

# The **7** **HABITS** of Highly Effective NGOs

**Manual Guide:**  
**A practical guide for youth workers,  
educators, and NGO staff**

**Based on our 10 days  
training course in Rõuge, Estonia  
September 22nd - October 3rd, 2018**

This manual guide was produced as a result of the Erasmus+ training course, “The 7 Habits of Highly Effective NGOs”, which brought together youth workers from Estonia, Spain, Slovenia, Turkey, Lithuania, Greece, Malta, and Poland to Rõuge, Estonia with the financial support of the European Commission. Through this training course, participants discovered what habits are, how to develop habits individually, what the most important habits for effective NGOs are, and how to hone these habits in their everyday lives as NGO workers.

This booklet brings you a compilation of workshops, videos, tools, and other outputs that can be used by anyone in an attempt to share our experience during our training course with you!

**We would like to express our gratitude to all the participants who dedicated their time, effort, and energy to make a contribution to this manual guide.**

This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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## Overview of the Project



The **7HABITS**  
of Highly Effective NGOs

Training course for youth workers

Rõuge, Estonia

September 22nd – October 3rd, 2018

### PARTICIPANTS



















## ABOUT THE PROJECT

It is no secret that in the field of NGO youth work, there are many factors that can cause an organization to either be effective and succeed, or struggle and fail. This depends largely on the habits that an organization chooses to adopt, or not adopt, and implement in their own organizational culture.

This Training Course was inspired by Stephen Covey's "7 Habits of Highly Effective People", however it is a deep dive into the habits most important for the overall success and effectiveness of non-government organizations (NGOs) that work with youth.

**This training was practical and results-oriented.**

**Participants worked on adopting new and healthier tiny habits each day of the training course in order to leave with a new set of tangible habits and practical experience in changing their behaviors for success.**

This was a training for youth leaders and other professionals' working in the field. The knowledge they learned in the training will support their organizations and other working groups in the future.

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## AIM

- . increase their knowledge as to what a habit is, how it is developed, and what are the crucial habits to develop as an NGO; -
- . learn skills in developing effective habits, and will develop the particular skills needed to be an effective youth leader; -
- . increase their awareness on the importance of developing habits for an NGO's effectiveness, as well as will increase their understanding of what are the habits necessary for an NGO and other professionals' working in the field.

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# OBJECTIVES

“The 7 Habits of Highly Effective NGOs” aims to develop the knowledge, skills, and attitudes of 25 professionals on the important habits of an effective organization to manage teams and execute their work. This training course is for youth workers, professionals and NGO leaders that work with youths from Estonia, Spain, Slovenia, Turkey, Malta, Greece, Poland, and Lithuania.

Participants discovered what a habit is, what success is, how to develop habits individually and as an organization;

A new approach was adopted to co-create the structure of the program together based on the needs of the selected participants and their organisations.

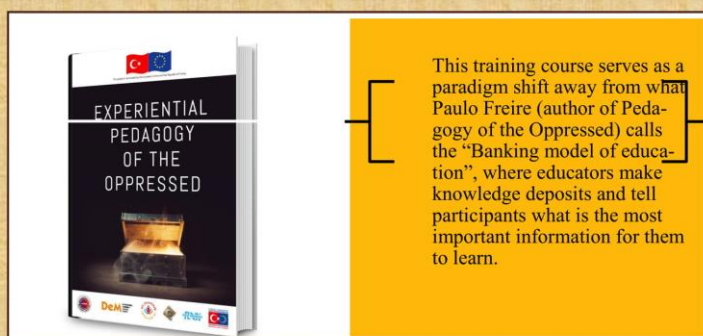
**“Participants will become more proactive in using the 7 habits in their everyday life contexts. They will become more motivated to step up as leaders as youth workers, and empower the organization to focus on creating a culture that encourages the 7 habits and NGO effectiveness.”**

Furthermore, they will learn theoretical and practical approaches to these habits and learn new experiential learning methods they can use in their own line of work.

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# METHODOLOGY



We Do NOT design a program that presumes we know the information (and in this case the 7 habits) that are most relevant and

useful to YOU in your organization. Instead, we will co-create the program together in real time, at the training course in Estonia, based on the needs of each youth worker and the habits they feel are most needed for their organization.

Instead, we will co-create the program together in real time, at the training course in Estonia, based on the needs of each youth worker and the habits they feel are most needed for their organization. We will invert the “banking model of education” to engage each participant in the process of their own learning, through “problem posing” education. We will leverage this innovative new methodology to create dialogues around topics you

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## ABOUT THE TRAINERS



### Martin

Martin Mark is the leader of the hosting organisation NGO Revolution. He is a Certified Tiny Habits® Coach and will conduct the theoretical part of the training.

He is training on habits since 2014, but his trainer career started almost 10 years ago. He has a lot of experiences in international projects since 2005.

Martin is also a night photographer, lightpainter and astronomy enthusiast. In addition to habits and making changes his training topics include photography for beginners, night photography and astronomy for beginners.



### Romy

Over the years, Romy has delivered trainings mainly on the topics of leadership, emotional intelligence, project management, design thinking, and human rights.

She has developed training programs for youth, youth workers, and trainers in 13 countries, across 4 continents, through the Fulbright Program, Erasmus+, IFMSA, LEAP4change, and international training consultant work. Romy's life passion is designing and delivering experiential learning trainings, and in 2018 she was certified in Experiential Learning Theory and Practice by David Kolb and Alice Kolb.



### Blaz

Blaz Branc is the founder and CEO of Baltazar Marketing and has worked for clients such as Porsche, Hewlett-Packard, Samsung, Toshiba, Astellas Pharma, Studio Moderna, and Austrian Airlines. Since 2014 he has been delivering training courses and workshops on topics including entrepreneurship, marketing, product re-engineering, live experience design, and business game design.

He is an aficionado of educational Larp (Live Action Role Playing games) and has co-created over 20 scenarios, which he has used to train and mentor numerous international training course participants. In 2017, he created the learning game Digital Shift in collaboration with Deloitte. Blaz is a certified facilitator for Copenhagen Game Lab. Blaz holds a BA in Sociology and human resources management and is the author of Imagine This, a book on the power of Edu-Larps in corporate training, which was published by the Danish firm, Rollespilsakademiet, in March 2018.



## ABOUT THE PARTICIPANTS

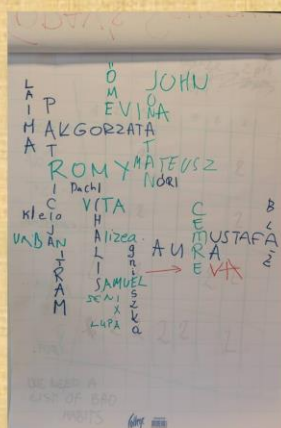
Participants came from different professional backgrounds that included students, NGO Leaders, Youth Workers, Trainers, Teachers, Therapists and other professionals from seven countries. The variety of expertise of the participants and the multiculturalism of the group enabled a very cohesive and successful work group. The experiential training method that was used highlighted and celebrated the Culture, work ethos and experience of the participants in enabling the objective of the workshop to success. Participants were in partnership with the trainer's to structure, re-structure and adapt the objective almost, on a daily basis.

We were extremely lucky with our trainers. Besides being extremely charismatic, they had a wealth of knowledge that they disseminated through experiential learning, the methodology used throughout the workshop.

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## DAY 1



Getting to know each other activities were done: stories of participants' names were shared, name games were played, and then small team competitions connected participants' experience with Erasmus+, NGO work, travel, habits, etc. In the second session more information was shared the program of the training course, the unique methodology used was based on Paolo Freire's Pedagogy of the Oppressed. Personal fears, expectations, and contributions were shared. Group dynamics was next. We engaged in some body work activities such as electricity currents, human magnets, slow tag, clown dancing, and more. In this energizer participants who were in groups, performed creative acts to entertain "the queen" and receive her approval to stay in the kingdom of 7 habits.

Team building was the final session. The activity involved passing a number of potatoes and eggs to each member of the group. A number of rules was given to the participant's. The group managed to work as a team and throw a RAW egg to the designated basket, which initially was deemed impossible by the group to accomplish.

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## DAY 2 Habits

Energizer (passing invisible thing to each other). Brainstormed what the word 'habit' meant to us. The most important keywords were: automatic and behavior. Morning workshop was related to working with habits on a personal level and creating a wish list of three personal habits participants' wanted to work on during the workshop. Trainer presented a behavior model by BY FOGG. Fogg's theory states that behavior is created by motivation, ability and trigger, M.A..T. The trigger determines the outcome of the habit formed. Trainer highlighted most important techniques for creating tiny habits:

- a) Do It at least once per day
  - b) It should last less than 30 sec
  - c) It requires no efforts
- The frame on which we should work is following:  
After I \_\_\_\_\_ (trigger), I will \_\_\_\_\_ .  
Celebrate after completing tiny habit.

Afternoon session dealt with bridging between personal and professional habits., mastering the technique and applying them to our organizations.



Group was subdivided and instructions were given to work on professional habits,. Lists were drawn up from the various groups with regards to the different needs they felt they needed to have in their organization.

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## DAY 3

Processing of the previous day was done. the first component of the habits chart, i.e. Motivation was discussed. Motivation can have two directions triggered by the desire to achieve something pleasant or to minimize pain. Habits were sustained if they were divided into smaller behaviours.



A session followed on analysing the 3 most important behaviours and attitudes related to specific habits which could then be used in the participant's professional and organizational level. Participant's were asked to visualize their organization in 10 years time, if new specific habits were not introduced or not. The task was expressed in the form of a visual activity → so-called drawing of the future. The last energizer took place outside and was an integral part of the group's cohesiveness.

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## DAY 4 ABILITY AND TRIGGERS.

