registration depending on revenue thresholds.</p>

When setting up a business, each country has its own administrative steps, required documents, and estimated costs. The checklists below provide young entrepreneurs with a clearer and more practical overview of what they can realistically expect in Serbia, Slovenia and Romania.



Activity 2: "From Idea to Action"

Serbia - Practical Checklist

Steps	Notes	Check
Choose the business form	most youth-friendly: preduzetnik / paušal or DOO)	
Prepare required documents	ID card / passport Founding act (for DOO) Proof of business address	
Complete registration at the Serbian Business Registers Agency (APR)	Standard registration period: 3–5 days Estimated cost: approx. 4,900 RSD (preduzetnik) / 6,500 RSD (DOO)	
Obtain Tax ID (PIB) and choose tax model	Paušalno oporezivanje is suitable for small youth ventures	
Open a business bank account		
Consider VAT registration	if projected annual turnover exceeds the legal threshold	
Opt for accounting service or digital bookkeeping tool	Optional but recommended	



Most youth startups in Serbia begin as “paušalci” due to lower costs and simpler administration.

Activity 2: "From Idea to Action"

Slovenia - Practical Checklist

Steps	Notes	Check
Decide on business type	youth most commonly choose s.p. – sole proprietor	
Prepare basic documents	Personal ID Statement of business address	
Register at AJPES (online or in person)	Registration is free Business can be opened within 1 day	
Tax registration	At the Financial Administration of the Republic of Slovenia (FURS)	
Open a business bank account		
Consider simplified flat-rate tax system	Normiran s.p. (normiranci) - popular for startups	
Obtain a digital certificate for online administration	Optional but recommended	



Slovenia is known for its simple and fast procedure – a full business setup often takes less than 3 days.

Activity 2: "From Idea to Action"

Romania - Practical Checklist

Steps	Notes	Check
Choose business form	Most youth begin as SRL (similar to DOO) or PFA (similar to freelancer)	
Required documents	Personal ID Proof of business address Statement of company activity	
Register business online via ONRC	Average registration time: 3–5 days	
Register for taxes via ANAF	Choose tax model based on income level	
Open a business bank account		
Check VAT obligations	Depending on revenue threshold	
Opt for accounting service, especially for SRL	Optional but recommended	



Romania offers digital registration, which makes online business creation convenient and cost effective.

Activity 2: "From Idea to Action"

Quick Comparison for Young Entrepreneurs

Country	Fastest Legal Form	Typical Duration	Approximate Initial Cost
Serbia	Preduzetnik / Paušal	3–5 days	~60–55 EUR
Slovenia	S.P.	1–3 days	Free
Romania	PFA or SRL	3–5 days	~60–80 EUR

Half a day workshop

Duration



Activity 3: “Business Idea Challenge”

Objective

Teach participants to develop and pitch business ideas. Encourage innovation and teamwork by developing and pitching business ideas.



**Flip charts,
business plan templates,
multimedia for presentations
and feedback forms**

Materials

- Participants are divided into small teams and given a brainstorming session to identify a business idea.
- Teams work together to draft a business plan, which includes key elements like a value proposition, market analysis, and financial overview.
- Organize a “Pitch Day” where each team presents their idea to a panel of mentors, peers, and stakeholders.
- Provide constructive feedback focused on feasibility, innovation, and market relevance.
- Award recognition for the most innovative and practical ideas to motivate participants.

Process



Context for the Activity: Why Pitching Matters

Pitching is a core entrepreneurial skill. It teaches young people how to communicate an idea clearly, confidently and persuasively in a short period of time. A strong pitch helps others – investors, partners, customers, mentors – quickly understand:

- what the business idea is,
- why it matters,
- how it creates value,
- and why the team has the capacity to turn it into reality.

By practicing pitching in a supportive environment, participants strengthen communication, leadership, critical thinking and resilience – skills that are crucial both in business and in everyday life.

1 day



Duration

Activity 3: “Business Idea Challenge”



How to Pitch - Practical Guidelines for your Participants

Each team will prepare a 3–5 min pitch that includes the following elements:

- Problem – What challenge or need have you identified?
- Solution – What product or service solves that problem?
- Target Group – Who will use or buy the solution?
- Unique Value Proposition – What makes this idea better or different from other solutions?
- Business Model – How will the business generate income?
- Impact – What positive social, environmental, or community value will be created?
- Call to Action – What support, resources, or next step do you need from the audience?