- ♦ Morning energizer to remember each other names



- ♦ Breaking down habits into behaviours (umbrellas).-
  - We were given a couple of minutes to discuss with each other, regarding the following workshops, while we were free to act as we wanted. Later, the trainers reflected with the participants on their reactions during this moment and straight after participants were introduced with the behavior - trigger pattern. Triggers are divided to external and internal, as well as hot and cold ones. In the next workshop, trainers divided the participants into small groups and asked them to choose three behaviors - good habits, connected with the 7 good habits of a successful NGO. Participants task was to analyze the type of triggers that individuals have, in order to follow these behaviors. After a short reflection moment, the workshop finished and the group enjoying its lunch break.
  - We were presented the 3 cluster groups which were representing the 7 effective habits in an NGO. After that, we made 3 theatre performances for each cluster group and we reflected on them! The experiential learning and the pedagogy of the oppressed was discussed with the trainers. Participants were asked to make a list of the specific issues we wanted to work on.
  - Out-loud reflections, Mateo's workshop and sauna! ☺

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## DAY 5 Cultural Day



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## DAY 6 Competences



After energizer we explored in more depth about Experiential Learning. We did an online test to find out our learning styles. We were asked think about how we plan a trip relating it to our learning styles. In a group we spoke about the strengths and possible limitations of our style, and discussions on flexibility in this regards we done. An interesting exercise followed on Personal Cosmology. Trainers took the chair and questions of a not personal manner, were asked from the group.

A session on mindsets and victim accountability ensured further enhanced our knowledge on being flexible in our learning styles. Although comfort is found in one's style, it was important to practise other styles to broaden our expertise.

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## DAY 7 NGO'S MANAGEMENT

- We were encouraged to create a project within our already discussed NGO AS A GROUP. Structure was discussed by trainer to guide us. One group took the initiative to start first, very successfully.
- We were divided into groups and blindfolded our partners, afterwards we had to lead one another around the room. Our topic for today was leadership. The space was open for reflection.
- Brainstorming about the topic leadership.
- We analysed our actions within the groups.



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## DAY 8 TIME MANAGEMENT

### SESSION 1:

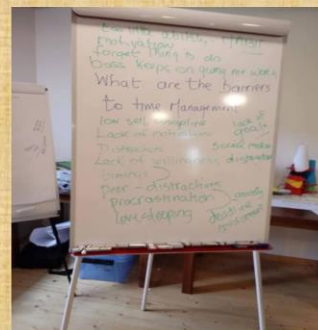
Morning energizer: people standing in a circle, holding hands are changing places with the people standing in the middle of the circle according to instructions given by the facilitator. Traditional Estonian music is being played meanwhile.

Group brainstorming and conversation about the following questions:

- What is time management?
- What can lack of time management cause?
- What barriers do we have with time management?

Introspection to Brian Tracy's book called "Eat that frog":

- tool of ABC - prioritizing
- Urgent/Important matrix



### SESSION 2: WIN-WIN COMMUNICATION

Energizer facilitated: the germs & medicines. Running activity with sticky notes symbolizing germs and/or medicines.

Game of life: an activity to represent the strategy of win-win

Group discussion about win-win communication and introduction to the assertive communication matrix

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## DAY 8 TIME MANAGEMENT

### SESSION 3: QUESTIONING

Energizer facilitated by Jonas: touching elements of different colours with different body parts

Group brainstorming and discussion about open and closed questions

Activity of raising questions and answering while moving around in the room and meeting different people

### SESSION 4: PUBLIC SPEAKING

Public speaking monster: identifying the fears of the groups with public speaking (post-its, individual notes, then group discussion)

Energizer facilitated by Sam: to the rhythm of clapping participants call each other (shouting/singing) by name to the empty side of the room from the crowded part of it

Tips for successful public speaking:

- comfort bubble
- connection
- practice
- preparation
- body
- environment
- structure
- feedback

Public speaking into practice: individual speeches of 40-60 seconds in front of the whole team guided by open questions raised by the participants.



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## **DAY 9 APPLICATION DAY**

-Participants are asked to apply what learned throughout these past days in small presentations.

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## **DAY 10 EVALUATION DAY**

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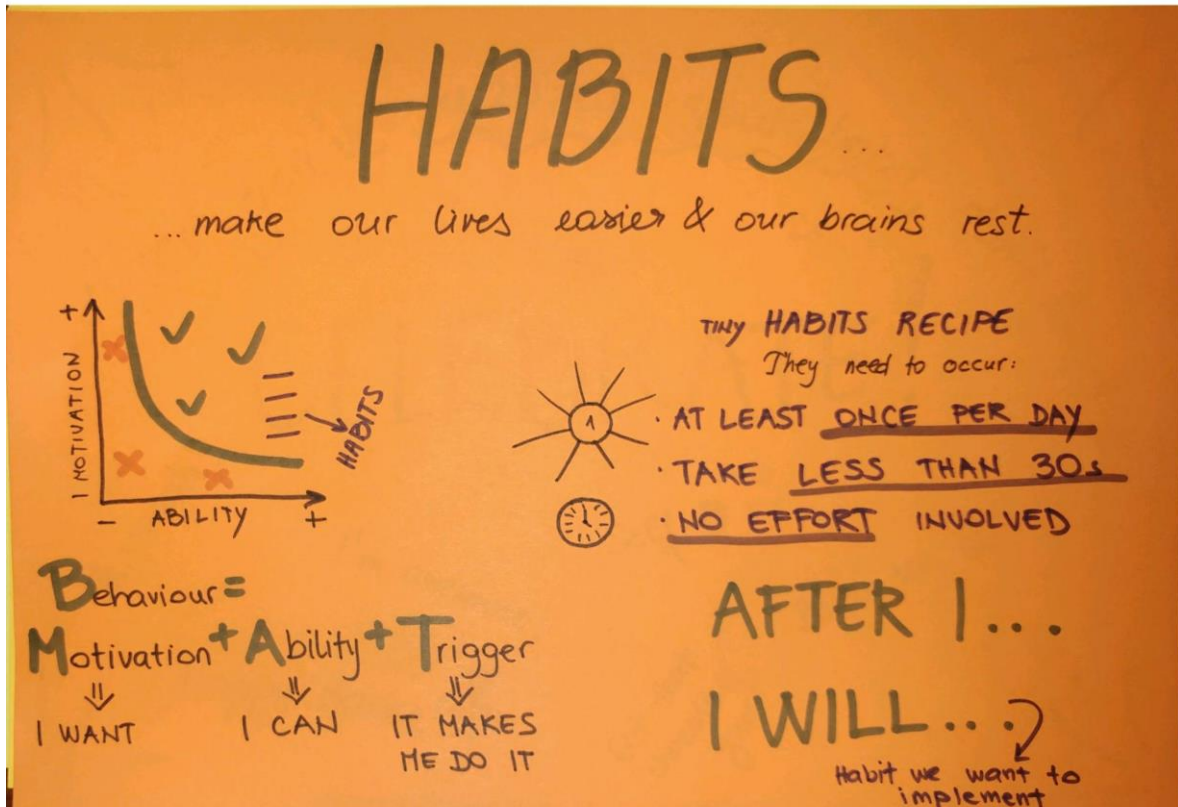
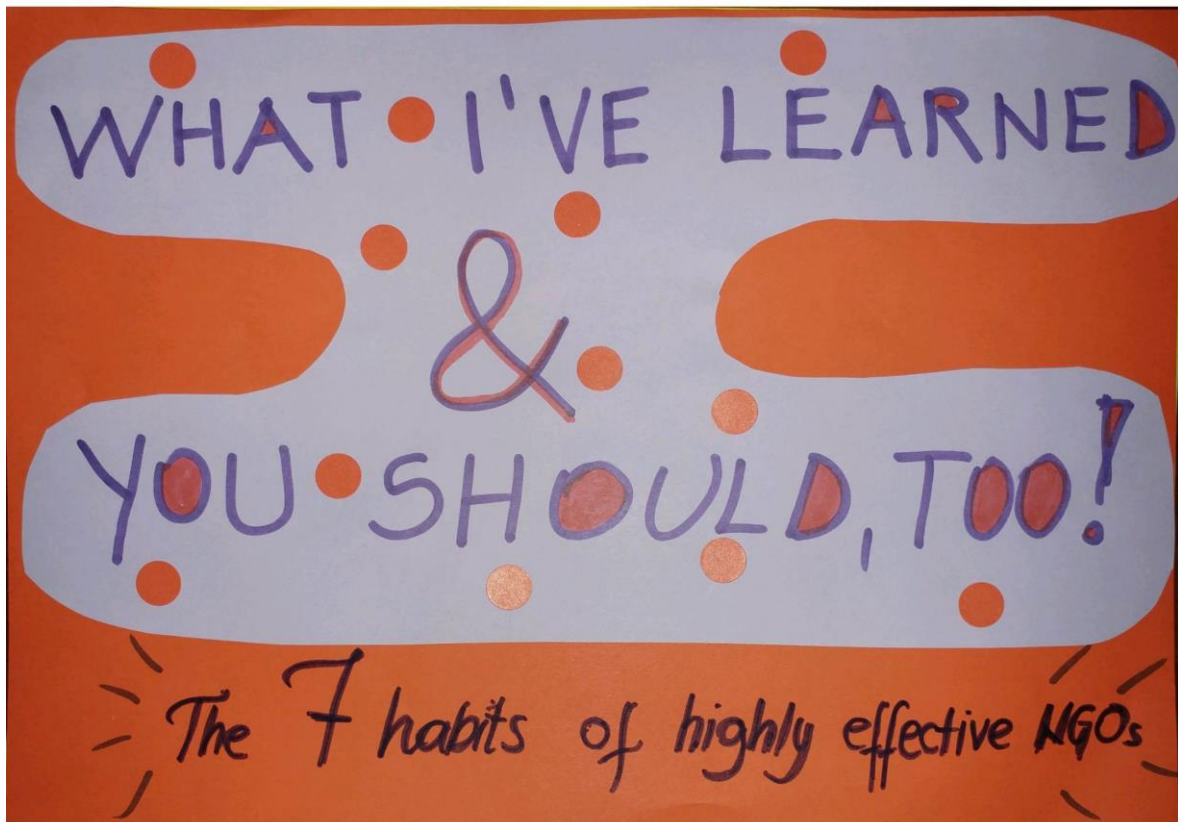
## Video of Feelings/Experiences of Participants

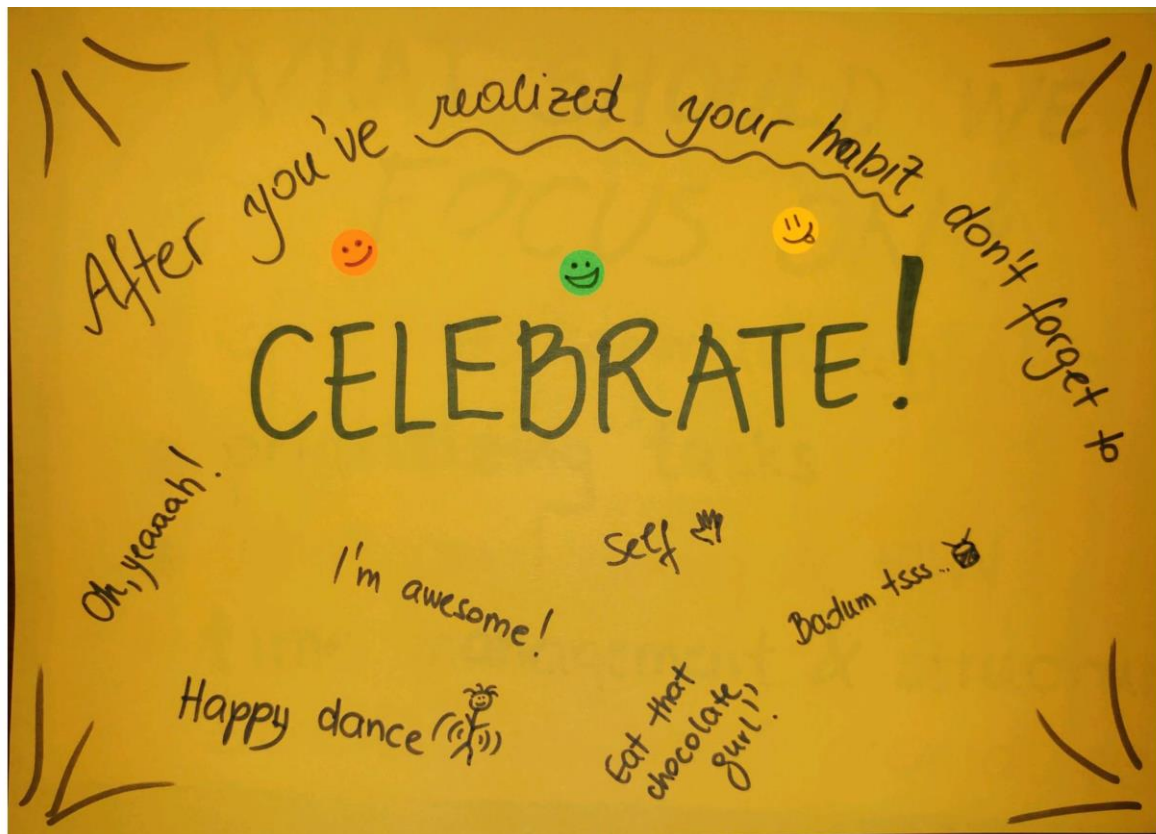
<https://youtu.be/4nLMQX1bg2s>





## A creative project content overview






## WHAT SHOULD WE FOCUS ON?

- effective communication
- prioritizing tasks
- what am I doing & WHY?
- time management & structure
- social media & promotion






## EFFECTIVE COMMUNICATION

### EXPRESS & LISTEN & UNDERSTAND

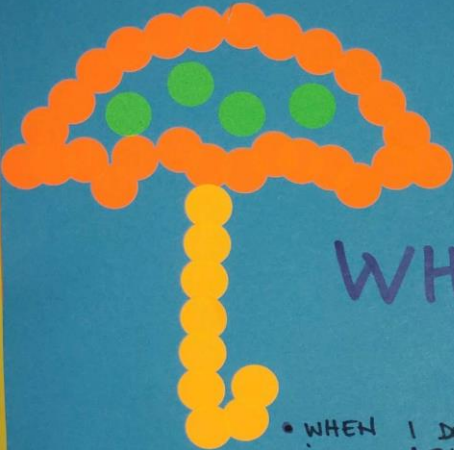
- USE CLEAR & SHORT SENTENCES
- ASK YOURSELF HOW TO ADAPT YOUR SPEECH TO YOUR TARGET
- CHECK IF YOUR MIND AND BODY ARE OPEN TO LISTEN & GET RID OF ALL DISTRACTIONS
- MAINTAIN EYE CONTACT & DON'T INTERRUPT
- REPHRASE WHAT YOU'VE HEARD
- MAKE SURE WE ARE ALL TALKING ABOUT THE SAME TOPIC / LEVEL



## PRIORITIZING TASKS

### BY IMPORTANCE, URGENCY, DIFFICULTY


- WHO IN OUR TEAM IS DOING A CERTAIN TASK  
↳ MAKE A LIST OF TASKS AND NAMES
- MAKE A SCHEDULE → DATES & TIME OF THE DAY
- SAY "NO" IF YOU DON'T FEEL COMFORTABLE / CAPABLE OF DOING IT
- DISCUSS LIST & SCHEDULE AT MORNING MEETINGS
- EAT THE FROG (most difficult/urgent first) / EAT THE ELEPHANT (in parts)
- WRITE DOWN **A** (very important), **B** (should do), **C** (nice to do), **D** (delegate), **E** (eliminate)
- CHOOSE A DAILY THEME/TOPIC




# UNDERSTANDING MY TASK & GOAL

## WHAT AM I DOING AND WHY?

- WHEN I DON'T UNDERSTAND WHAT EXACTLY MY TASK IS, I ASK FOR EXPLANATION.
- WHEN I'M SELF-INITIALIZING, I WRITE DOWN MY TASKS IN DETAIL & PRESENT IT TO THE TEAM.
- I ASK MYSELF THE 5 WHY'S → WHAT IS THE PURPOSE, THE GOAL
- I WRITE DOWN ALL THE STEPS, HOW I WILL ACHIEVE THE GOAL.
- I CELEBRATE TO GIVE MYSELF MOTIVATION.




# TIME MANAGEMENT & STRUCTURE



## USING ACTIVELY TAKEN BREAKS

- NOT TAKING BREAKS HURTS OURSELVES
- WE SET & WRITE DOWN WHEN WE TAKE BREAKS TO WORK AND
- PRIORITIZE TASKS & FINISH THEM AFTER WE'RE DONE.
- NOTHING TO DO? SEARCH FOR NEW IDEAS ON WHAT TO DO WITH YOUTH & HOW TO MAKE ORG. BETTER
- POST-ITS TO REMIND ME, WHAT TO DO WHEN





# TIME MANAGEMENT & STRUCTURE

## USING TIME EFFECTIVELY & HAVING STRUCTURED BREAKS

### PROCRASTINATION!

- NOT TAKING TOO MUCH WORK ON OURSELVES
- WE SET & WRITE IN SCHEDULES WHEN TO WORK AND WHEN WE TAKE BREAKS
- PRIORITIZE TASKS & MAKE ✓ AFTER WE'RE DONE.
- NOTHING TO DO? SEARCH FOR NEW IDEAS ON WHAT TO DO WITH YOUTH X HOW TO MAKE ORG. BETTER
- POST-ITS TO REMIND ME, WHAT TO DO WHEN

# SOCIAL MEDIA & PROMOTION

## PUTTING EVENTS & REPORTS ON SOCIAL MEDIA & REGULAR PROMOTION



- AS SOON AS AN EVENT IS PLANNED, AND THE STEPS OF REALIZING IT ARE WRITTEN DOWN, WE PUT IT ON FACEBOOK, INSTAGRAM, SNAPCHAT & WEBSITE.
- NEXT DAY AFTER REALIZING IT, WE IMMEDIATELY WRITE A REPORT AND PUT PHOTOS ON SOCIAL MEDIA & WEBSITE.
- FOR EVERY EVENT WE MAKE A FLYER/POSTER IN CANVA !!

# HOW CAN WE ACHIEVE OUR GOALS?

- DEFINE OUR MOTIVATORS → WHICH HABIT I NEED TO IMPLEMENT OR SUBSTITUTE FOR BAD HABIT IN ORDER TO SEEK PLEASURE OR AVOID THE PAIN?