Reminder for youth: Your energy, clarity and belief in your idea are just as important as the idea itself.

- Participants are divided into small teams and given time for group brainstorming to identify a business idea.
- Teams develop a short business plan with key elements – value proposition, market overview, and financial logic.
- Using the pitching guidelines provided, each team prepares a 3–5 minutes pitch to present their idea.
- A “Pitch Day” is organized where every team presents to a panel of mentors, peers and stakeholders.
- The panel gives constructive feedback based on feasibility, creativity, market relevance and clarity of presentation.
- Recognition is given to teams with the most innovative, socially impactful and practical business concepts to encourage motivation and self-confidence.



Activity 4: "Marketing Masterclass"

Objective

To develop effective marketing strategies tailored to specific target audiences.



Market analysis tools, social media case studies, and marketing strategy templates.

Materials

Process

- Introduce core marketing principles, including the 4 Ps: Product, Price, Place, and Promotion.
- Participants identify target demographics and brainstorm ways to connect with them effectively.
- Create mock social media campaigns and analyze their potential impact.
- Present strategies and gather feedback from peers.



Activity 4: "Marketing Masterclass"

MARKETING MIX



Duration

4.6. Expected Outcomes



Enhanced Entrepreneurial Mindset

- Participants gain confidence in their ability to innovate and problem-solve.
- Participants will demonstrate increased confidence in identifying and pursuing business opportunities.
- Participants gain confidence in dealing with administrative tasks. Understanding of the forms and processes required for business registration, tax registration, and licensing. Preparedness to handle legal hurdles and take the next steps towards starting a business in a real-world setting.

Practical Skills in Business Planning and Pitching

- Improved competence in ideation, business planning, and pitching. Participants will be able to develop a basic business plan and deliver persuasive pitches to stakeholders.

Growth-Oriented Perspective

- Understanding market dynamics and leveraging resources effectively. Participants will grasp essential marketing and customer engagement strategies.

Stronger Problem-Solving and Leadership Abilities

- Participants will display resilience and creativity in addressing real-world challenges.

Alignment with Broader Development Goals

- Participants will understand how entrepreneurship contributes to sustainable economic and social development.

5. Monitoring and Evaluation

Pre- and post-assessment tools for each module. Monitoring and evaluation (M&E) are essential components of the BIB (Be In Balance) methodology training process. They help assess the effectiveness of the training and ensure that the objectives are being met. The M&E framework includes pre-assessment and post-assessment tools, feedback from both participants and trainers, and performance indicators to measure the success of each module.

Pre- and post-assessment tools for each module

The pre-assessments and post-assessments will serve as key tools for tracking the progress of participants throughout the training. These assessments will measure changes in knowledge, skills, and attitudes before and after each module.

Pre-Assessment (Before Training)

Objective

To evaluate the baseline knowledge, skills, and confidence of the participants before the training begins.

Method

Conduct the pre-assessment online or on paper, depending on available resources.

Content

- Knowledge quiz (multiple choice, true/false questions)
- Self-assessment of entrepreneurial skills and soft skills (such as resilience, creativity, adaptability)
- Confidence scale: Rate your confidence in your ability to apply entrepreneurial skills. A short survey to gather participants' expectations and learning goals.



Section 1 – Knowledge Quiz (example items)

Multiple choice – 1 correct answer

1. What is a “business value proposition”?

- a) A business logo
- b) The unique value a product/service offers to customers ✓
- c) A marketing slogan
- d) A financial report

2. A target group refers to:

- a) Anyone in the world
- b) Competitors
- c) The specific group of people most likely to buy a product/service ✓
- d) Investors

3. An entrepreneur is someone who...

- a) Works only for personal profit
- b) Creates opportunities and solves problems using innovation ✓
- c) Does not take any risks
- d) Works only in large companies

10 questions are ideal; difficulty: easy → moderate

Section 2 – Self-Assessment of Skills

Rate yourself on a scale 1 (very low) to 5 (very high)

Skill	1	2	3	4	5
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem-solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3 – Confidence Scale

How confident do you feel about the following
(1 = not confident at all; 5 = very confident)

Statement	1	2	3	4	5
“I understand what entrepreneurship means.”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“I could identify a market need.”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“I could propose a business idea.”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“I could cooperate with others during a project.”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“I can present my ideas to others.”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4 – Expectations and Learning Goals

Open questions :

What do you expect to learn in this training?