- INCREASE OUR ABILITIES

TARGET BEHAVIOUR	SHALLER STEPS
OBSTACLES	WHO/WHAT CAN HELP/SUPPORT

} Define writtenly for every goal you want to reach

- FIND THE TRIGGERS - HOT (RIGHT NOW!) - COLD (AFTER SOME TIME, IT IS IN OUR MIND)

INTERNAL EXTERNAL

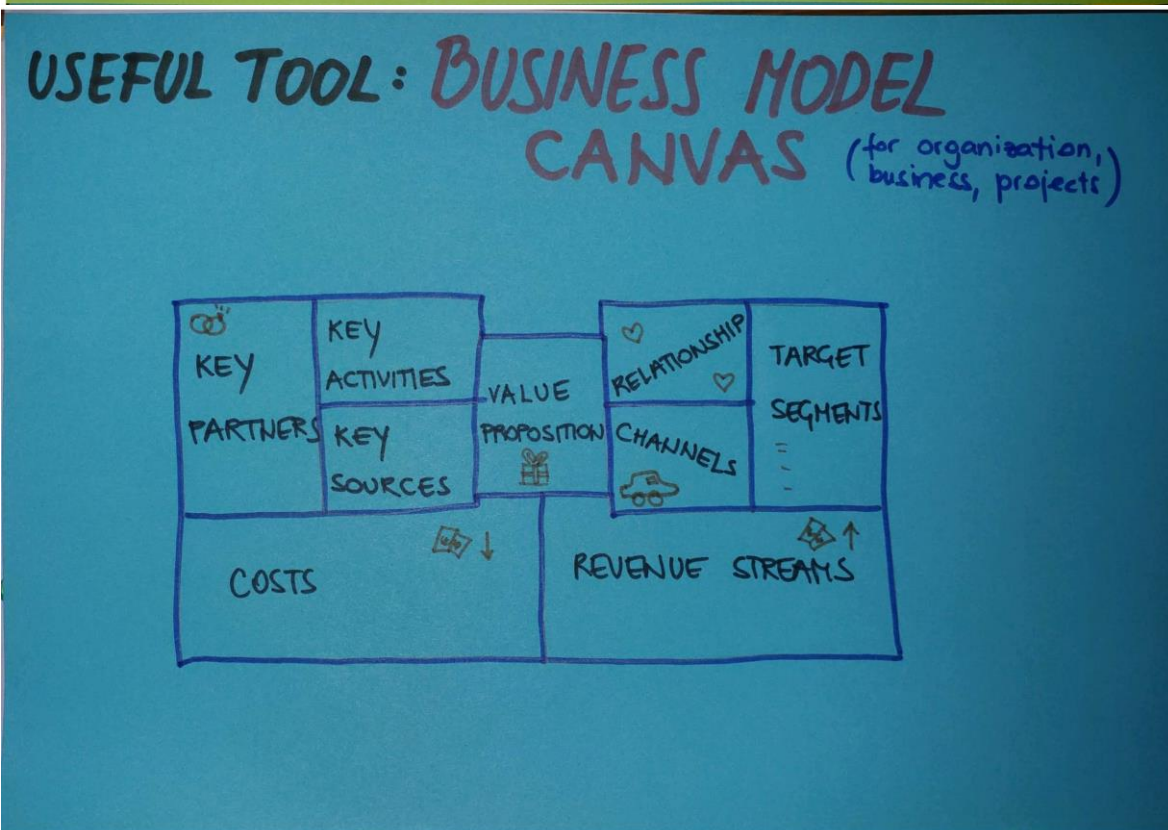
- KNOW THE LEARNING/DOING STYLE OF OUR TEAM MEMBERS

- EXPERIENCE, REFLECT, THINK, ACT → THE WHOLE CYCLE IF WE WANT TO IMPROVE

## HOW YOU LEARN IS HOW YOU WORK













# USEFUL TOOLS FOR PUBLIC SPEAKING

- CREATE THE COMFORT BUBBLE 
  - ↳ clothes, rituals etc. that make you feel comfortable
- KEEP THE CONNECTION
  - ↳ eye contact, greetings, handshake...
- PRACTICE IN A SAFE ZONE  ⇒ ASK FOR FEEDBACK
  - ↳ in a mirror, in front of people we trust
- BE PREPARED
  - ↳ know the topic, imagine questions you'll be asked
- LEARN YOUR BODY 
  - ↳ how can you use body language for your advantage
- USE YOUR ENVIRONMENT → resources, tools at your disposal
- ALWAYS (!) HAVE A STRUCTURE 

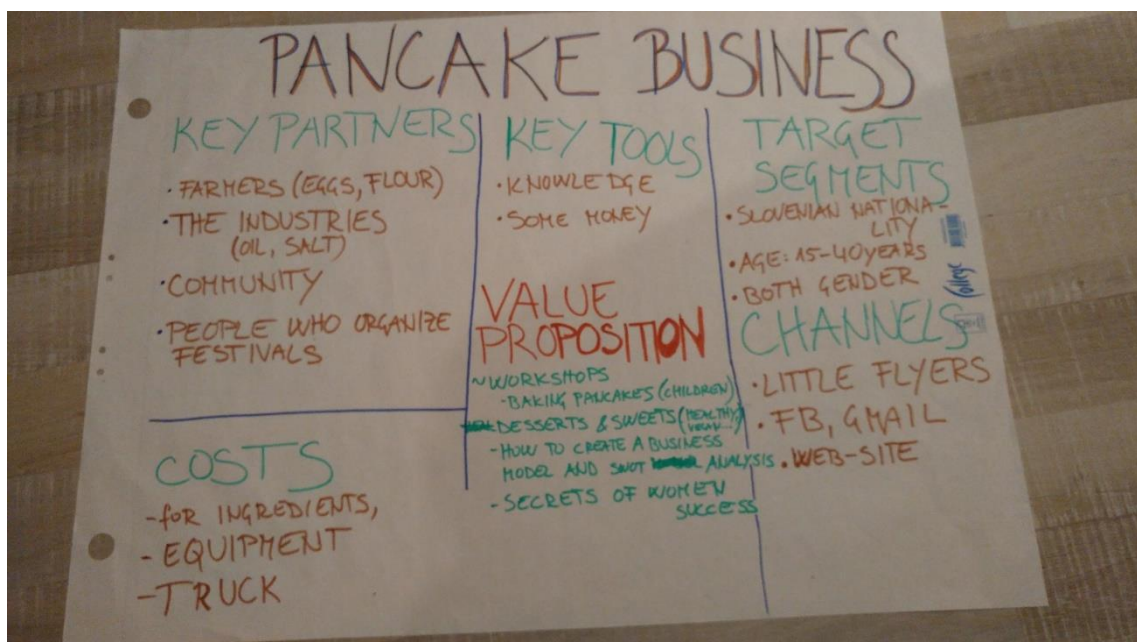
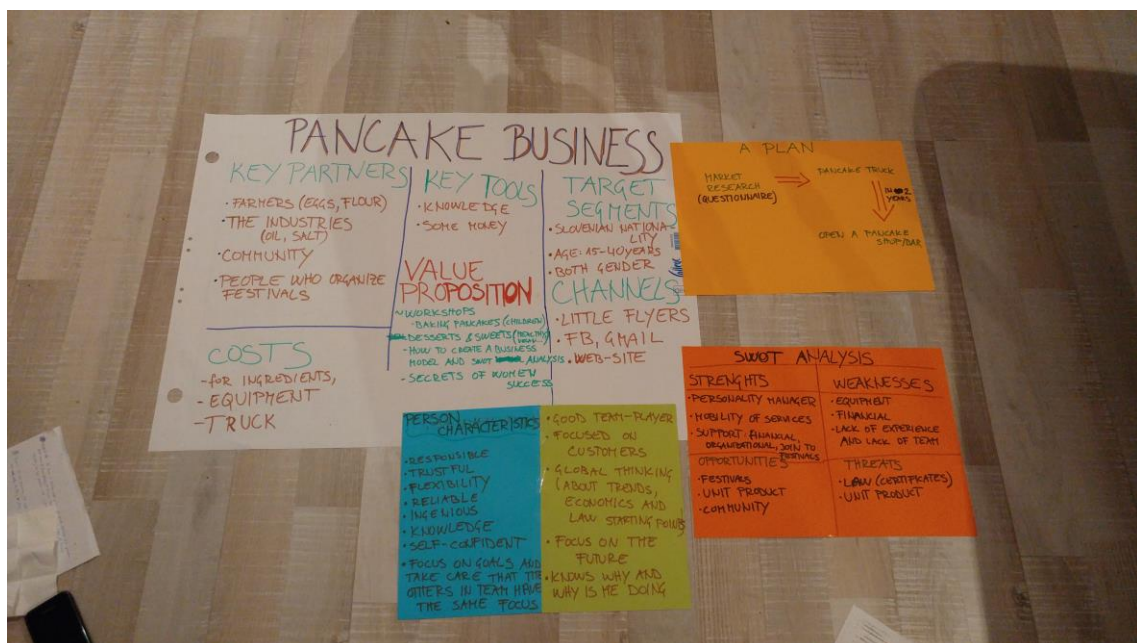


## Business Canvas Model

The Business Model Canvas (BMC) was initially proposed by Alexander Osterwalder. According to Wikipedia, it is a strategic management and lean startup template for developing new or documenting existing business models. It is a visual chart with elements describing a firm's or product's value proposition, infrastructure, customers, and finances.[3] It assists firms in aligning their activities by illustrating potential trade-offs.

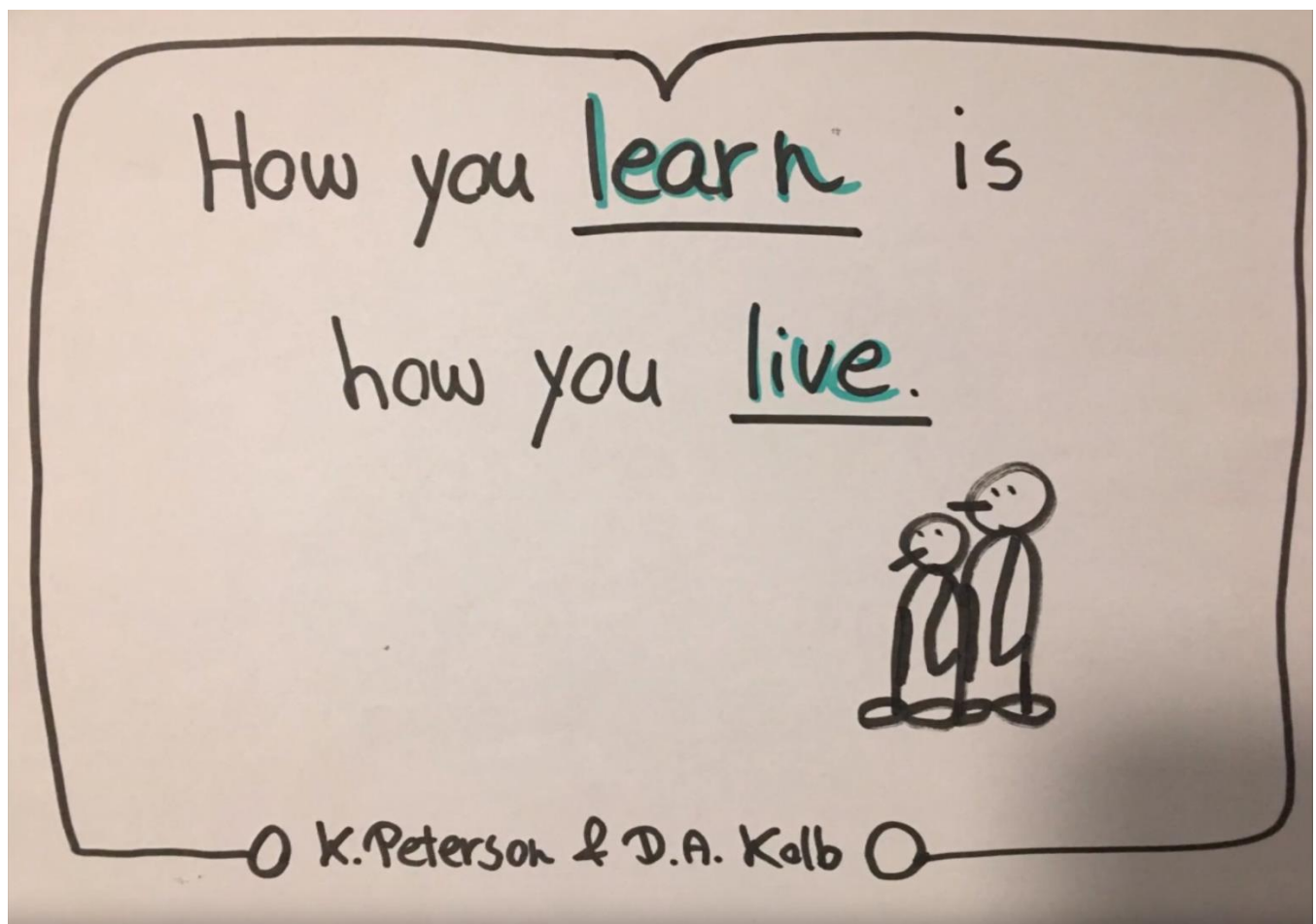
Of course, BMC is not just a helping tool for businesses, but for any entrepreneurial or NGO effort that requires managing multiple stakeholders while creating value for certain target groups.

It is in this spirit that the manual illustrates the use of BMC with an example from Vita, Slovene participant, who dreams of creating her own business based on making delicious pancakes!



## A Video about Learning Styles around the Experiential Learning Cycle

<https://www.youtube.com/watch?v=14IgGV3fGDk>





# Workshop 1

## Name of activity: Our NGO, Our Habits!

Developed by: (Ömer Faruk KOÇHAN, Turkey)

Summary of the activity: 3 Days of training course aims to design habits of NGO which has been established currently. Members of the NGO will come together to design their year plan, habits, needs and solutions.

Themes/Issues addressed (that the activity tackles) :

- Who we are as a NGO?
- What is Habit?
- How to have new habits?
- Year plan of NGO and Student Club
- Experiential Learning Cycle
- Future Plans and Partnership Policy

Target group:

(For who are you making the activity and who can use it?) :

- NGO Board Members,
- NGO Student Club,
- Volunteers

Learning outcomes:

(What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.) :

- NGO will have it's own plan for year,
- NGO members will be learnt how to create own habits for them and also for NGO,
- NGO will have proper work plan,
- Student Club members will meet NGO board and volunteers of NGO. And group dynamic will have been built,
- NGO members will meet Experiential Learning and be informed about theory,
- NGO members will experience Experiential Learning Methods,
- Group work atmosphere will be created.

Aims and Objectives (What do you want to accomplish by implementing the activity?) :

With the help set of Goals, objectives, habits and year plan we would like to make a successful beginning for NGO, create and atmosphere of learning between NGO and Student Club of it.

Group size:

(What is most suitable number of participants for activity?) : 30

Time : 3 Days

Instructions:

(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing) :

- Getting To know each other by Name games, Ice Breakers, Team Building, Group Dynamics,
- Learning the NGO by presentations and group work,
- Learn and design habit,
- Experiencing Experiential Learning Cycle,
- Future planning with others members for NGO,
- Evaluation for activity.

Debriefing and evaluation:

(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation) :

We will make one workshop for evaluation with several methods.

Space requirements and training materials:

(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...) :

Regular training room is enough.

Flipcharts, pens, board markers, computer for presentation, papers.

Tips for facilitators:

(Any remarks or tips that facilitators of this activity could use or follow for best implementation):

Facilitator should have work specifically on getting to know each other part. For the next workshops, they should create the trust first. Then it will be easier to work on future plans, habits and analysis.

## Workshop 2

### ***Combining Experiential Learning and Habits***

Goal of the workshop: Personal Development

complete the experiential learning cycle

by creating and breaking habits

Group size: 5-25 people

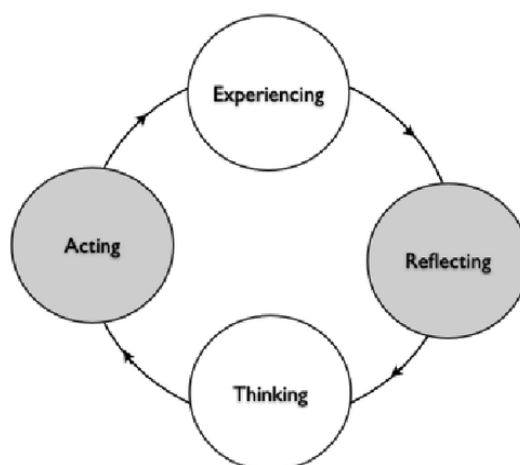
Time: It depends how deep you want to go into the topic

Can be from 1-2 days.

#### ***Instructions:***

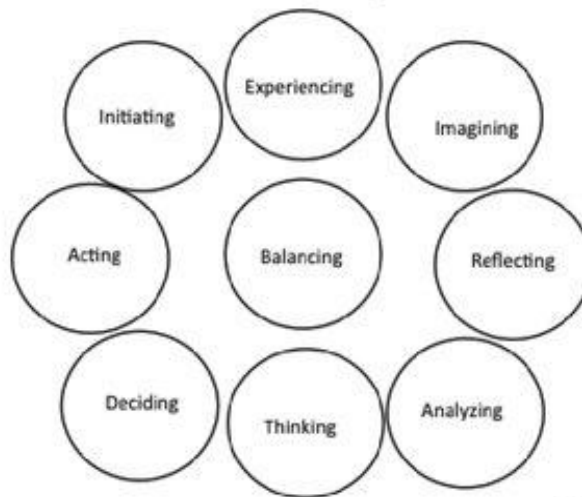
- Energizer
- What is the experiential cycle

#### **The Experiential Learning Cycle**



- TEST to discover the learning style of every participant  
(you can find it in the book "How you learn is how you live" from Kay Petersa & David A. Kolb)
- 9 learning styles – analyze them

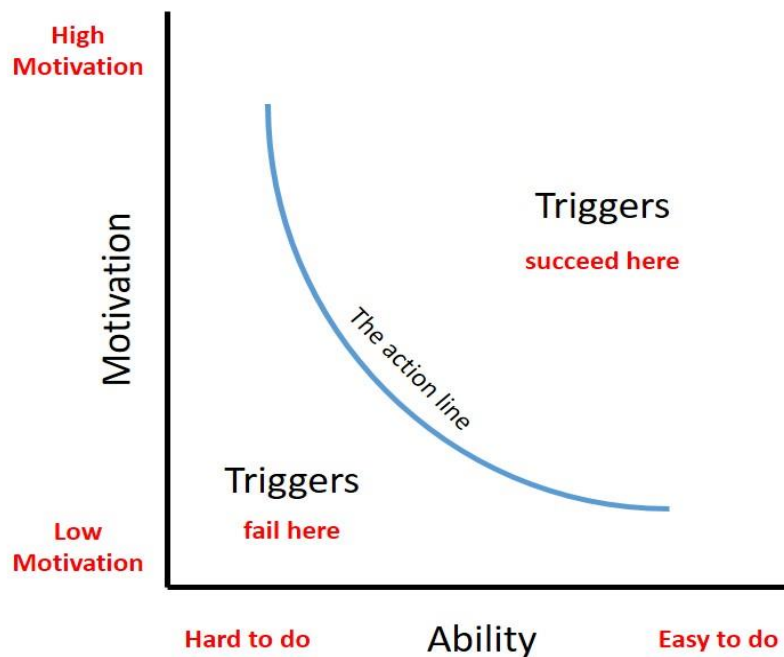
## Learning Styles



©2011 Positive CH

- Break
- Energizer
- Participants should think 1-3 bad habits of overusing their learning type and/or forgetting the other steps of the cycle.
- Check some of their answers
- Intro of how to break bad habits
  - ✓ choose a substitute
  - ✓ cut bad triggers
  - ✓ join forces with somebody
  - ✓ turn your accomplices into friends
    - ✓ add new friends
  - ✓ visualize yourself succeeding
- Participants have to think how they could break their bad habits which are connected to the experiential cycle by using one or more ways of the above.
- Check some of their answers
- Break/End of the day
- Energizer
- How to create habits

✓ Behavior Model by Fogg



✓ Tiny Habits

Characteristics:

No Effort

Less than 30"

At least one per day

How to gain them:

After I.....(has to be smt that you do every day)

I will.....(new behavior - less than 30")

And then.....(quick celebration)

- Break
- Energizer
- Ask from the participants to focus on the step of the learning style that they use less. Also, they could recall the ways that they gonna use to break their bad habits according to the experiential learning cycle.