Which entrepreneurial skills do you want to improve?

What is your biggest fear or challenge related to entrepreneurship?

Do you prefer learning individually or in a group? Why?

Post-assessment (after training)

Objective

To measure the improvement in knowledge, skills, and attitudes after the training.

Content

- Knowledge quiz similar to the pre-assessment, with additional questions to test the application of new concepts.
- Self-assessment of skills gained during the training, including key entrepreneurial traits (resilience, creativity, adaptability).
- Confidence scale: Rate your confidence in applying what you learned during the training to real-life situations.
- Feedback on overall learning experience: What did you enjoy most? What could be improved?

Method

Conduct the post-assessment online or on paper.

Section 1 – Knowledge Quiz

Same structure as pre-assessment; 60–70% questions for comparison of development

New questions

1. Which of the following is the BEST description of a “market fit”?

When the product meets real needs of a clearly defined customer group. ✓

2. What is a pitch?

A short and clear presentation of a business idea to gain support. ✓

Section 2 – Skills Progress Self-Assessment

Participants compare their progress – same table but with 2 columns: BEFORE & AFTER

Skill	BEFORE	AFTER
Creativity	1-2-3-4-5	1-2-3-4-5
Adaptability	1-2-3-4-5	1-2-3-4-5
Teamwork	1-2-3-4-5	1-2-3-4-5
Communication	1-2-3-4-5	1-2-3-4-5
Resilience	1-2-3-4-5	1-2-3-4-5
Problem-solving	1-2-3-4-5	1-2-3-4-5
Confidence	1-2-3-4-5	1-2-3-4-5

Section 3 – Learning Experience Feedback

Likert Scale

Statement

Strongly Disagree (1) - Strongly Agree (5) 1 2 3 4 5

The training improved my entrepreneurial skills.

Activities were engaging and practical.

I feel more confident to start or develop a business idea.

Collaboration with peers helped me learn.

I would recommend this training to others.

Section 4 – Open Questions

What was the most valuable part of this training?

Which activity helped you learn the most?

What should we improve for the next group?

Would you like to continue working on your business idea after the program? How?

Feedback from Participants and Trainers

Feedback will be collected at multiple stages to ensure that the training meets its objectives and to refine the activities for future sessions. It will help identify strengths, areas for improvement, and any adjustments needed for the content or delivery methods.

Participant Feedback

Objective

To assess how the participants experienced the training and how useful it was for their learning journey.

Content

- Likert scale questions (e.g., "How useful was this module in enhancing your entrepreneurial skills?")
- Open-ended questions (e.g., "What was the most valuable thing you learned?", "How could this training be improved?")
- Peer-to-peer impact: "Did you learn from your peers? If yes, how?"
- Overall rating of the training: "Would you recommend this training to others?"

Method

A post-training survey or feedback session after the final module.

Objective

To evaluate the effectiveness of the training activities from the perspective of the trainers and identify areas for refinement.

Content

- Was the training delivery effective (engaging, clear, interactive)?
- Were the objectives of each module achieved?
- What worked well during the sessions? What could be improved for future iterations?
- Did the participants engage with the content? Were there any challenges in facilitating the training?

Method

Trainer reflection session after each module or at the end of the training.

Trainer Feedback



To assess the impact of the training, the following indicators will be tracked and analyzed:

Skill Improvement

- Indicator: Percentage increase in correct answers in the post-assessment compared to the pre-assessment.
- Indicator: Participant self-assessment of skill levels (e.g., creativity, adaptability, resilience) before and after the training.
- Indicator: The number of participants demonstrating new skills in practical exercises and activities.

Confidence Boost

- Indicator: Improvement in participant confidence levels from pre-assessment to post-assessment, particularly in areas related to entrepreneurship (e.g., "I feel confident in my ability to start a business").
- Indicator: Positive feedback from participants about feeling more prepared to apply the knowledge gained in real-world situations.

Peer-to-Peer Impact

- Indicator: Participant feedback on how interactions with peers influenced their learning process (e.g., collaboration, shared ideas, role-playing activities).
- Indicator: The number of participants expressing increased motivation and support after collaborating with their peers during group activities.
- Indicator: Peer feedback (e.g., "Did your peers help you understand a concept better?" or "What did you learn from collaborating with others?").