They should create tiny habits for starting using the learning style that they use less and for breaking their previous bad habits.

- Check some of their answers

**Example:**

**Learning Style:** Imagination

**Bad Habit** (according to my learning style): Losing the contact with the reality

**Break Habit:** everytime that I feel lost I'll touch my ring and I'll observe what is going on around me.

**Create Habit** (to help you break your bad habit): After I wake up I touch the ring and I think about what I'll eat today and then I do my celebration move!

**Create Habit** (to help you use more the step in the cycle that you lose less). So, if this step is the Deciding a tin habit can be:

After I wake up I decide one thing that I have to do anyway today and then I do my celebration move!

## Workshop 3

No.	Time	Title of the chapter	Content	Time for task	Ending time
1.	10:00-13:30	Introduction to the habits	Energizer	00:10	10:10
			Exercise: What is the habit? (reflections, thinking)	00:10	
			Introduction to the habits (what is a habit)	...	
			Exercise: Why you don't have some habit? (thinking)	...	
			Behavior model (BJ Fogg, Graph, B=MxAxT, M-..., A-..., T-...)	...	
			Exercise: What habits you have in the morning? (reflections)	...	11:30
	11:30-12:00	Coffee break		00:30	12:00
2.	12:00-13:30		Energizer	00:10	12:10
			Tiny habits (3 rules for building it)	...	
			Exercise: Create tiny habit for the morning (thinking) + Implementing it (acting)	...	
			Celebrating (importance of celebrating, how to do it)	...	
			Exercise: Create celebration of accomplishing tiny habit (thinking, acting) + Implementing it (acting, experiencing, reflecting – to yourself)	...	
		Motivation	Core motivators (getting pleasure, avoiding pain)	...	
			Exercise: Imagine how important part of your life will be affected if do not have that good habit (reflecting)	...	
			Exercise: Imagine how important part of your life will be affected if have that good habit (reflecting)	...	13:30
	13:30-14:30	Lunch		01:00	14:30
3.	14:30-16:00	Ability	Energizer	00:10	14:40
			Increasing abilities (making easier for yourself, improving competence)	...	
			Exercise: Find how you can increase your ability by using Target behavior/Smaller steps/Obstacles/Who-what can help-support tool) (thinking)	...	
		Triggers	Exercise: giving audience 3 min. break with no instructions, after that do reflecting on what triggers made you act how you acted (reflecting, thinking)	...	
			Triggers (External-internal, Hot-cold)	...	
			Exercise: Split in 4-5 members groups to create and present act of Bad habit/Find how you can increase your ability by using Target behavior/Smaller steps/Obstacles/Who-what can help-support tool) (thinking)	...	16:00
	16:00-16:30	Cofee break		00:30	16:30
4.	16:30-18:00	Breaking bad habits	Energizer	00:10	16:40
			Breaking bad habits (ways of breaking bad habits with examples)	...	
			Exercise: Think over what habit you want to break and how you will do it (thinking).	...	
			REFLECTIONS	...	18:00
		END OF TRAINING			



## Energizers List

Name of the technique	Instruction	Additional resources
Electric current	<ul style="list-style-type: none"> <li>Stand in a circle and hold your hands</li> <li>Set the direction of the current</li> <li>A person squeezes the hand of the participant on his or her right/left and in this way passes the current to the next person.</li> <li>You can initiate several currents and increase the tempo with time</li> </ul>	
Two coloured balls	<ul style="list-style-type: none"> <li>You'll need two balls in different colours (let's settle with green and yellow for this example)</li> <li>When you throw the yellow ball, you say the name of the person to whom you make the throw</li> <li>When you throw the green ball, you say the name of the person, who gave the ball to us.</li> <li>It is preferable to start with the yellow one, then use the green one and only then introduce them both</li> </ul>	
The Cave(wo)man, Caveperson  (Politically incorrect and inappropriate form: Caveman)	<ul style="list-style-type: none"> <li>Players choose someone who runs inside the circle (the others are placed in a circle).</li> <li>Other cavemen are singing a short song, and when it stops, the person who is running scream as primitive as possible.</li> <li>Both return to the circle, this time in a row of two with the new caveman in the front.</li> <li>They run again inside the circle, and the first one stops in front of somebody and then screams again.</li> <li>The whole procedure repeats as many times as there are people in the circle.</li> <li>The game ends when the players are out of the circle.</li> <li>Players within the circle can also run with the track of any known melody.</li> </ul>	
Storytelling	<ul style="list-style-type: none"> <li>Stand in a circle Extend your left palm Extend the index finger of your right hand</li> <li>Put the finger on the extended palm of the person to your left Decide on trigger word(s)</li> <li>One person from the circle begins a story. If he or she uses the trigger word you try to catch the finger of which rests on your extended palm, while at the same time trying to escape with yours</li> </ul>	<a href="https://streamable.com/each">https://streamable.com/each</a> <a href="https://streamable.com/lfxid">https://streamable.com/lfxid</a>
The Freddie Mercury	<ul style="list-style-type: none"> <li>All the group stands on one side of the room except one who stands on the other side alone and this represents the stage and all the others represent a crowd at a rock concert.</li> <li>The group starts clapping in unison slowly to create rhythm</li> </ul>	

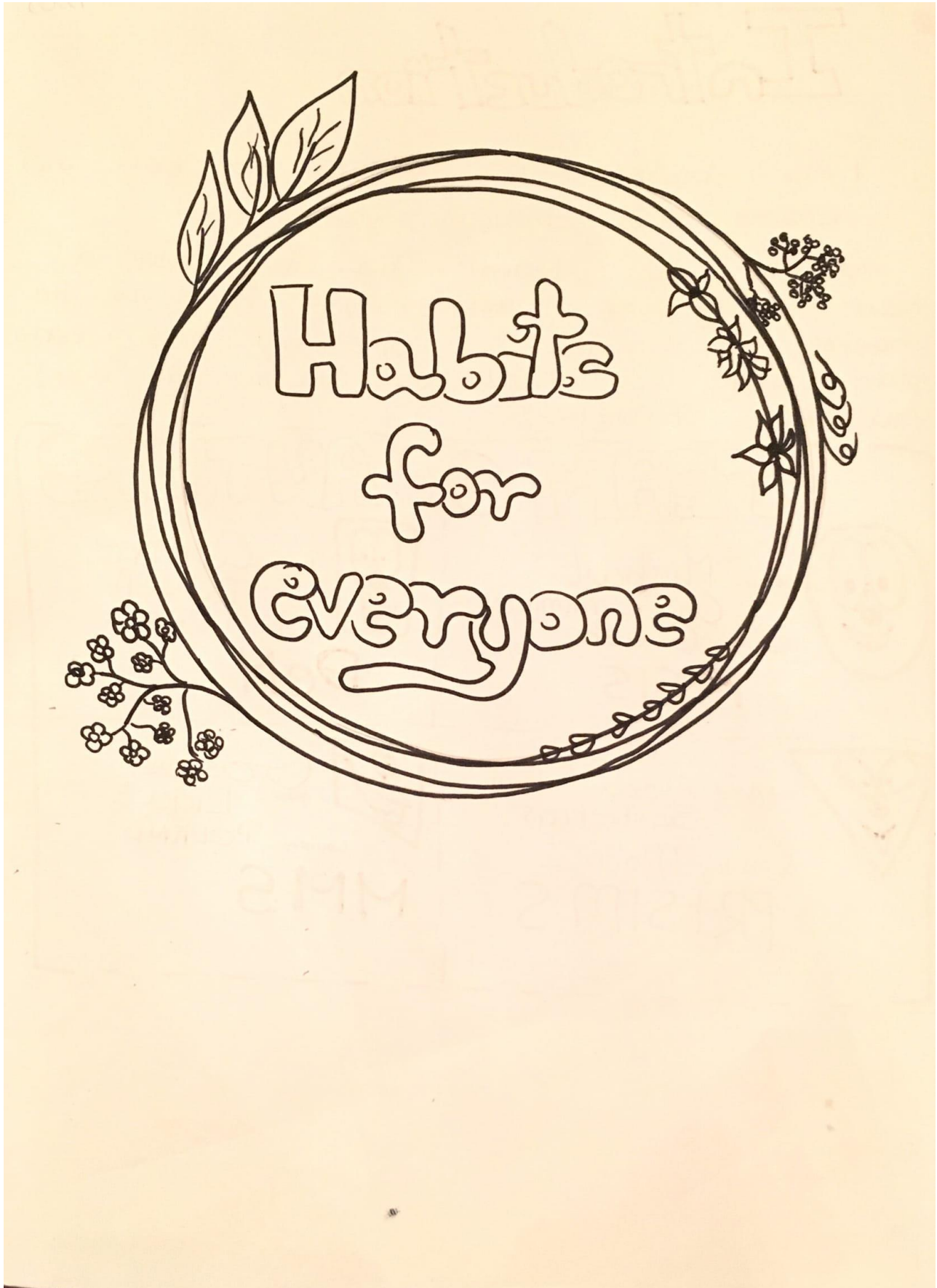
	<p>and the person who has the stage can start with a few examples of voice throwing like Deeeeeoooooh! and the crowd repeats in unison and replicates as the one given.</p> <ul style="list-style-type: none"> <li>• After a few examples of the first one you switch to names and shout out a name you see in the crowd and that person switches place with the one on centre stage and shouts another one until everyone has done it.</li> </ul>	
Tape Monster	<ul style="list-style-type: none"> <li>• Every person gets a piece of tape formulated in a loop and stuck to the forehead.</li> <li>• Everyone starts walking around the room choosing an opponent and engage in a 1vs1 battle where the heads are put together (literally) therefore the two pieces of tape stick together and individually you have to try not to lose your piece and gain more and more. Those left without tape stuck to their forehead are unfortunately eliminated from the game.</li> <li>• The game ends when one person has gained all the pieces of tape for himself and is royally declared Tape Monster.</li> </ul>	
The Clown Dance	<ul style="list-style-type: none"> <li>• Divide the group into pairs and ask the participants to take off their shoes.</li> <li>• First, they are asked to dance the waltz, trying to step on each other's feet while keeping eye contact and not looking down at their feet.</li> <li>• Second, they are asked to just dance and have fun</li> </ul>	
Melting	<ul style="list-style-type: none"> <li>• One person conducts the exercise</li> <li>• Everyone else gets a number</li> <li>• People walk around while the music is playing</li> <li>• When the music stops the person whose number is given, starts slowly collapsing towards the ground</li> <li>• The rest is tasked with slowly and gently bringing him/her down and helping him/her back up again</li> <li>• In time more than one number can be given at once, to speed things up</li> </ul>	
Slow-mo tag	<ul style="list-style-type: none"> <li>• Group is divided into pairs then separated so that they are quite far from each other.</li> <li>• One part is given the task of a catcher but chases the other part in slow motion while also the runner will have the same rule applied.</li> <li>• If the runner is caught there will be a role reversal and it goes on and so forth as desired.</li> </ul>	<a href="https://streamable.com/6mlgi">https://streamable.com/6mlgi</a>
The Queen	<ul style="list-style-type: none"> <li>• Choose the queen</li> <li>• She sits on her throne (chair) in the middle of the room - in the castle</li> <li>• The rest of the group becomes the peasants</li> <li>• The castle is a safe zone, where the peasants can escape from the plague</li> <li>• To get there, they have to perform an action before the</li> </ul>	

	<p>queen, be it singing, theatrical performance or anything else</p> <ul style="list-style-type: none"> <li>• They can do it solo or in groups and have a specific amount of time to prepare</li> <li>• When the time passes, a herald is chosen to announce the groups to the queen</li> <li>• It is for here to decide whether the performers entertained her enough to be admitted to the castle, or if they perform poorly and should die outside (she admits all eventually, with some snarky remarks - put a bit of roleplaying into it :))</li> </ul>	
Potatoes and eggs	<ul style="list-style-type: none"> <li>• You gonna need 12 potatoes, 3 eggs, two baskets and as many chairs as there are participants</li> <li>• Arrange the chairs in a square or a circle</li> <li>• Put the baskets diagonally against each other, putting all the potatoes and eggs in one of them</li> <li>• Ask the participants to sit</li> <li>• Explain the rules <ul style="list-style-type: none"> <li>- They have to pas the eggs and the potatoes from one corner to another</li> <li>- They can touch any item once only</li> <li>- They must sit on their chairs all the time: they can lean b1ack and forth but nothing more)</li> <li>- When the item falls to the ground, it's done for</li> <li>- They need to give the time they expect to do the task in and the exact number of items they expect to deliver to the other side, as well as to decide who cleans the eggs if they crack and spill</li> </ul> </li> <li>• After that give them some time for a practice run, allowing them to switch places, should they need it</li> </ul>	
Silent art conversation	<ul style="list-style-type: none"> <li>• Group is divided into pairs.</li> <li>• Each person is given a drawing tool example: art pen, pen (works best if they are of different colours). Each pair is also given one sheet of white paper. Sitting next to each other they get ready to draw. One person is A and the other is B. A mediator then starts stating out loud which letter is allowed to draw on the page, switching from time to time back and forth and the switching also gets faster as time progressing.</li> <li>• After a certain time, everyone stops drawing and each art masterpiece is discussed and participants can share how they felt while doing it.</li> </ul>	
Eye contact	<ul style="list-style-type: none"> <li>• Stand in a circle looking at your feet</li> <li>• Then at a signal, slowly raise them, so that you can see the faces of others and fix your eyes on someone</li> <li>• If you fixed your eyes on each other, you get inside the circle and perform an action (a handshake, a hug, etc.). After that, you both leave the circle</li> </ul>	<a href="https://streamable.com/2xuzb">https://streamable.com/2xuzb</a>
The cat & the mouse	<ul style="list-style-type: none"> <li>• It is best to do it outside</li> <li>• Ask the participants to form a square, in which they stand in</li> </ul>	<a href="https://streamable.com/9g33">https://streamable.com/9g33</a>

	<p>a way, so that they can freely extend their arms to the sides. There must also be spaces between the lines.</p> <ul style="list-style-type: none"> <li>• Choose the cat and the mouse</li> <li>• The cat is going to chase the mouse through the streets (spaces between lines)</li> </ul> <p>The people change their positions to create vertical or horizontal lines between the rows</p> <ul style="list-style-type: none"> <li>- If the spaces are horizontal - they are called streets</li> <li>- If the spaces are vertical - they are called avenues</li> </ul> <ul style="list-style-type: none"> <li>• While the cat is chasing the mouse, the mouse has the power to change the alignment of the streets by saying <i>street</i> or <i>avenue</i></li> <li>• When the mouse is caught, another pair gets in</li> <li>• There can be more mice and cats, but then it is advised to mark them somehow (ribbons, hats, etc)</li> </ul>	f
The Zipper Game	<ul style="list-style-type: none"> <li>• It is an outdoor game, a trust-building game. -</li> <li>• People build 'a zipper', forming it standing next to each other in two equal lines looking at other another line their both arms extended in between the two extended arms of the opposite line. This is how the zipper is made.</li> <li>• Now the first in a line walks out and runs with a full speed to the zipper. People are putting the hand up in the air just before the runner comes nearby. This is how you make an effect of unzipping the zipper.</li> <li>• It is recommended for the people to not to look left or right, so they can see the runner just before with their side vision.</li> <li>• The runners then stay at the end of the zipper forming it back to open it for others to come. With such method, everybody is able to come to his/her turn.</li> </ul>	<a href="https://streamable.com/cf2pg">https://streamable.com/cf2pg</a>
The Jellyfish	<ul style="list-style-type: none"> <li>• Instructions will be shouted out by one person along with body movement while rest of the group which is in a circle formation repeats both actions in this following chant:</li> <li>• Hands up! Wrists together! Elbows together!</li> <li>• Jellyfish jellyfish jellyfish...</li> <li>• Hands up! Wrists together! Elbows together! Knees together!</li> <li>• Jellyfish jellyfish jellyfish...</li> <li>• Hands up! Wrists together! Elbows together! Knees together! Toes together!</li> <li>• Jellyfish jellyfish jellyfish...</li> <li>• Hands up! Wrists together! Elbows together! Knees together! Toes together! Tongue out!</li> <li>• Jellyfish jellyfish jellyfish...</li> <li>• To note that during the jellyfish part each person does a 360 degree spin on the spot.</li> </ul>	<a href="https://streamable.com/xvgh5">https://streamable.com/xvgh5</a>

The Wlld Wild West	<ul style="list-style-type: none"> <li>• Pairs</li> <li>• Watching each other in the eyes you clap your thighs three times After that you point your index fingers left, right or at each other</li> <li>• If you point them at each other, the person, who says “bang” faster wins</li> <li>• The looser stands behind the winner, cheering him up</li> <li>• The game lasts until only the one is standing “alive”</li> </ul>	<a href="https://streamable.com/wqv5c">https://streamable.com/wqv5c</a>
Zig/Zap/Zing	<ul style="list-style-type: none"> <li>• Stand in a circle</li> <li>• There are three moves Zig - pointing the fingers left Zap - pointing the fingers right ZIng - pointing the fingers ahead</li> <li>• This commands pass a “spark” to another person, who must pass it on with the appropriate sound.</li> <li>• Later on, you can introduce several sparks</li> </ul>	<a href="https://streamable.com/95113">https://streamable.com/95113</a>
Rock, Paper, Scissors, Snake	<ul style="list-style-type: none"> <li>• You play traditional rock paper scissors</li> <li>• One battle lasts three rounds</li> <li>• The looser stands behind the winner, cheering him up</li> <li>• The game lasts until only the one is standing “alive”</li> </ul>	

## Habits Personal Development Guide





# Introduction

This booklet is designed to help you create and diminish your habits.

When you learn how to make a new way of acting, you can use the monthly plan in page or copy only weekly plan that you liked. WE BELIEVE IN YOU!  
You ARE AMAZING!

## TEAM OF AUTHORS



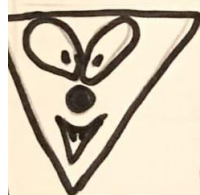
Name: Michail  
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TUNCA  
Country: TURKEY

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Name: Alizea  
Sciberras  
Country: Malta

PRISIMS



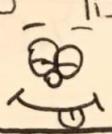
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| 8. Trigger & Celebration |                     |
| 9. Month Goal            |                     |

We wish you the best in your new life chapter.





# Habits

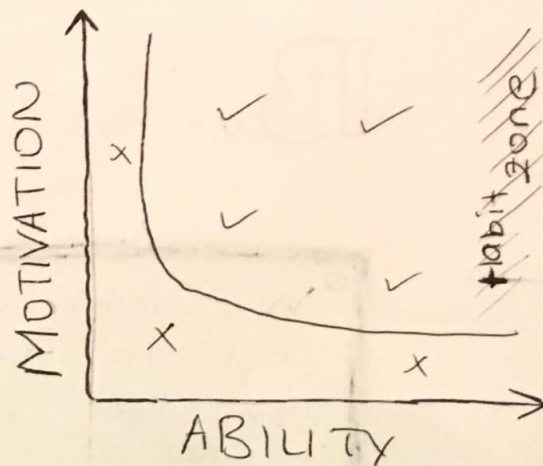
**Definition** From the stand point of psychology, as a more or less fixed way of thinking, willing, or feeling acquired through previous repetition of a mental experience. (American Journal of Psychology, 1903)

Habit is a behavior that occurs automatic after some consistent repetition. Also it is a pattern that help you to reach your daily/monthly goals.