Engagement and Participation

- Indicator: Active participation during the training sessions, such as attendance, engagement in group discussions, and willingness to share ideas.
- Indicator: Number of participants who successfully complete all practical exercises and activities.
- Indicator: Participation in follow-up activities (e.g., implementation of business ideas, peer feedback).

Final Evaluation Report

At the end of the training, an evaluation report will be compiled that combines the results of the preassessments- and post-assessments, participant and trainer feedback, and the key performance indicators.

The report will outline:

- ✓ Overall improvements in participants' entrepreneurial knowledge, skills, and confidence.
- ✓ Key takeaways and lessons learned.
- ✓ Recommendations for future training sessions, including adjustments to the methodology, content, and delivery.
- ✓ Evidence of peer-to-peer impact and collaborative learning.

This monitoring and evaluation process will help assess the success of the BIB methodology training, refine future activities, and ensure that the training provides value to the young participants. It will also offer insights into how the training can be adjusted to better suit the needs of participants in different countries (Serbia, Slovenia, and Romania).

Evaluation Report Template

Available as an Annex

Conclusion

A positive response from the target group provides genuine insight into whether the effort invested in a task has paid off. This feedback is even more authentic with young people, as the modern world demands quick and effective responses above all else. Young people primarily seek fairness, a desire that is deeply reflected in their attitudes, emotions, and reactions.

Working with youth workers is much easier. They understand the frameworks and methods for providing constructive criticism. Miles of creative processes, focused discussions, and experience give them the confidence to express themselves clearly. They point out both the positive and negative aspects but in a balanced way. Superlatives are reserved for truly exceptional circumstances.

BIB—Be in Balance is not just a story about raising awareness among young educators, youth workers, and young people about socio-emotional issues. This project and methodology also involve additional values: new friendships, intercultural exchange and integration, a motivated approach, and, above all, solidarity and empathy.

BIB – FINAL EVALUATION REPORT TEMPLATE

To be completed by the trainer after the training program

?? 1.BASIC INFORMATION

Item	Details
Training Program	BIB – Be In Balance Methodology
Module(s) Covered	_____
Country	<input type="checkbox"/> Serbia <input type="checkbox"/> Slovenia <input type="checkbox"/> Romania <input type="checkbox"/> Other: _____
Trainer Name	_____
Training Dates	_____
Total Number of Participants	_____
Age Group of Participants	_____

?? 2.SUMMARY OF THE TRAINING

Short description of the training flow and key activities (5–10 sentences).

Example format:

- Topics covered
- Methods used (group work, discussions, case studies, pitching, etc.)
- General atmosphere and motivation

Text box:

□

□

?? 3.RESULTS BASED ON PRE & POST ASSESSMENT ANALYSIS

Indicator	Before Training	After Training	Change / Comment
Average knowledge score	____ %	____ %	↑ / ↓
Average skills self-assessment	____ / 5	____ / 5	↑ / ↓
Confidence to apply entrepreneurship skills	____ / 5	____ / 5	↑ / ↓
Understanding of teamwork and peer learning	____ / 5	____ / 5	↑ / ↓

☞ Trainer self-interpretation:

□ _____

?? 4.PARTICIPANT FEEDBACK SUMMARY

Area	Rating (1-5)	Main comments
Usefulness of training	____	_____
Practicality of activities	____	_____
Trainer delivery	____	_____
Collaboration & peer learning	____	_____
Overall satisfaction	____	_____

☞ Most valuable part for participants:

□ _____

📝 Suggested improvements:

□ _____

?? 5. TRAINER EVALUATION & REFLECTION

Reflection Guiding Questions	Response
Were the module objectives achieved?	_____
Which parts worked best?	_____
Which parts were challenging?	_____
Recommendations for next implementation	_____

?? 6. ENGAGEMENT & PARTICIPATION

Indicator	Observation
Attendance and punctuality	_____
Level of engagement during activities	_____
Collaboration between participants	_____
Openness to sharing ideas	_____

Optional notes on individual/group dynamics:

□ _____

?? 7.FOLLOW-UP POTENTIAL

Item	Notes
Participants interested in continuing work on business ideas	____ / total
Participants who expressed interest in mentorship	_____
Suggested next steps (workshops, mentorship, incubation...)	_____

?? 8.FINAL CONCLUSION

General conclusion of the training (3–6 sentences):

□ _____ □