Exercise

\* Write down your habits.

## Behavior Model



$$B = M \cdot A \cdot T$$

Behavior = Motivation × Ability × Tenacity

While you are creating habits, you should have motivation, ability, and of course triggers. If one of them is missing your behavior equals to "0". At first, you need to find a trigger to set the things up. It does not matter how much ability do you have. Small reminder - you need an ability in anyway. Last but not least your motivation keeps you alive while practicing your behavior.

Behavior  $\longrightarrow$  Habits

# Tiny Habits

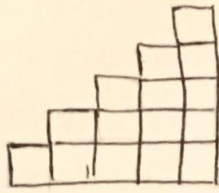
Definition

A tiny habit is when you do something very, very small and celebrate immediately.  
(B.J. Fogg)

You do tiny habits at least once per day. It should take maximum 30 seconds. Also you shouldn't need to use too much effort. Celebration is motivation for tiny habits.

Exercise

\* Write down your tiny habits.



# Building Habit

1. Write down your current habits.
2. Write down the habits that you want to have.
3. Turn them into tiny habits.  
 \* once per day                      \* no effort  
 \* max. 30 seconds.
4. Put these tiny habits in structured sentence (After I -----, I will -----)

1.

2.

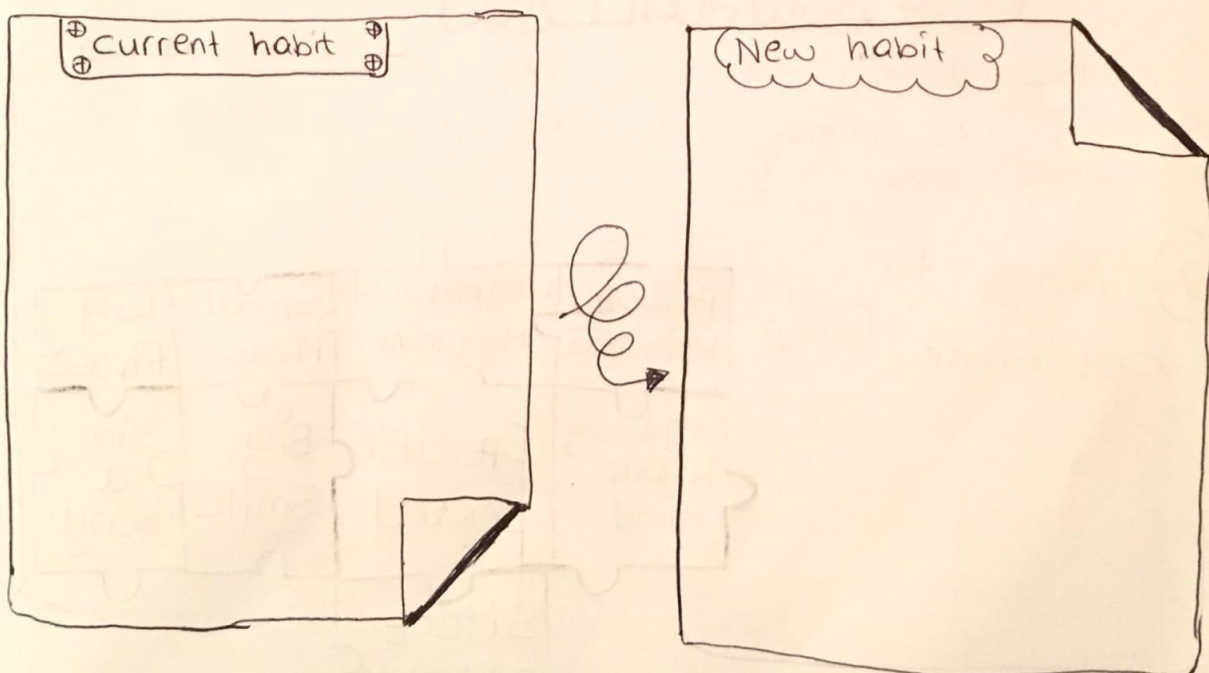
3.

4.



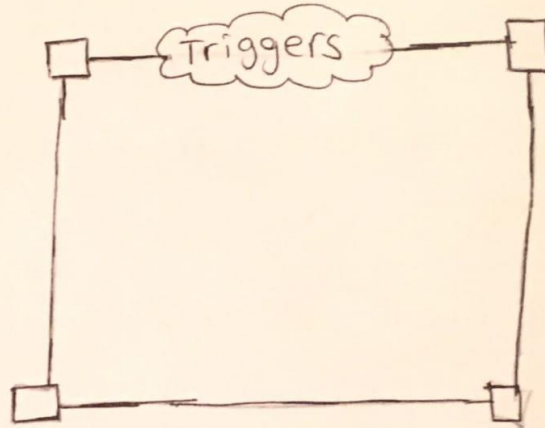
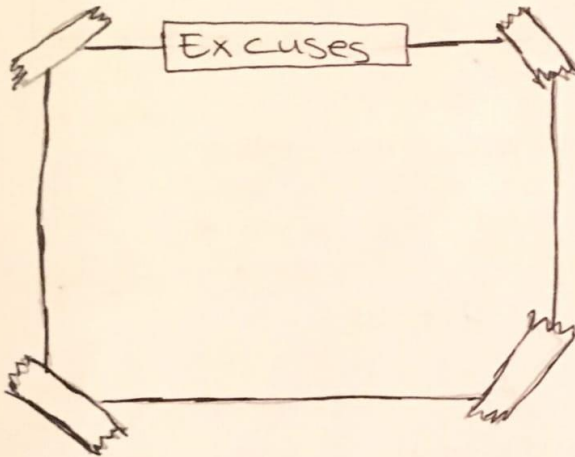
# Changing Habit

- choose a new habit that can use instead of the current one
- no bad triggers
- take help from someone who also struggles
- turn your accomplices into friends
- imagine yourself being successful



**Definition** There are little known keys to forming a new habit. It is an event that will kick off that automatic urge to do a habit.

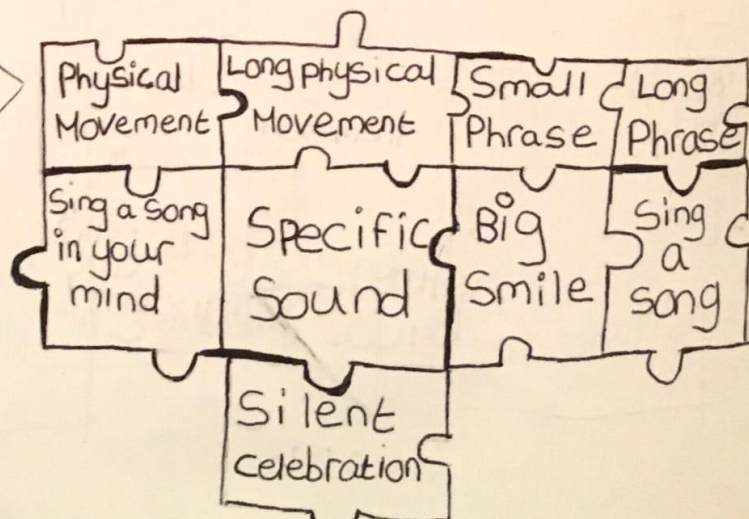
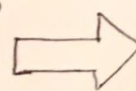
Change your habits  $\rightsquigarrow$  triggers



# Celebrations

Celebrations' aims are to motivate yourself. You need to discover what motivates you.

9 Ways to celebrate





A hand-drawn template on a piece of paper. At the top center is a large circle with a double-line border. Inside this circle are two horizontal lines. The top line is labeled "MONTH" and the bottom line is labeled "YEAR". Below this circle, the words "Month goal" are written in a large, cursive, hand-drawn font. To the right of the text is a target symbol consisting of several concentric circles. A large, hand-drawn rectangle frames the lower portion of the page. In the bottom-left corner of this rectangle is a small arrow pointing upwards and to the right. In the bottom-right corner of the page, outside the rectangle, are the handwritten numbers "9" and "17".

# Monthly tracker

**Celebration** \_\_\_\_\_

1 After I \_\_\_\_\_, I will \_\_\_\_\_ (1)

2 After I \_\_\_\_\_ (1), I will \_\_\_\_\_ (2)

3 After I \_\_\_\_\_ (2), I will \_\_\_\_\_ (3)

4 After I \_\_\_\_\_ (3), I will \_\_\_\_\_ (4)

**Celebration** \_\_\_\_\_

1 After I \_\_\_\_\_, I will \_\_\_\_\_

2 After I \_\_\_\_\_, I will \_\_\_\_\_

3 After I \_\_\_\_\_, I will \_\_\_\_\_

4 After I \_\_\_\_\_, I will \_\_\_\_\_

**Celebration** \_\_\_\_\_

1 After I \_\_\_\_\_, I will \_\_\_\_\_ (1)

2 After I \_\_\_\_\_ (1), I will \_\_\_\_\_ (2)

3 After I \_\_\_\_\_ (2), I will \_\_\_\_\_ (3)

4 After I \_\_\_\_\_ (3), I will \_\_\_\_\_ (4)

**Celebration** \_\_\_\_\_

1 After I \_\_\_\_\_, I will \_\_\_\_\_

2 After I \_\_\_\_\_, I will \_\_\_\_\_

3 After I \_\_\_\_\_, I will \_\_\_\_\_

4 After I \_\_\_\_\_, I will \_\_\_\_\_

Week \_\_\_\_\_

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Note:





