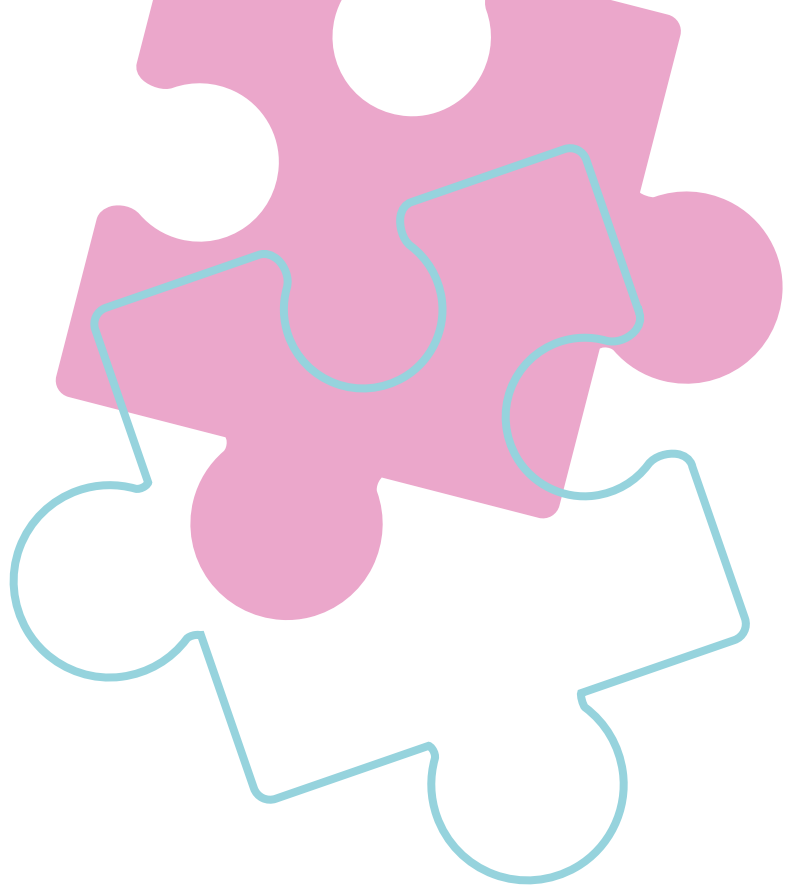
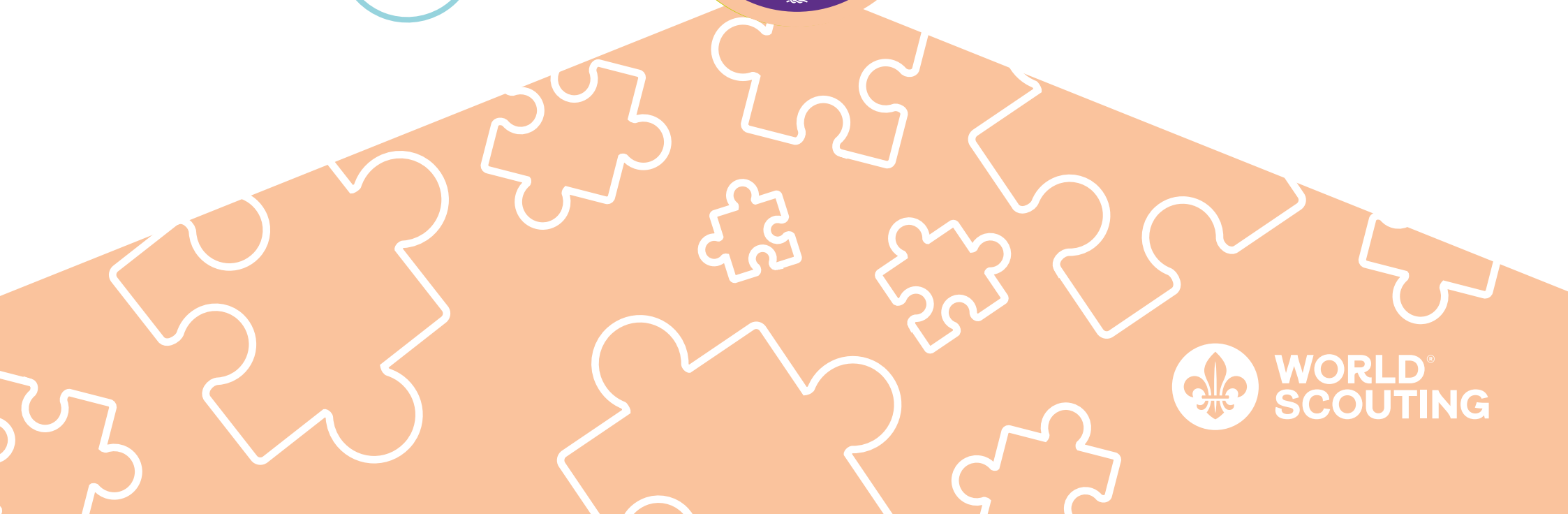




Mind Builders Challenge



WORLD[®]
SCOUTING



© **World Scouting**
March 2026

World Scout Bureau
Global Support Centre
Kuala Lumpur

Suite 3, Level 17
Menara Sentral Vista
150 Jalan Sultan Abdul Samad
Brickfields
50470 Kuala Lumpur, MALAYSIA

Tel.: + 60 3 2276 9000
Fax: + 60 3 2276 9089

worldbureau@scout.org
scout.org

This document is intended for National Scout Organizations (NSOs), National Scout Associations (NSAs), and educational institutions.

This educational resource was developed with the financial contribution and technical guidance of FAO and its YUNGA initiative. We also acknowledge the Review Subunit from the Scouts for SDGs Unit within the Educational Methods Work Stream (2021–2024 triennium) for their valuable contributions.

The preparation of this first published edition was made possible thanks to the work of the Scouts for SDGs Initiatives within the Education, Research and Development Team, in collaboration with the Education and Impact Cluster of the Member Support Practice Team during the 2024–2027 triennium.

Reproduction is authorised for NSOs and NSAs that are members of the World Organization of the Scout Movement (WOSM).

Please credit the source as follows:
© 2025. World Scouting. Reprinted with permission.

Supported by:



**Food and Agriculture
Organization of the
United Nations**



World Scouting and FAO are partnering to enhance educational opportunities for Scouts globally. The collaboration includes the Mind Builders Challenge and the Nutrition Challenge.

FAO – YUNGA

Engages young people in challenges linking wellbeing, nutrition, and sustainability, providing tools and resources that empower Scouts to take meaningful action for their health and communities.



Mind Builders Challenge

Contents

What is the Mind Builders Challenge?	6
Why the Mind Builders Challenge matters	7
Mental health, emotional resilience, and a brighter future	7
Who is the challenge for?	8
Connection to the <i>HealthAllies</i> initiative	8
Foundations of the challenge	9
Key symbols of the challenge	10
Theory of change: Explore, expand, encourage	11
Our network of partners	12
SDG and Education for Sustainable Development alignment	13
How the Mind Builders badge is earned	14
Mind Builders competencies and learning objectives	15



Learning activities and tools

Introduction to activities

Self-assessments

Building Block 1: Positive emotion (P)

Building Block 2: Engagement (E)

Building Block 3: Relationships (R)

Building Block 4: Meaning (M)

Building Block 5: Accomplishment (A)

Community engagement project examples

Post evaluation and reflection

Annexes

Annex 1. Challenge visual identity guidelines

Annex 2. Working with children and young people

20

20

23

31

38

44

51

56

60

63

66

66

67



What is the Mind Builders Challenge?

The Mind Builders Challenge, developed by the *HealthAllies* initiative development team of the World Organization of the Scout Movement (WOSM), is designed to inspire and empower young people to impact their community. It works to break down stigmas surrounding mental health, normalise conversations about mental wellbeing, and highlight the importance of seeking help when needed. It also incorporates the Education for Sustainable Development (ESD) competencies and the Sustainable Development Goals (SDGs).

The challenge is based on the PERMA Model, developed by psychologist Martin Seligman. PERMA is a framework for understanding and promoting wellbeing and happiness. Consisting of five core elements that contribute to a fulfilling and happy life, it is designed to empower young people by fostering essential skills that contribute to their overall mental wellbeing. Rooted in positive psychology principles, the challenge enables participants to explore and cultivate key elements of wellbeing, propelling them toward a life of self-fulfilment and resilience.

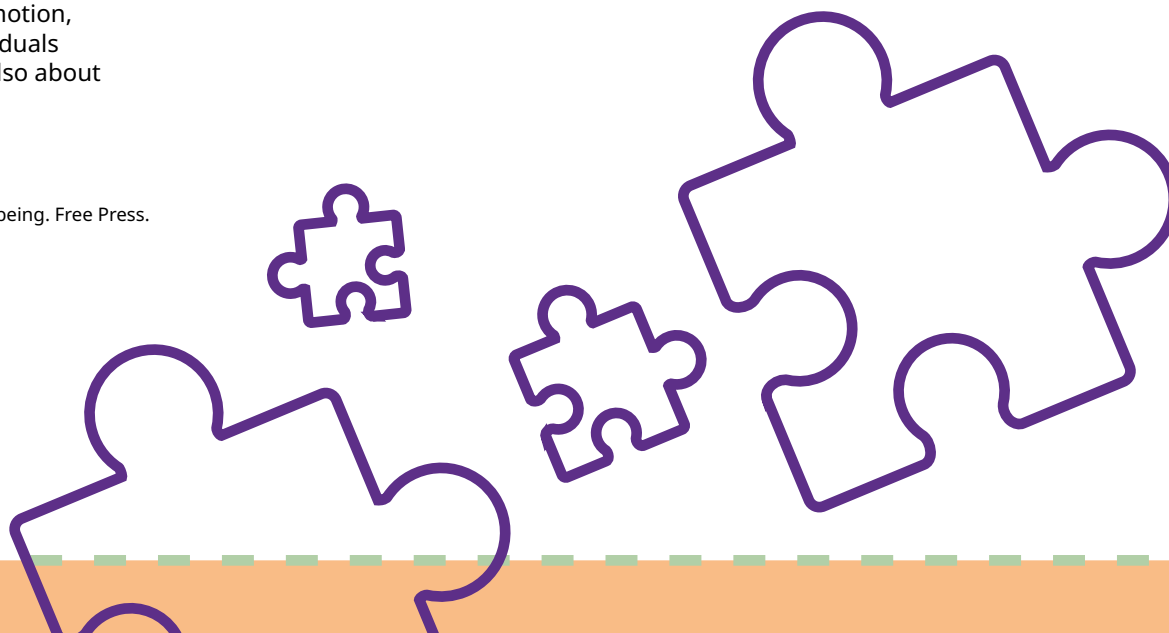
The Mind Builders Challenge is not only about understanding mental health, but also a journey that equips young people with practical tools to actively enhance their psychological flourishing. By embracing the PERMA model, participants learn to build a foundation of positive emotions, engagement, relationships, meaning, and accomplishment.

The PERMA model is a positive psychology framework developed by Dr. Martin Seligman, which identifies five essential elements of wellbeing: Positive emotion, Engagement, Relationships, Meaning, and Accomplishment. It helps individuals recognise that mental health is not just about the absence of illness, but also about thriving and flourishing across multiple areas of life.¹

¹ Seligman, M. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.

The challenge is structured around five primary areas of work:

1. **Promote positive emotions:** Elevate awareness of the importance of positive emotions in mental wellbeing. Young people learn to cultivate and maintain a positive emotional state, fostering resilience and overall happiness.
2. **Foster engagement:** Encourage active engagement in tasks and activities that bring a sense of flow and absorption. Young people discover the value of being fully present in the moment and how it contributes to their mental wellbeing.
3. **Cultivate positive relationships:** Emphasise the significance of positive relationships and social connections. Young people develop skills in effective communication and active listening and build supportive connections with others.
4. **Explore meaningful activities:** Guide young people in finding meaning and purpose in their lives. They engage in activities that align with personal values and contribute to a sense of purpose, which is crucial for mental wellbeing.
5. **Encourage accomplishments:** Empower young people to set and achieve meaningful goals. Accomplishments, both big and small, contribute to a sense of competence and satisfaction, playing a key role in overall mental wellbeing.



Why the Mind Builders Challenge matters

Mental health, emotional resilience, and a brighter future

Mental health is the foundation of how we think, act, and feel — yet millions of young people around the world are facing rising levels of anxiety, stress, and emotional challenges. From academic pressures and social media to conflict, inequality, and climate change, youth mental wellbeing is increasingly under threat.

But just as mental health can be affected by external forces, it can also be strengthened from within. Young people have the power to build emotional resilience, develop healthy coping strategies, and create inclusive communities where everyone feels supported.

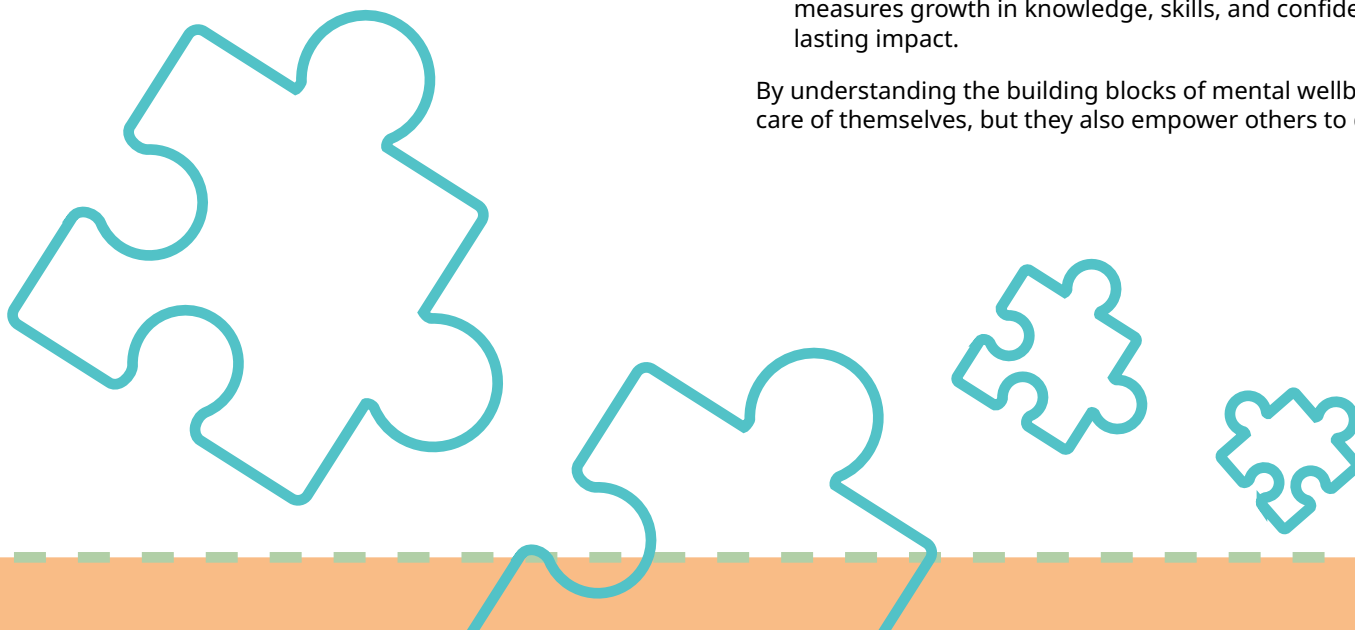
The Mind Builders Challenge equips a new generation with the tools to understand and take care of their mental health. Through experiential learning and advocacy, young people gain skills to manage stress, foster self-compassion, and support others — breaking stigmas and building a culture of care.

The challenge continues Scouting's legacy of nurturing body, mind, and spirit. It creates space where it's okay to not be okay, and where every young person is empowered to thrive.

Through this challenge, young people will:

- **Raise mental health awareness**
By learning about mental health and emotional wellbeing, participants break down stigmas and normalise conversations. They are encouraged to seek support and encourage others to do the same.
- **Promote positive mental wellbeing**
Through age-appropriate tasks and activities, young people learn practical strategies for stress management, emotional regulation, resilience building, and healthy lifestyle habits.
- **Become mental health advocates**
Whether through peer support, storytelling, or leading projects, young people develop confidence and leadership to take action in their schools, communities, and online spaces.
- **Engage communities for impact**
Each participant or team designs a community engagement project to promote mental wellbeing and support others, contributing to a larger movement of youth-led change.
- **Inspire long-term change**
Using pre- and post-assessments, reflection tools, and feedback, the Challenge measures growth in knowledge, skills, and confidence — ensuring meaningful and lasting impact.

By understanding the building blocks of mental wellbeing, young people not only take care of themselves, but they also empower others to do the same.



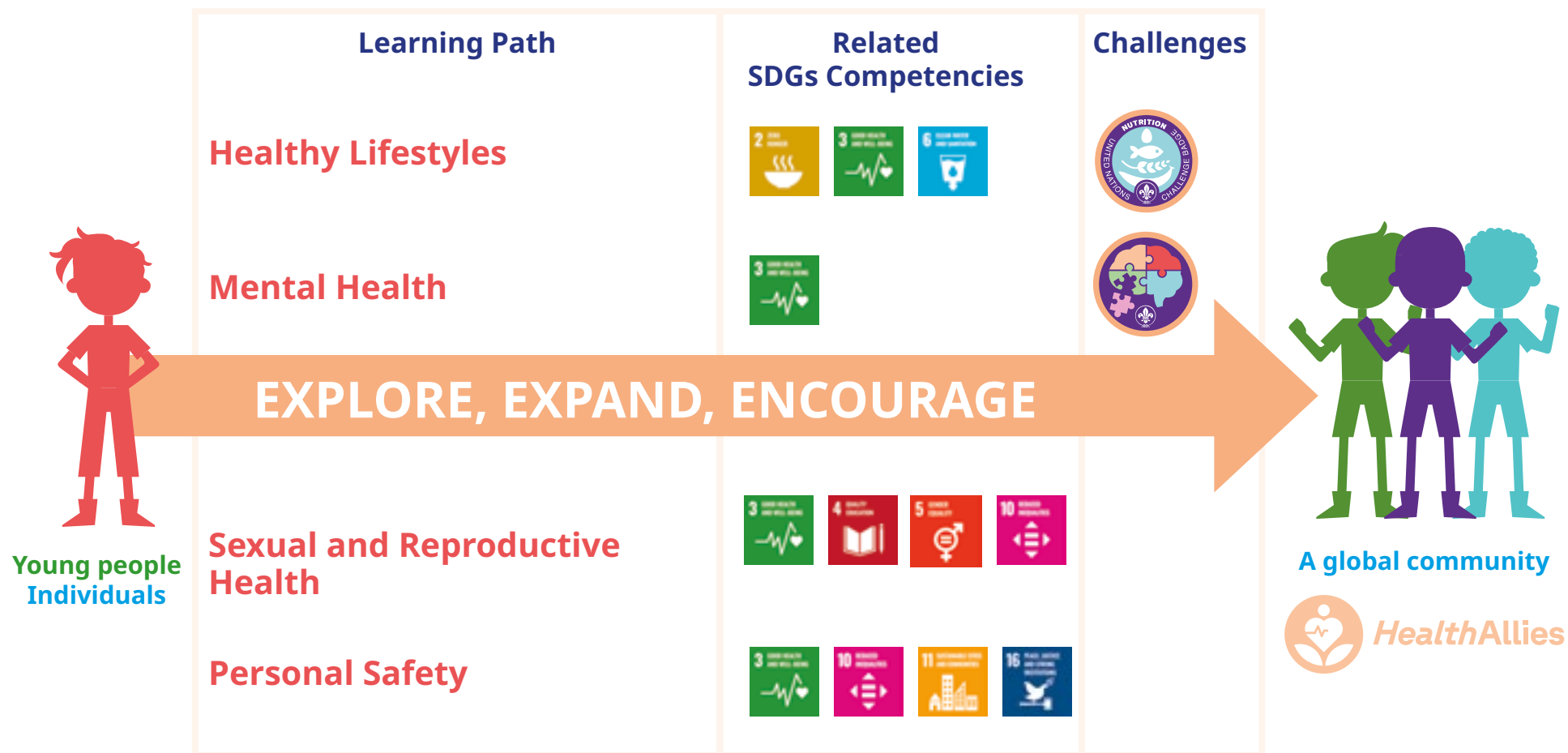
Who is the challenge for?

The Mind Builders Challenge is designed for young people aged seven and over, who want to learn about mental health, help themselves, and extend their learning to others to benefit from.

Connection to the *HealthAllies* initiative

The *HealthAllies* initiative is a global movement that empowers young people to take care of their physical, emotional, and social wellbeing — and support others in doing the same. Through challenges like Mind Builders, young people develop the awareness, empathy, and resilience needed to create healthier, more inclusive communities. They gain tools to manage stress, advocate for mental health, practice healthy habits, and build strong support networks.

More than a wellbeing initiative, *HealthAllies* prepares young people to lead with compassion, speak up for human rights, and respond to the real challenges they and their communities face. By understanding themselves and helping others, they become advocates for dignity, inclusion, and health for all.



Foundations of the challenge

The challenge is a journey for young people, where, in the process of obtaining the badge, they begin to understand that mental health is something we build. The PERMA model shows that wellbeing can be strengthened through both **practical skills and attitudes** — such as gratitude, curiosity, resilience, and purpose. These form the foundation of personal growth and social connection.

The five blocks in the Mind Builders Challenge represent key areas of focus that, when combined, offer a holistic and inclusive approach to mental wellbeing:



Positive emotion (P): Cultivating positivity

- Learn to recognise, express, and amplify positive emotions.
- Practice gratitude, mindfulness, and joyful routines.



Engagement (E): Finding flow

- Explore activities that fully absorb attention and foster presence.
- Identify passions and strengths that lead to personal fulfilment.



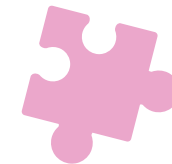
Relationships (R): Building positive connections

- Develop empathy, active listening, and communication skills.
- Learn how to form and sustain healthy, supportive relationships.



Meaning (M): Discovering purpose

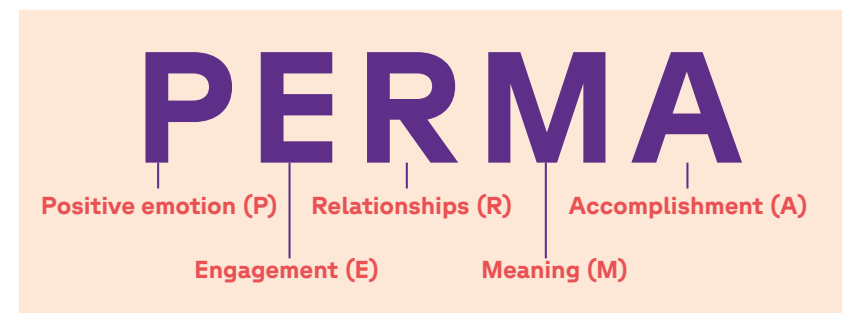
- Reflect on values and what matters most in life.
- Engage in meaningful service and value-driven actions.



Accomplishment (A): Setting and achieving goals

- Learn to set realistic goals and celebrate progress.
- Build confidence through intentional actions and success tracking.

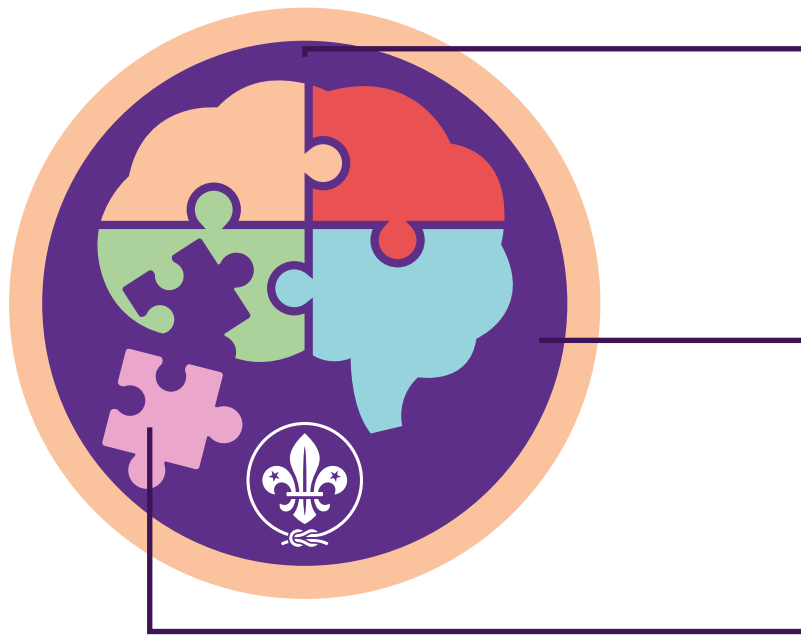
Throughout the challenge, participants progressively explore and apply the PERMA framework. By doing so, they develop self-awareness, resilience, and a stronger sense of purpose. They gain valuable insights into their own wellbeing and are equipped with tools to support others and promote mental health in their communities.



Key symbols of the challenge

Mind Builders symbols for youth-led resilience

The Mind Builders Challenge is represented by a bold, colourful symbol — a brain composed of interlocking puzzle pieces. This powerful image embodies self-awareness, emotional growth, and the idea that our mental health is shaped by many different parts working together in harmony.



The brain

Own Identity, self-awareness and critical thinking...

The brain represents intelligence, curiosity, and the power of thoughtful reflection. It symbolises the foundation of mental wellbeing, deep learning, and thoughtful problem-solving. It encourages young people to develop self-awareness, expand their cognitive skills, and broaden their understanding of the world. This symbol highlights the importance of open-mindedness and critical thinking as essential tools for navigating life's complexities and adapting to new challenges.

The blocks

Knowledge and systems thinking

The blocks symbolise structure, development, and the step-by-step process of learning and growth. Like blocks stacked carefully to create something strong and lasting, they represent how health is built up, integrating knowledge, skills, and experiences that build upon each other. The blocks inspire young people to embrace patience, persistence, and the value of mastering basics as they construct their personal and collective wellbeing.

Puzzle pieces

Connection and collaboration with others and as a community

The puzzle pieces embody the power of teamwork, diversity, and finding one's place within a larger whole. Puzzle pieces remind young people that every individual's unique strengths and perspectives are vital to solving complex problems and creating inclusive communities. Together, they symbolise the importance of collaboration, empathy, and shared purpose in achieving meaningful, well-rounded solutions.

Theory of change: *Explore, expand, encourage*

The Mind Builders Challenge follows the *HealthAllies* initiative's educational journey, which is built on three interconnected stages: **Explore, Expand, and Encourage**. This learning path helps young people progressively understand mental health, apply key skills, and lead positive change in their communities.

Explore

Young people begin their journey with self-reflection and awareness. Through a personal **self-assessment**, they explore how mental health influences their daily life, identify areas of strength and growth, and begin to reflect on their emotions, needs, and resilience.

Explore is about looking inward — recognising your own mental wellbeing, emotional needs, and understanding that it's okay to seek help.

Expand

In this phase, young people engage in hands-on learning activities based on the **PERMA model**. They build both **practical skills and attitudes** that support positive mental health — such as emotional regulation, goal setting, and empathy — while exploring real-life situations and expressing themselves through meaningful actions.

Expand is about growing knowledge and experience. Through activities, young people learn how to care for themselves and support those around them.

Encourage

This final stage empowers participants to take action. By designing and implementing a **community engagement project**, young people encourage others to understand, value, and take care of their mental wellbeing. They move from awareness to advocacy, becoming peer leaders and role models for mental health.

Encourage is about stepping up — turning personal learning into community impact, breaking stigmas, and creating supportive environments.





Food and Agriculture
Organization of the
United Nations



Our network of partners

World Scouting and its partners, including the United Nations Population Fund (UNFPA) and the Food and Agriculture Organization of the United Nations (FAO) through its Youth and United Nations Global Alliance (YUNGA), are working together to advance the *HealthAllies* initiative. Their support strengthens WOSM's efforts to promote physical, mental, emotional, and social wellbeing for young people around the world.

UNFPA brings critical expertise in youth health, rights, and wellbeing, providing technical guidance and global frameworks for promoting bodily autonomy, emotional resilience, and inclusive health education. Their collaboration ensures that the content of the *HealthAllies* initiative is grounded in international best practices and contributes to the global effort to achieve universal access to health and rights for all.

For the Mind Builders Challenge, World Scouting developed this educational resource from scratch, with the financial contribution of FAO as part of our shared commitment to strengthening youth wellbeing. This challenge focuses on building mental resilience, emotional awareness, and positive coping strategies through practical, youth-friendly activities. By combining accessible education with real-life application, the Mind Builders Challenge empowers young people to understand their emotions, support one another, and develop lifelong skills that enhance their overall wellbeing.

These efforts make the Mind Builders Challenge a meaningful pathway for young people to connect personal wellbeing with the broader social and environmental challenges they face. It encourages them to take care of themselves and others, nurturing healthier communities grounded in empathy, resilience, and inclusion.

Together, World Scouting and its partners are equipping a generation of young people with the knowledge, empathy, and skills to thrive and lead. Through *HealthAllies*, Scouts become champions for wellbeing, helping create a world where everyone can flourish — physically, mentally, and emotionally.

SDGs and Education for Sustainable Development alignment

The suggested learning activities are aligned with the educational objectives for Mind Builders and the SDGs. They contribute to developing the eight key competencies for sustainable development.

These cross-cutting key competencies help in achieving all SDGs. They allow young people to engage constructively and responsibly with today's world. The competencies describe the specific attributes individuals need for action and self-organisation in various complex contexts and situations.

The SDG key competencies are the following:

- **Systems thinking competency:** the ability to recognise and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.
- **Anticipatory competency:** the ability to understand and evaluate multiple futures – possible, probable and desirable; to create visions of the future; to apply the precautionary principle (i.e., acting with caution to prevent harm when we are not sure about the risks); to assess the consequences of actions; and to deal with risks and changes.
- **Normative competency:** the ability to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge, and contradictions.
- **Strategic competency:** the ability to collectively develop and implement innovative actions that further sustainability at the local level and further afield.
- **Collaboration competency:** the ability to learn from others; to understand and respect the needs, perspectives, and actions of others (empathy); to understand, relate to, and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem-solving.
- **Critical thinking competency:** the ability to question norms, practices, and opinions; to reflect on one's values, perceptions, and actions; and to take a position in the sustainability discourse.
- **Self-awareness competency:** the ability to reflect on one's role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.
- **Integrated problem-solving competency:** the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive, and equitable solution options that promote sustainable development, integrating all competencies.



Get to know more about Education for Sustainable Development and The key competencies to achieve sustainable development [here](#).

How the Mind Builders badge is earned

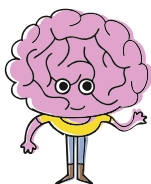
To achieve the badge, young people must start with a self-evaluation to determine which blocks they are more familiar with and which ones they may need additional support on. They will proceed to complete at least two activities under each block. Finally, they will need to complete a community engagement project and, upon completion, will be required to revisit the self-assessment.



Mind Builders competencies and learning objectives

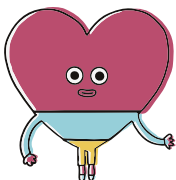
Every activity in the Mind Builders Challenge is designed with clear learning goals. These goals help young people develop not only knowledge, but also emotional awareness and practical life skills that support their overall wellbeing.

The challenge is built around three types of learning objectives that work together to support holistic development:



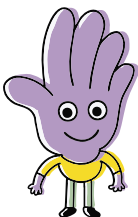
Cognitive – what we know

Young people explore concepts like emotions, mental health, resilience, and wellbeing. They learn to reflect, understand key ideas, and ask important questions.



Socio-emotional – how we feel and connect

These objectives focus on empathy, self-awareness, emotional regulation, and building supportive relationships. Young people learn to understand themselves and others.



Behavioural – what we do

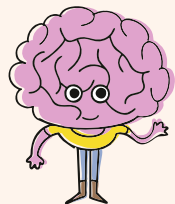
These are the skills and actions that bring learning to life — setting goals, practising healthy habits, leading projects, and supporting their communities.

By combining these three areas, the challenge helps young people grow in mind, heart, and action. It prepares them not only to care for their own mental health, but also to take meaningful action to support others and promote positive change.



Cognitive

Knowledge and thinking skills necessary to better understand the SDGs and the challenges in achieving them.



Ages

7-10

I can name different emotions I feel in daily life.

I can identify activities and things that I enjoy and that help me feel good.

I understand and can name emotions in myself.

I understand that there are no unhealthy or 'bad' emotions.

I understand that all emotions are normal and part of being human.

10-15

I understand the building blocks of mental health and wellbeing and why they are important for me and others.

I can identify activities and strategies that I enjoy and that help me to feel good.

I know where I can learn more information about self-care practices, coping strategies, and other mental health and wellbeing support.

I understand and can label emotions in myself and others.

I understand that some people do not feel okay and may need help to feel better.

15+

I understand the importance of positive mental health and wellbeing and know where I can access relevant information and support.

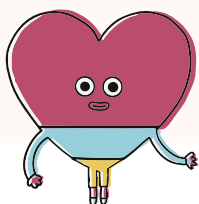
I can identify activities and strategies that I enjoy and that improve my mood and support my mental health.

I know about common mental health difficulties, their causes, and what help and support are available to help.

I understand the negative impacts that behaviours like stigmatising, discrimination, and bullying have on mental health and emotional wellbeing.

Socio emotional

Social skills that enable learners to collaborate, negotiate and communicate to promote the SDGs, as well as self-reflection skills, values, attitudes and motivations that enable learners to develop themselves.



I can talk with my friends and family about the building blocks of mental health and wellbeing, and why they are important.

I can recognise how I am feeling during stressful situations in my day.

I can share how I am feeling with others.

I can identify when I do not like how I am feeling and need help.

I am aware of the building blocks of mental health and wellbeing, and when I need to ask for help.

I can empathise with my friends and family, their situations and feelings.

I can recognise and speak appropriately about how others are feeling, and when someone might need help to feel better.

I can identify when I feel anxious or stressed in my daily life.

I am comfortable interacting with someone who does not feel okay or needs help.

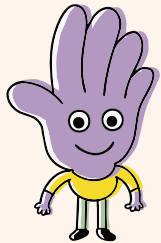
I am aware of the building blocks of mental health and wellbeing, and when I need to ask for help.

I am comfortable interacting with people experiencing mental health difficulties and feel empathy for their situations and feelings.

I can express that I am having a bad day and identify strategies that will help me to better manage those feelings.

Behavioural

Describes action competencies.



Ages		
7-10	10-15	15+
I have good 'self-care' practices and can take care of myself. I have strategies to manage my emotions. I can ask for help when I feel like I need it. I know what to do if I think someone else is not feeling okay.	I have good 'self-care' practices and can take care of myself and can talk about them. I have coping skills to manage my emotions, especially stress and anxiety. I can speak with others in my community about the building blocks of mental health and wellbeing, the importance of taking care of yourself, and how to seek help. I can encourage others in my community to engage in positive mental health promotion.	I have good 'self-care' practices and can take care of myself and can encourage others to take care of themselves. I have coping skills to manage the challenges and stresses I face in life. I can advocate for mental health support for myself and others in my community. I can plan, implement, evaluate, and replicate community engagement projects that will promote positive mental health, appropriate coping and self-care skills, and help-seeking activities in my community. I can share and promote how non-formal education impacts young people's positive mental health and wellbeing.



Supporting young people to complete the challenge journey

Adult leaders and facilitators play a vital role in helping young people successfully navigate the Mind Builders Challenge. Their support ensures that participants feel safe, inspired, and equipped to explore mental health and build emotional resilience.

This challenge is not just about delivering activities — it's about creating spaces where young people can grow, reflect, and lead. Here are key recommendations to guide your role as a supportive and effective mentor:



1

Understand the challenge and its purpose

Familiarise yourself with the goals of the Mind Builders Challenge, its connection to the *HealthAllies* initiative, and how it contributes to the SDGs. This knowledge helps you frame the experience in a broader, more meaningful context for participants.

2

Promote Inclusivity and safety

Create a respectful and inclusive environment where all participants feel heard and valued. Encourage openness, active listening, and empathy. Be mindful of different needs and cultural contexts.

3

Plan and facilitate meaningful activities

Use the PERMA-based learning path to guide participants in choosing activities that suit their age and interests. Ensure activities are relevant, engaging, and adapted to your group's context.

4

Foster peer support and collaboration

Encourage participants to learn from and support one another. Group discussions, shared reflections, and team-based activities build a strong sense of community and collective growth.

5

Empower leadership and ownership

Give young people the chance to lead. Let them shape how they engage with the challenge and how they design their community engagement projects. Provide mentorship, but encourage them to take initiative and ownership.

6

Encourage reflection and personal growth

Facilitate regular moments of reflection where participants can assess their progress, share insights, and set personal goals. Help them see how far they've come and where they want to grow.

7

Address stigmas and mental health myths

Be prepared to respond to common misconceptions about mental health. Promote factual, supportive conversations that normalise mental health as a part of everyday wellbeing.

8

Engage the wider community

Support participants in connecting with local community members, organisations, or partners. This helps reinforce the real-world impact of their projects and builds stronger community ties.

9

Monitor participant wellbeing

Pay close attention to the emotional wellbeing of participants throughout the challenge. Be ready to offer support or refer them to professional help when needed.

10

Celebrate milestones and recognise achievements

Recognise all forms of progress. Whether through digital badges, certificates, or simple acknowledgements, celebrate each participant's efforts in a meaningful way.

By leading with empathy, preparation, and purpose, you can empower young people to complete this journey with confidence and pride and become mental health advocates and role models for others in their communities.

Learning activities and tools

Introduction to activities

The activities in this challenge are designed to help young people build the knowledge, attitudes, and skills that support their mental wellbeing. Each one is connected to a theme from the PERMA model and supports different dimensions of learning: cognitive, socio-emotional, and behavioural.

Before starting the activities, adult leaders must **be prepared to guide the experience in a meaningful way**. This includes understanding the underlying attitudes and concepts that create a supportive environment for mental health education.

The following concepts — **positive affirmations, gratitude, and engagement and flow** — are not additional tasks for participants. Rather, they are tools and mindsets for facilitators. They shape how you lead, how you connect with participants, and how you help create the emotional and learning environment needed for each activity to be impactful.

We recommend leaders reflect on these concepts before beginning the Expand phase of the challenge, and keep them in mind throughout the learning journey.

Concepts to support effective facilitation

These concepts are meant to guide how adult leaders approach the activities throughout the challenge. Leaders who internalise these ideas are better equipped to create a space where young people feel safe, engaged, and inspired.

Positive affirmations

Positive affirmations are simple, intentional statements that can help shift how young people think about themselves and their abilities. As a facilitator, using affirmations helps you foster a growth mindset and encourage self-belief among participants.

Why this matters for facilitators:

- Helps set a tone of encouragement, respect, and safety.
- Reinforces each young person's value and potential.
- Encourages participants to reframe negative self-talk and build confidence.
- Can be used to open or close activities, or revisited in moments of challenge or doubt.

Example affirmations you might use or suggest:

- "You have the strength to figure this out."
- "It's okay to feel uncertain — you're doing your best."
- "Every step forward, no matter how small, is progress."

Model the use of affirmations and invite young people to try creating or choosing their own throughout the challenge.

Gratitude

Gratitude is more than saying thank you — it's about helping young people shift their focus towards what's working, what they value, and what gives them strength. For facilitators, gratitude is a powerful lens to help participants reflect, connect, and stay motivated.

Why this matters for facilitators:

- Promotes a positive group dynamic and helps build trust.
- Encourages reflection and resilience, especially after difficult discussions.
- Helps participants recognise personal growth and the impact of others.
- Can support the emotional tone of both debriefs and celebrations.

Gratitude can be woven into sessions subtly — for example, by asking participants what made them smile today, who helped them during an activity, or what they're proud of after completing a task.

Engagement and flow

Flow is the feeling of being completely absorbed in and focused on an activity. For young people, achieving flow during a learning experience can increase motivation, enjoyment, and depth of learning. As a facilitator, you can help set the conditions for flow to emerge.

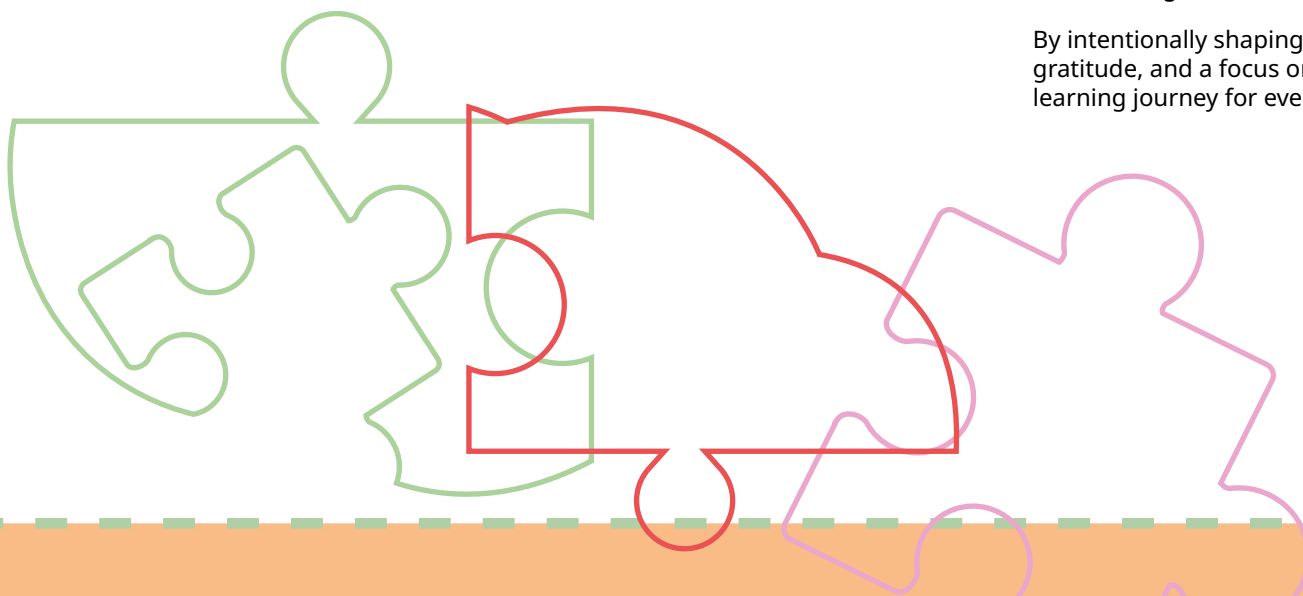
Why this matters for facilitators:

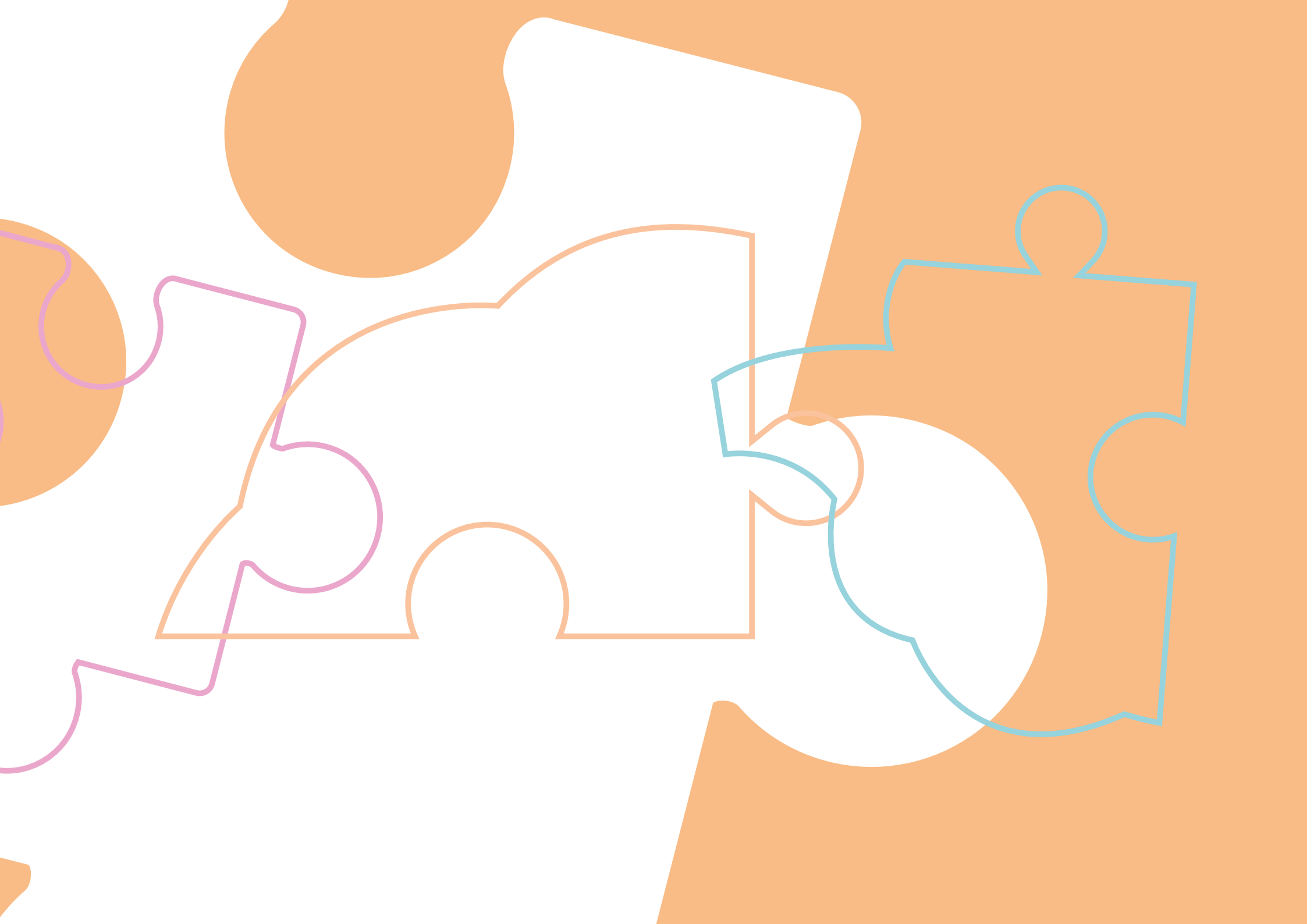
- Helps participants become truly present and immersed in what they're doing.
- Encourages creative expression, problem-solving, and intrinsic motivation.
- Strengthens learning outcomes and emotional connection to the activity.

Ways to promote flow:

- Offer a clear purpose and simple, step-by-step instructions.
- Allow choice when possible so participants feel ownership.
- Make sure the challenge level matches the group's skills — not too easy, not too hard.
- Create space for uninterrupted focus and allow enough time for immersion.
- Encourage reflection afterwards to connect the experience with learning.

By intentionally shaping how you introduce and lead activities — with affirmation, gratitude, and a focus on deep engagement — you help create a safe and meaningful learning journey for every young person in your group.





Self-assessments

The self-assessment is designed as a starting point for reflection at the beginning of the Mind Builders Challenge. It helps participants explore their current understanding, attitudes, and habits related to mental wellbeing across the five building blocks: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment.

Participants should complete the self-assessment individually, answering honestly based on their own experiences. There are no right or wrong answers; the purpose is to increase self-awareness, not to evaluate performance.

Once completed, the self-assessment should be used to:

- **Identify strengths:** areas where participants already feel confident or familiar
- **Recognise areas for growth:** building blocks where they may need more support, practice, or reflection
- **Guide their learning journey:** helping participants choose activities that respond to their needs and interests

Facilitators can support this process by encouraging participants to reflect on their responses and, when appropriate, discuss insights in pairs or small groups.

The self-assessment is not a one-time activity. At the end of the challenge, participants are encouraged to revisit the same assessment to reflect on their progress, recognise personal growth, and better understand how their knowledge, skills, and behaviours have evolved throughout the experience.



Self-assessments (7–10 years old)

1. Positive emotion (P): Cultivating positivity

- How often do you think about things that make you happy?
- Do you have a favourite memory that makes you feel really good?
- How often do you say kind things to yourself?
- How often do you feel grateful for others?
- Do you ever do something nice for someone else just to make them happy?

Rarely	Sometimes	Often	Always
Yes	No	I need help identifying one	
Rarely	Sometimes	Often	Always
Rarely	Sometimes	Often	Always
Rarely	Sometimes	Often	Always

2. Engagement (E): Finding flow

- When you're doing something fun, do you feel like you lose track of time because you're having so much fun?
- Do you enjoy spending time outdoors, like going for walks or playing in the park?
- Do you like solving puzzles or playing games that make you think?
- How do you feel when you work with friends to finish a task or game?
- Happy / Excited / Frustrated / I need help identifying my feelings

Rarely	Sometimes	Often	Always
Rarely	Sometimes	Often	Always
Rarely	Sometimes	Often	Always
Rarely	Sometimes	Often	Always
Rarely	Sometimes	Often	Always

3. Relationships (R): Building positive connections

- Do you have friends or family members whom you enjoy spending time with?
- How do you feel when you make a new friend?
- Have you ever complimented someone to make them feel good?
- Do you feel happy when you help someone else?

Yes	No	Sometimes	
Happy	Nervous	Excited	I need help identifying my feelings
Yes		No	
Yes	No	Sometimes	

4. Meaning (M): Discovering purpose

- Do you know what makes you unique or special?
- Have you ever thought about what you want to do when you grow up?
- How often do you do things that make you proud of yourself?

Yes	No	I need help identifying what makes me special	
Yes	No	I need help to think of options	
Rarely	Sometimes	Often	Always

5. Accomplishment (A): Setting and achieving goals

- Have you ever set a goal for yourself, like learning something new or finishing a project?
- How did you feel when you achieved a goal you set for yourself?
- Do you like making plans for things you want to do in the future?
- How do you feel when you try your best and succeed at something?
- Have you ever kept your New Year's resolutions?

Yes	No	I need help identifying when	
Proud	Happy	Excited	I need help identifying my feelings
Yes	No	Sometimes	
Proud	Confident	Excited	I need help identifying my feelings
Yes	No	Sometimes	

Self-assessments (11–14 years old)

1. Positive emotion (P): Cultivating positivity

- How often do you find joy in everyday activities?
- Do you feel optimistic about the future?
- How often do you feel grateful for others?
- How often do you express gratitude for the good things in your life?
- Do you believe that you have the power to create positive change in your life?

Rarely	Sometimes	Often	Always
Yes	Not sure	No	
Rarely	Sometimes	Often	Always
Rarely	Sometimes	Often	Always
Yes	Not sure	No	

2. Engagement (E): Finding flow

- How often do you lose track of time when you are deeply involved in an activity?
- Do you feel fully engaged and focused during school or other activities?
- Do you feel fully engaged and focused during activities outside of school (sports, Scouts, etc.)?
- How often do you seek out new challenges or experiences?
- Do you feel a sense of purpose in your daily activities?

Rarely	Sometimes	Often	Always
Rarely	Sometimes	Often	Always
Rarely	Sometimes	Often	Always
Rarely	Sometimes	Often	Always
Rarely	Sometimes	Often	Always

3. Relationships (R): Building positive connections

- How connected do you feel to your friends and family members?
- Do you feel comfortable talking to your friends or family about your feelings?
- How often do you engage in activities with friends or family?
- Do you believe that you have supportive people in your life whom you can rely on?

Not at all	Somewhat	Very	
Yes	Not sure	No	
Rarely	Sometimes	Often	Always
Yes	Not sure	No	

4. Meaning (M): Discovering purpose

- How aware are you of your strengths and talents?
- Do you feel that your daily activities align with your personal values?
- How often do you engage in activities that give you a sense of accomplishment?
- Do you feel that you are working towards meaningful goals in your life?

Not at all	Somewhat	Very	
Yes	Not sure	No	
Rarely	Sometimes	Often	Always
Rarely	Sometimes	Often	Always

5. Accomplishment (A): Setting and achieving goals

- How often do you set goals for yourself and work towards achieving them?
- How often do you accomplish what you have planned?
- How often do you celebrate your achievements, no matter how small?
- Do you believe that setting and achieving goals is important for personal growth?

Rarely	Sometimes	Often	Always
Rarely	Sometimes	Often	Always
Rarely	Sometimes	Often	Always
Yes	Not sure	No	

Self-assessments (15+ years old)

1. Positive emotion (P): Cultivating positivity

- How often do you intentionally engage in activities that bring you joy or happiness?
- Do you feel optimistic about your future?
- How often do you feel grateful for others?
- How often do you express gratitude for the good things in your life?
- Do you believe that you can overcome challenges and setbacks?

Rarely	Sometimes	Often	Always
Yes	Not sure	No	
Rarely	Sometimes	Often	Always
Rarely	Sometimes	Often	Always
Yes	Not sure	No	

2. Engagement (E): Finding flow

- How often do you feel fully absorbed and focused in your daily activities?
- Do you actively seek out new experiences or challenges to engage in?
- How often do you feel a sense of purpose or meaning in your activities?
- Do you feel that you are making progress towards your personal and professional goals?

Rarely	Sometimes	Often	Always
Yes	Not sure	No	
Rarely	Sometimes	Often	Always
Yes	Not sure	No	

3. Relationships (R): Building positive connections

- Do you feel connected to your friends and family?
- Do you feel connected to your community?
- Do you have supportive relationships that you can rely on during difficult times?
- How often do you engage in meaningful conversations with others?
- Do you feel valued and appreciated by the people in your life?

Rarely	Sometimes	Often	Always
Rarely	Sometimes	Often	Always
Yes	Not sure	No	
Rarely	Sometimes	Often	Always
Yes	Not sure	No	

4. Meaning (M): Discovering purpose

- How often do you reflect on your values and beliefs?
- Do you feel that your daily activities align with your long-term goals and aspirations?
- How often do you engage in activities that give you a sense of fulfillment or accomplishment?
- Do you believe that you have a sense of purpose or direction in life?

Rarely	Sometimes	Often	Always
Yes	Not sure	No	
Rarely	Sometimes	Often	Always
Yes	Not sure	No	

5. Accomplishment (A): Setting and achieving goals

- How often do you set specific goals for yourself and work towards achieving them?
- Do you celebrate your achievements, no matter how small?
- How do you feel when you accomplish something you've been working on?
- Do you believe that setting and achieving goals is important for personal growth and wellbeing?

Rarely	Sometimes	Often	Always
Yes		No	
Proud	Indifferent	Unfulfilled	Other: _____
Yes	Not sure		No



Activities

Building Block 1: Positive emotion (P)

Cultivating positivity

Participants explore the importance of positive emotions in mental wellbeing.

Activities include identifying and amplifying positive emotions, practising gratitude, and incorporating joy into daily life.

These activities support the development of the Positive emotion aspect of the PERMA model.



Emotion art exploration

Age: 7–10, 11–14, 15+

Area: Cognitive

Learning objectives

- Develop cognitive understanding of different emotions.
- Identify activities that bring joy and express those emotions through art.
- Improve empathy skills by recognising and interpreting emotions.

Materials

- Story (in case you prefer not to imagine a story, you can choose a tale for kids)
- Markers/crayons/pens/pencils
- Notebook /sheets of paper

Instructions

- Tell the participants that they will engage in an art session and that they are in a safe space to ask questions, express emotions, and be themselves.
- Start with a story where the main character goes through different challenges, experiencing various emotions. Use familiar scenarios such as a day at school, a family gathering, or a Scout meeting.
- As you narrate the story, explicitly describe the emotions the main character feels. For example: "Maria had a fight with her best friend and she was feeling sad. She wanted to talk about it but didn't know where to start. She felt like no one understood her." (Young people will identify emotions like sadness, frustration, and confusion.)
- After each emotional moment in the story, pause and ask the participants what emotions they can identify.
- Next, ask the participants to take turns acting out scenes that demonstrate different emotions from the story. The rest of the group will guess which emotions are being expressed. This helps develop empathy and recognition of emotions.
- Then, ask the participants to choose a scene they resonate with and draw it, expressing the emotions through their art.
- Give them time to get inspired and encourage them to ask questions.
- At the end, have each participant present their chosen scene and explain why they chose it.

Debrief

Reflect on the activity, emphasising that all emotions are okay. Some emotions make us feel good, while others do not, but all are part of our human experience. Mention that understanding how we feel is important. Encourage the participants to share more about times they felt similar emotions and what helped them feel better.

Happy memory collage

Age: 7–10, 11–14, 15+

Area: Cognitive

Learning objectives

- Enhance cognitive recall of positive experiences.
- Identify and remember activities that bring positive emotions.

Materials

- Markers/crayons/pens/pencils
- Notebook/ sheets of paper

Instructions

- The main idea is that the group will all create a collective “happy” board, meaning that they will all think of times, activities, or anything that makes them happy and paste something that represents it.
- For this activity, ask the participants in advance to bring pictures of happy memories or activities that make them feel joy. You can also do this activity backwards: ask the participants to bring photos where they look very happy, then ask them to recall what they were doing at that moment. Doing it like this might help them realise new things that make them happy.
- Take a moment for them to paste them all on a white poster. Tell them to be as creative as possible. Make it a group exercise and let them have fun while doing it.
- Once they are done, ask everyone to present what they added and why that makes them happy.
- In addition, you can take an extra step by making everyone commit to doing these activities at least twice a week.

Debrief

At the end, you will have a collective poster full of happy memories and activities that bring joy. Invite participants to reflect on how remembering these moments makes them feel and to notice the positive emotions they experience. Encourage them to think about how they can bring more of these joyful activities into their everyday lives.

Guiding questions:

- How did it feel to remember and share these happy moments?
- What positive emotions did you notice while looking at your poster?
- Which of these activities could you do more often to bring joy into your daily life?

Positive affirmation cards

Age: 7–10, 11–14, 15+

Area: Behavioural and emotional

Learning objectives

- Understand the power of positive self-talk and affirmations.
- Boost self-esteem and confidence.

Materials

- Index cards/construction paper
- Markers/coloured pencils

Instructions

- Provide each participant with index cards or construction paper and markers.
- Explain the concept of positive affirmations and their impact on self-esteem and confidence.
- Encourage them to write positive affirmations about themselves (e.g., “I am brave,” “I am kind,” “I am loved”) on the cards.
- Encourage creativity and personalisation in their affirmations, allowing them to express themselves authentically.
- Ask them to display their affirmation cards in a visible place where they can see them every day, such as on their bedroom walls or desks.
- Remind everyone to read their affirmations aloud to themselves daily, reinforcing positive self-talk and internalising the affirmations.
- For 15+ older, ask participants to think about their insecurities and write down the opposite of it. For instance, “I’m very confident and good at public speaking” and then look at it daily. Guide the conversation towards the fact that we all have insecurities, but once we turn them around in our heads, they are easier to manage.

Debrief

- Gather everyone together after a week of using their affirmation cards.
- Begin by asking each participant to share one affirmation they wrote and how it made them feel when they read it aloud.
- Guide the conversation towards the impact of positive affirmations on self-esteem and confidence by asking questions such as:
 - How did reading your affirmations each day make you feel?
 - Did you notice any changes in how you viewed yourself throughout the week?
 - Can you think of a time when your affirmation helped you feel more confident or capable?
- Use the opportunity to reinforce the importance of positive self-talk and remind them that they have the power to shape their self-perceptions.
- Encourage everyone to continue using their affirmation cards beyond the challenge, integrating them into their daily routine as a tool for building self-esteem and resilience.

I am grateful for

Age: 7–10, 11–14, 15+

Area: Behavioural and emotional

Learning objectives

- Develop an understanding of gratitude and its importance in fostering positive emotions.
- Cultivate the habit of recognising and appreciating the good things in life.

Materials

- Notebooks/journals
- Coloured pencils/markers

Instructions

- Provide each Scout with a notebook or journal and coloured pencils/markers.
- Explain the concept of gratitude and its impact on mental wellbeing.
- Encourage them to write or draw three things they are grateful for each day in their journal.
- Remind them to be specific and detailed in their entries, focusing on both big and small things that bring them joy.
- Set aside time at the end of the week for them to share one thing they wrote or drew in their journal with the group.
- Encourage discussion and reflection on the positive experiences shared.
- After a week, writing each day can become boring for them. Encourage them to keep writing at least once a week and make time for reflection on this in your weekly meetings.

Debrief

- Gather everyone together after a week of journaling.
- Begin by asking everyone to share one thing they wrote or drew in their gratitude journal.
- Guide the conversation towards the concept of gratitude by asking questions such as:
 - How did it feel to focus on gratitude each day?
 - Did you notice any changes in your mood or outlook throughout the week?
 - Can you think of a time when expressing gratitude made you feel happier or more content?
- Use the opportunity to reinforce the importance of gratitude in daily life and encourage them to continue practising gratitude beyond the challenge.
- Encourage participants to share with their families and friends what they are grateful for.

Joyful storytelling and creating a play

Age: 11–14, 15+

Area: Cognitive and emotional

Learning objectives

- Explore the concept of joy and its impact on mental wellbeing.
- Enhance creativity and imagination through storytelling and play.

Materials

- Props and costumes for the play (optional)
- Space for rehearsal and performance

Instructions

- Gather everyone in a circle and introduce the activity.
- Provide a prompt (e.g., “Tell us about a time when you felt really happy”) and encourage each of them to share a joyful story.
- After each story, engage the group in a discussion about the elements that brought joy to the story.
- Collaboratively choose a few joyful elements from each story and brainstorm ideas for a short play incorporating these elements.
- Divide them into small groups and assign each group a scene to develop based on the chosen elements.
- Allow time for rehearsal and preparation.
- Perform the short play for each other or for parents/guardians.

Debrief

- Gather everyone together after the performance.
- Discuss the process of creating the play and the joy it brought to everyone involved.
- Guide the conversation towards the connection between joy, creativity, and mental wellbeing by asking questions such as:
 - How did working together to create the play make you feel?
 - What were some of your favourite moments from the performance?
 - Can you think of other ways we can use creativity to bring joy into our lives?
- Use the opportunity to reinforce the importance of creative expression and collaborative play in fostering positive emotions.

Acts of kindness challenge

Age: 7–10, 11–14, 15+

Area: Behavioural and social

Learning objectives

- Explore the connection between kindness and positive emotions.
- Foster empathy and compassion towards others.

Materials

- None required

Instructions

- Introduce the concept of kindness and its impact on others' wellbeing.
- Challenge everyone to perform one act of kindness each day for a week (e.g., sharing toys, helping a friend, or complimenting someone).
- Provide a space for them to share their acts of kindness and celebrate each other's efforts.
- Since this activity is for all ages, make sure to give examples of kind acts that are appropriate for their age. For example, for older participants perhaps help someone cross the street or help their parents with house chores.

Debrief

- Gather all the participants together after a week of performing acts of kindness.
- Begin by asking everyone to share one act of kindness they did during the challenge.
- Guide the conversation towards the impact of kindness on both the giver and the receiver by asking questions such as:
 - How did it feel to do something kind for someone else?
 - Did you notice any changes in how you felt when you were kind to others?
 - Can you think of a time when someone else's kindness made you feel happy or grateful?
- Use the opportunity to reinforce the importance of kindness in building positive relationships and creating a supportive community.



Activities

Building Block 2: Engagement (E)

Finding flow

Participants delve into the concept of engagement and flow in activities.

Activities focus on discovering and engaging in tasks that bring a sense of absorption and satisfaction.

These activities support the development of the Engagement aspect of the PERMA model.

Creative craft workshop

Age: 7–10, 11–14, 15+

Area: Cognitive, emotional, and behavioural

Learning objectives

- Explore the concept of engagement and flow in creative activities.
- Develop fine motor skills and creative expression.
- Foster a sense of satisfaction and accomplishment through crafting.

Materials

- Assorted crafting materials (coloured paper, glue, scissors, beads, yarn, etc.). Adapt this according to the age group.
- Workstation or table for crafting

Instructions

- Set up a creative craft station with materials such as coloured paper, glue, scissors, beads, yarn.
- Introduce the concept of engagement and flow, explaining how engaging in creative activities can bring a sense of absorption and satisfaction.
- Encourage everyone to choose materials and begin crafting freely, without specific instructions or guidelines.
- Provide guidance and support as needed, but allow them to take the lead in their creative process.
- Create a relaxed and supportive atmosphere where everyone feels comfortable experimenting and expressing themselves.
- Allow ample time for them to immerse themselves in their craft projects, experiencing a sense of absorption and enjoyment.
- Since this activity is for all ages, make sure that the older participants get the more complex projects or materials they have access to. Be careful with sharp objects when working with younger participants.

Debrief

- Gather everyone together after the craft workshop.
- Discuss their experiences with engaging in creative activities and finding flow in their crafting.
- Guide the conversation towards the concept of engagement and satisfaction by asking questions such as:
 - How did you feel while you were crafting?
 - Did you lose track of time while you were focused on your project?
 - What was your favourite part of the crafting experience?
- Encourage everyone to reflect on their sense of accomplishment and the satisfaction they derived from their creative endeavours.
- Use the opportunity to reinforce the importance of finding activities that bring joy and engagement, and encourage them to continue exploring their creative interests.

Nature exploration adventure

Age: 7–10, 11–14, 15+

Area: Cognitive, behavioural, and social

Learning objectives

- Discover the concept of engagement and flow in outdoor exploration.
- Develop observation skills and an appreciation for nature.
- Foster a sense of belonging to a community through shared experiences.

Materials

- Nature exploration kit (magnifying glasses, binoculars, field guides, etc.)
- Nature journal/sketchbook
- Snacks and water bottles

Instructions

- Take all participants on a nature exploration adventure to a local park, nature reserve, or botanical garden. If it's something in or near their community, even better!
- Encourage them to observe their surroundings closely, paying attention to details such as plants, animals, insects, and natural features.
- Provide opportunities for hands-on exploration, such as collecting leaves, rocks, or flowers, and examining them closely.
- Facilitate group activities that promote teamwork and cooperation, such as scavenger hunts or nature-based games. Try to connect this activity with the Earth Tribe challenges!
- Make sure everyone finds something fun to do, whether it is an activity or just chatting and walking around.
- Allow everyone to engage freely with their environment, following their interests and curiosity.
- Create a supportive and inclusive atmosphere where all participants feel connected to each other and to the natural world around them.

Debrief

- Gather participants together after the nature exploration adventure.
- Reflect on their experiences and observations during the outing.
- Guide the conversation towards the concept of engagement and flow by asking questions such as:
 - What was your favourite part of our nature adventure?
 - Did you feel a sense of connection to nature while we were exploring?
 - How did it feel to be fully immersed in the natural environment?
- Encourage them to share any discoveries or insights they gained during the outing.
- Use the opportunity to reinforce the importance of spending time outdoors, engaging with nature, and finding joy in exploration.
- The connection with the activity needs to be that often our minds need to travel and disconnect so it can rest, nature is the perfect place to do it!

1, 2, 3 ... GO!

Age: 7–10, 11–14, 15+

Area: Behavioural and social

Learning objectives

- Experience the concept of engagement and flow in team-based physical activities.
- Develop teamwork and communication skills.
- Foster a sense of belonging to a community through shared experiences.

Materials

- Sports equipment (soccer balls, basketballs, relay race props, etc.)
- Cones or markers for setting up playing areas
- First aid kit (for minor injuries)

Instructions

- Organise a team sports challenge, such as soccer, basketball, or relay races, in a safe and supervised environment.
- Divide all participants into teams and explain the rules and objectives of the challenge.
- Facilitate warm-up activities and team-building exercises to promote cooperation and camaraderie.
- Encourage everyone to actively participate in the sports challenge, emphasising the importance of teamwork and good sportsmanship.
- Provide opportunities for them to take on different roles within their teams, such as players, captains, or cheerleaders.
- Create a supportive and encouraging atmosphere where they feel motivated to give their best effort and support their teammates.
- Since this is an activity for all ages, make sure that you adapt the sports and how you deliver the instructions. Everyone loves some healthy competition, so incorporate an award for the winning team!

Debrief

- Gather everyone together after the sports challenge.
- Reflect on their experiences and achievements during the activity.
- Guide the conversation towards the concept of engagement and flow by asking questions such as:
 - How did it feel to participate in the team sports challenge?
 - Did you feel fully engaged and focused during the activity?
 - What was your favourite part of the challenge?
- Encourage them to share any insights or lessons they learned from the experience.
- Use the opportunity to reinforce the importance of teamwork, perseverance, and healthy competition in achieving shared goals.
- Make the connection between mental health and physical activity, how our minds rest whenever we are having fun and fully connected in an activity.

Secret agent scavenger hunt

Age: 7–10, 11–14, 15+

Area: Cognitive, behavioural, and social

Learning objectives

- Experience engagement and flow through problem-solving and teamwork.
- Develop observation and deduction skills.
- Foster a sense of camaraderie and collaboration.

Materials

- Clue cards or written instructions
- Hidden items or landmarks
- Creative challenges or puzzles

Instructions

- Set up a scavenger hunt with clues hidden around a designated area, such as a park or community centre.
- Divide participants into small teams and provide each team with a set of clues to follow.
- Encourage participants to work together to decipher the clues and locate hidden items or landmarks.
- Include creative challenges or puzzles at each clue location to further engage participants.
- Set a time limit for the scavenger hunt and encourage teams to complete the challenge within the allotted time.
- Offer support and guidance as needed, but allow participants to take the lead in solving the clues and completing the hunt.

- Here is a fun example of a scavenger hunt for 15+:

- Find a smooth rock.
- Spot a bird's nest.
- Collect a pinecone.
- Take a photo with a tree smaller than you.
- Find the three red flags we hid in the park.
- Build a mini nature sculpture using twigs and leaves.
- Find a piece of trash and properly dispose of it.
- Spot a squirrel or other small animal.
- Collect a flower (without picking it).
- Take the funniest group photo!

Debrief

- Gather the participants together after the scavenger hunt.
- Reflect on their experiences and achievements during the activity.
- Guide the conversation towards the concept of engagement and flow by asking questions such as:
 - How did it feel to work together as a team to solve the clues?
 - Did you experience a sense of excitement and focus during the scavenger hunt?
 - What was the most challenging part of the hunt for your team?
- Encourage participants to share their favourite moments and discoveries from the scavenger hunt.
- Use the opportunity to reinforce the importance of teamwork, problem-solving, and collaboration in achieving shared goals.

Interactive storytelling adventure

Age: 7–10, 11–15

Area: Cognitive, emotional, and behavioural

Learning objectives

- Experience engagement and flow through imaginative storytelling.
- Develop creativity, communication, and teamwork skills.
- Foster a sense of empowerment and self-expression.

Materials

- None required

Instructions

- Begin by introducing the concept of interactive storytelling to the participants.
- Provide a starting point for the story, such as a sentence or scenario, and invite everyone to contribute to the narrative.
- Encourage participants to take turns adding to the story, building upon each other's ideas and creating a collaborative narrative.
- Use prompts or guiding questions to keep the story progressing and maintain engagement.
- Allow participants the freedom to explore different plotlines and characters, fostering creativity and imaginative thinking.
- Create a supportive and inclusive atmosphere where participants feel comfortable expressing themselves and contributing to the story.
- Since this is an activity design for all age groups, make sure that the stories are entertaining. For older age groups, you can set a genre for the story: horror, drama, love, etc.

Debrief

- Gather everyone together after the storytelling adventure.
- Reflect on their experiences and achievements during the activity.
- Guide the conversation towards the concept of engagement and flow by asking questions such as:
 - How did it feel to participate in the interactive storytelling adventure?
 - Did you feel fully engaged and immersed in the story?
 - What was your favourite part of the storytelling experience?
- Encourage participants to share their favourite moments or characters from the story.
- Use the opportunity to reinforce the importance of creativity, communication, and collaboration in storytelling.



Building Block 3: Relationships (R)

Building positive connections

Emphasis is placed on the significance of positive relationships.

Participants learn communication skills, active listening, and ways to cultivate and maintain supportive connections.

These activities support the development of the Engagement aspect of the PERMA model.

Friendship bracelet exchange

Age: 7–10, 11–14, 15+

Area: Cognitive, emotional, and behavioural

Learning objectives

- Recognise the value of friendship and the importance of expressing appreciation.
- Develop empathy and gratitude towards friends.
- Practise communication skills and cooperation in making and exchanging friendship bracelets.

Materials

- Colourful threads or beads
- Scissors
- Small cards or notes for writing messages

Instructions

- Provide each participant with materials to make friendship bracelets, such as colourful threads or beads.
- Instruct them to make a bracelet for someone in the group, incorporating their favourite colours or patterns. Make sure to assign who is giving to whom so everyone in the group receives one bracelet. If they are friends, they can write down something about their friendship. If they are new to each other, tell them to write a fun fact they want to share to make a new friend.
- Encourage them to write a short note or message to accompany the bracelet, expressing appreciation for their friend.
- After completing their bracelets, have them exchange them with their chosen friends.
- Since this is an activity designed for all age groups, encourage older participants to reflect on the qualities they value in their friendships and how they can strengthen their connections with others.

Debrief

- Gather the participants together after the bracelet exchange.
- Reflect on their experiences and achievements during the activity.
- Guide the conversation towards the concept of friendship and appreciation by asking questions such as:
 - How did it feel to make a friendship bracelet for your friend?
 - What qualities or memories did you try to capture in the bracelet you made?
 - How did receiving a friendship bracelet make you feel?
- Encourage participants to share their favourite moments and discoveries from the exchange.
- Use the opportunity to reinforce the importance of expressing gratitude and kindness in friendships.

Collaborative art mural

Age: 7–10, 10–15, 15+

Area: Cognitive, emotional, and behavioural

Learning objectives

- Engage in creative problem-solving and decision-making as part of a team.
- Experience a sense of pride and accomplishment in contributing to a shared project.
- Practise communication and cooperation skills while working on the mural.

Materials

- Large canvas or poster board
- Paint, markers, and other art supplies
- Brushes
- Stencils or templates for design elements (optional)

Instructions

- Provide a large canvas or poster board and art supplies such as paint, markers, and stickers.
- Divide the canvas into sections and assign each section to a small group of participants.
- Instruct the groups to work together to create a collaborative art piece that represents their shared interests or experiences.
- Encourage communication and cooperation as they brainstorm ideas and design their sections of the mural.
- Once all sections are complete, assemble the mural and display it for everyone to see. Foster a sense of accomplishment within the whole team.

Debrief

- Gather the participants together after completing the mural.
- Reflect on their experiences and achievements during the activity.
- Guide the conversation towards the concept of teamwork and creativity by asking questions such as:
 - What was the most enjoyable part of working on the collaborative art mural?
 - How did your group decide on the design and theme for your section of the mural?
 - What challenges did your group encounter during the project, and how did you overcome them?
- Encourage participants to share their favourite moments and discoveries from the activity.
- Use the opportunity to reinforce the importance of teamwork and creative expression in achieving shared goals, but most importantly, reinforce the idea of how fun it is to have people you share things with.

Compliment circle

Age: 7–10, 10–15, 15+

Area: Cognitive, emotional, and behavioural

Learning objectives

- Recognise and articulate positive qualities in oneself and others.
- Experience feelings of appreciation and validation through giving and receiving compliments.
- Practise expressing kindness and empathy towards peers.

Materials

- Soft object (plush toy, ball, etc.) for passing

Instructions

- Have participants sit in a circle and explain the concept of giving and receiving compliments.
- Start the activity by modelling a compliment and passing a soft object, such as a plush toy, to the person being complimented.
- Encourage each participant to take turns giving a compliment to the person on their right, passing the object after each compliment.
- Emphasise the importance of sincerity and kindness in their compliments.
- Continue the activity until everyone has had a chance to give and receive compliments.
- Since this activity is designed for all age groups, encourage older participants to delve deeper into their compliments, highlighting specific qualities or actions they admire in their peers.
- For older groups, introduce the rules:
 1. Compliments can't be repeated.
 2. The one who gives the biggest number of compliments wins.

Debrief

- Gather the participants together after the compliment circle.
- Reflect on their experiences and achievements during the activity.
- Guide the conversation towards the concept of kindness and appreciation by asking questions such as:
 - How did it feel to give and receive compliments during the activity?
 - Did any compliments you received surprise you? Why or why not?
 - How did giving compliments affect your feelings towards your peers?
- Encourage participants to share their favourite compliments they received.
- Use the opportunity to reinforce the importance of expressing kindness and appreciation in building positive relationships.

Get to know me

Age: 7–10, 11–14, 15+

Area: Cognitive and emotional

Learning objectives

- Develop listening and comprehension skills while engaging with others' stories.
- Foster empathy and understanding by sharing personal experiences.
- Practise effective communication and respectful listening within a group setting.

Materials

- None required

Instructions

- Have all the participants sit in a circle and explain that they will take turns sharing stories about their lives or experiences.
- Provide prompts or themes to guide the storytelling, such as “a memorable adventure” or “a time I helped someone”.
- Encourage active listening and respectful attention as each participant shares their story.
- After each story, facilitate a brief discussion where other participants can ask questions or share their thoughts.
- Conclude the activity with a group reflection on the importance of listening and sharing stories to build connections.
- Since this activity is designed for all age groups, encourage older participants to share more complex or personal stories, fostering deeper connections and understanding within the group.

Debrief

- Reflect on their experiences and achievements during the activity.
- Guide the conversation towards the concept of empathy and understanding by asking questions such as:
 - What was your favourite story that was shared during the storytelling circle?
 - Did any of the stories resonate with you? Why or why not?
 - How did listening to others' stories make you feel?
- Encourage participants to share their favourite moments and discoveries about their friends from the activity.
- Use the opportunity to reinforce the importance of storytelling in building stronger connections with each other and how getting to know someone brings you closer!

Team-building challenge

Age: 7–10, 11–14, 15+

Area: Behavioural and cognitive

Learning objectives

- Apply problem-solving and critical thinking skills to overcome challenges as part of a team.
- Experience a sense of camaraderie and support while working together towards a common goal.
- Practise communication, cooperation, and leadership skills in a group setting.

Materials

- Various team-building props or equipment (ropes, blindfolds, puzzles, etc.)
- Timers or stopwatches

Instructions

- Have participants sit in a circle and explain the concept of giving and receiving. Set up a series of team-building challenges or obstacle courses in a safe and supervised environment.
- Divide participants into teams and explain that they must work together to complete each challenge.
- Provide a variety of challenges that require communication, cooperation, and problem-solving skills, such as building a tower out of cups or navigating through a maze.
- Encourage teams to support and encourage each other as they tackle the challenges. After completing all the challenges, gather them together for a debrief to discuss their experiences and what they learned about working together.
- Since this activity is designed for all age groups, introduce more complex challenges or problem-solving scenarios that require strategic thinking and adaptability, providing opportunities for older participants to demonstrate leadership skills within their teams.

Debrief

- Gather the participants together after completing the team-building challenges.
- Reflect on their experiences and achievements during the activity.
- Guide the conversation towards the concept of teamwork and cooperation by asking questions such as:
 - What was the most challenging part of the team-building challenges for your group?
 - How did your group approach problem-solving during the challenges?
 - What strategies did your group use to work together effectively?
- Encourage participants to share their favourite moments and discoveries from the challenges.
- Use the opportunity to reinforce the importance of teamwork and collaboration in achieving shared goals.

Examples of challenges:

Ages 7–10:

1. Cup tower challenge: Teams work together to build the tallest tower using plastic cups within a time limit. This requires coordination and communication.
2. Balloon relay race: Teams pass a balloon from one end of a line to the other without using their hands, promoting teamwork and creativity.
3. Human knot: Participants stand in a circle, reach out, and grab the hands of two different people. The team then untangles themselves without letting go of hands, encouraging problem-solving and cooperation.

Ages 10–15:

1. Maze navigation: Blindfolded team members navigate a simple maze with directions given by their teammates. This enhances trust and communication.
2. Bridge building: Teams are given materials (e.g., straws, tape, paper) to construct a bridge that can hold a certain weight, fostering engineering skills and teamwork.
3. Survival scenario: Teams are given a hypothetical survival scenario (e.g., stranded on an island) and must decide on a plan of action using a limited set of resources. This requires strategic thinking and leadership.

Ages 15+:

1. Escape room challenge: Teams solve a series of puzzles and riddles to escape from a locked room within a set time. This involves advanced problem-solving and collaboration.
2. Leadership rotation: During a task such as building a shelter with materials provided, each team member takes turns being the leader, practising leadership and adaptability.
3. Trust fall exercise: Team members take turns falling backwards off a platform and being caught by their teammates, building trust and support.



Building Block 4: Meaning (M)

Discovering purpose

Exploration of activities that bring a sense of meaning and purpose.

Participants understand more about themselves in these activities.

Participants identify values, engage in activities aligned with those values, and reflect on the deeper meaning in their lives.

These activities support the development of the Engagement aspect of the PERMA model.

Purpose statement

Age: 7-10, 10-15, 15+

Area: Cognitive

Learning objectives

- Encourage self-reflection and introspection to identify personal values and aspirations.
- Foster communication and connection within families by sharing individual purpose statements.
- Promote self-awareness and clarity of personal goals and aspirations.

Materials

- Blank canvas or sheet of paper for each participant
- Art supplies such as paints, markers, coloured pencils, etc.

Instructions

- Begin by inviting each participant to reflect individually on their values, beliefs, and aspirations. Encourage them to consider what truly matters to them and what they hope to achieve in life.
- Provide each participant with a blank canvas or sheet of paper and art supplies such as paints, markers, or coloured pencils.
- Instruct them to create a personal purpose statement that encapsulates their values, aspirations, and vision for their life. This statement can be written in words, depicted through images, or a combination of both.
- Encourage creativity and self-expression as they develop their purpose statement, emphasising the importance of authenticity and sincerity.
- Once everyone has completed their personal purpose statement, gather as a group to share and discuss them. Take turns explaining the meaning behind each statement and what inspired their creation.
- Use this opportunity to celebrate each unique value and aspiration, fostering a sense of mutual understanding and support.
- Since this activity is designed for all ages, make sure that for younger participants (7-10) you are intentional about how you explain the activity. Ask them about what is important for them, what makes them happy, etc.

Debrief

- Reflect on the experience of creating personal purpose statements and the insights gained into each other's values and aspirations.
- Discuss how having a personal purpose statement can guide decision-making and provide direction in life.
- Encourage each participant to support and encourage one another in pursuing their personal goals and aspirations.

Embracing diversity puzzle party

Age: 7–10, 11–15

Area: Cognitive and behavioural

Learning objectives

- Cultivate an appreciation for the uniqueness and value of every individual, highlighting the diversity of abilities and contributions.
- Foster empathy and understanding towards peers, emphasising inclusivity and belonging.
- Promote awareness of social justice by acknowledging the varied experiences and identities within the group.

Materials

- Large sheet of craft paper
- Markers
- Scissors
- Puzzle pieces (cut from the traced outlines)

Instructions

- Begin by discussing the significance of recognising and celebrating the uniqueness of each person, acknowledging diverse abilities, appearances, and contributions, including those with physical differences or assistive devices like wheelchairs.
- Lay out a large sheet of craft paper on the floor or use a large table as the workspace.
- Each participant lies flat on their back on the paper while another child or adult traces the outline of their body using a marker.
- After tracing, cut out each outlined figure into several puzzle pieces, ensuring an equal division.
- Mix up the puzzle pieces and distribute them randomly among the participants, ensuring representation of various physical characteristics (you can take out some parts of the body to give visibility of those that are missing parts of their body too) and assistive devices.
- Explain that the goal is to collaboratively assemble the puzzle pieces to recreate the outline of the person's body (many different representations of this), respecting and embracing the diversity of appearances and abilities.
- Encourage teamwork and cooperation as they work together to match pieces and complete the puzzle, recognising the importance of every piece in achieving the collective goal.
- Celebrate the collective effort and display the assembled figures, highlighting the beauty and strength of diversity.
- For older participants, offer variations such as different puzzle levels, incorporating elements like blindfolds or communication limitations to simulate diverse experiences.

Debrief

- Engage in reflection through questions like:
 - How did working together to assemble the puzzle feel, considering the diversity of appearances and abilities represented?
 - What insights did you gain about the importance of collaboration and inclusivity, particularly in embracing differences?
 - How does this activity reinforce the idea of valuing every individual, regardless of physical appearance or abilities?
 - Can you recall a time when you felt like a valued part of a group, despite any differences or challenges?
- How can we apply the lessons from this activity to promote fairness, understanding, and inclusivity in our interactions with others, including those with physical differences or assistive devices?
- Highlight the connection between recognising individual worth and fostering a sense of belonging and purpose within the community, embracing diversity as a source of strength.

Strengths star showcase

Age: 7-10, 10-15, 15+

Area: Behavioural, cognitive, and emotional

Learning objectives

- Encourage self-awareness by identifying and celebrating individual strengths.
- Promote positive self-esteem and confidence by recognising personal achievements and abilities.
- Foster a growth mindset by acknowledging areas for improvement and setting goals for self-improvement.

Materials

- Large paper star templates
- Markers or crayons
- Bulletin board or wall space for display

Instructions

- Begin by explaining to the participants the concept of strengths and the idea that everyone has unique abilities and talents.
- Provide each participant with a large paper star template and colourful markers or crayons.
- Instruct them to decorate their stars with drawings, symbols, or words that represent their strengths and talents. Encourage creativity and imagination.
- As they decorate their stars, prompt them to think about activities or skills they excel at, things they enjoy doing, and qualities they admire in themselves.
- Once the stars are decorated, invite everyone to share their strengths with the group. Encourage them to explain why they chose each strength and how it makes them feel.
- After sharing their strengths, ask them to reflect on areas where they would like to improve or learn new skills. Encourage them to write down one or two areas for growth on their stars.
- Display the strengths stars in a prominent place where everyone can see them, such as a bulletin board or classroom wall.
- Celebrate the uniqueness of each participant's strengths and affirm their efforts to grow and develop.

Debrief

- Reflect on the activity by asking questions such as:
 - What did you learn about yourself while creating your strengths star?
 - How did it feel to share your strengths with the group?
 - Did you discover any new strengths or talents within yourself?
 - What areas do you want to work on to become even better?
 - How can we support each other in achieving our goals and improving our skills?
- Make the connection between knowing your strength and your sense of purpose. We all have things we are very good at and things we can work to get better at!

Joyful collage creation

Age: 7-10, 10-15, 15+

Area: Cognitive and behavioural

Learning objectives

- Encourage self-expression and creativity by exploring personal interests and passions.
- Promote active listening and communication skills by sharing interests with others.
- Foster a sense of pride and ownership in individual preferences and hobbies.

Materials

- Magazines, newspapers, and print materials
- Large pieces of poster board or cardstock
- Scissors
- Glue sticks
- Markers

Instructions

- Begin by gathering a variety of magazines, newspapers, and other print materials that contain images and articles related to different interests and hobbies.
- Provide each participant with a large piece of poster board or cardstock, as well as scissors, glue sticks, and markers.
- Encourage them to think about activities, topics, or objects that bring them joy and happiness. Prompt them to consider a wide range of interests, such as sports, animals, nature, art, music, hobbies, and more.
- Invite everyone to flip through the magazines and cut out images or words that represent their interests. They can also draw or write directly on the poster board if they prefer.
- As they work on their collages, encourage them to share their interests and explain why each one is meaningful to them. Foster an environment of active listening and respectful curiosity.
- Once the collages are complete, allow everyone to present their creations to the group. Encourage them to discuss their favourite hobbies and interests, and why they enjoy them.
- Display the collages in a common area where everyone can admire each other's creations and learn about their peers' interests.

Debrief

- Reflect on the activity by asking questions such as:
 - What did you enjoy most about creating your collage?
 - Did you discover any new interests or hobbies while working on your collage?
 - How did it feel to share your interests with the group?
 - Did you find any similarities or connections between your interests and those of your peers?
 - How can we celebrate and support each other's interests and passions?
- Make the connection between understanding what activities and things bring us joy, what we enjoy doing, and how knowing these things can help us find our purpose.

Building Block 5: Accomplishment (A)

Setting and achieving goals

Participants are empowered to set and pursue meaningful goals.

Activities include goal-setting exercises, action planning, and celebrating achievements.

These activities support the development of the Engagement aspect of the PERMA model.



Goal board bonanza

Age: 7-10, 10-15, 15+

Area: Cognitive and behavioural

Learning objectives

- Introduce the concept of goal setting and the importance of pursuing meaningful objectives.
- Encourage participants to identify personal goals and create action plans to achieve them.
- Promote a sense of accomplishment and self-efficacy through celebrating progress and achievements.

Materials

- Large pieces of poster board
- Markers
- Stickers
- Decorative materials (e.g., coloured paper, glitter, etc)
- Scissors
- Glue
- You can also check these resources:
 - [smart-goals-teens](#), [smart-goals-for-teens-3](#), [smart-goals-for-teens](#), [smart-goals-for-kids](#)

Instructions

- Provide each participant with a large piece of poster board, markers, stickers, and other decorative materials.
- Start by discussing the importance of setting goals and how it can help individuals achieve their dreams and aspirations. Since the activity is designed for all age groups, make sure to be mindful of the explanation you give to participants. For the younger ones, explain what a goal is and why they are important. For the older ones, introduce them to the concept of SMART goals.
- Encourage everyone to think about both the short-term and long-term goals they would like to accomplish. These goals can be related to academics, hobbies, personal development, or anything else that is important to them.
- Have them write down their goals on the poster board, using colourful markers and stickers to make them visually appealing.
- After setting their goals, ask them to brainstorm and write down specific actions they can take to work towards each goal.
- Encourage them to decorate their goal boards with images or symbols that represent their aspirations and motivate them to take action.
- Once the goal boards are complete, have each participant share one of their goals with the group and discuss their action plan.

Debrief

- Reflect on the activity by asking questions such as:
 - How does achieving goals contribute to your overall sense of wellbeing and mental health?
 - Did setting and working towards goals make you feel more positive and motivated?
- What did you learn about yourself during this activity?
- How can celebrating your achievements improve your mental wellbeing?
- How do you think accomplishing goals can contribute to a sense of fulfilment and purpose in life?

Adventure map quest

Age: 7-10, 10-15, 15+

Area: Cognitive and behavioural

Learning objectives

- Introduce the concept of setting and achieving goals through an adventurous activity.
- Encourage participants to work together to navigate a series of challenges and obstacles.
- Promote a sense of accomplishment and teamwork.

Materials

- Treasure map with checkpoints
- Challenges or tasks for each checkpoint
- Markers or flags to mark completed checkpoints
- Prizes or rewards for completing the adventure

Instructions

- Create a treasure map with a series of checkpoints or challenges marked along the way. Each checkpoint should represent a goal or milestone that participants need to reach.
- Divide the participants into teams and provide each team with a copy of the treasure map.
- Explain the rules of the game and the objectives of each checkpoint. Encourage teams to strategise and plan their route before starting the adventure.
- As teams progress through the map, they will encounter various challenges or tasks that they must complete together. These tasks can be physical, mental, or creative, depending on the participants' preferences.
- Once a team completes a checkpoint, they can move on to the next one until they reach the final destination.
- Celebrate each team's accomplishments as they complete the adventure and reflect on the experience together.
- Since the activity is designed for all age groups, remember that the checkpoints or challenges need to be mindful of their age. Also, remember that the younger participants are, the more companionship and support they will need from an adult leader.
- These are examples of some challenges you can use:
 - Puzzle challenge: Get participants to solve a puzzle to reveal the next checkpoint location.
 - Obstacle course: Set up a mini obstacle course with hurdles, cones, and ropes for participants to navigate through.
 - Riddle solving: Provide teams with riddles or clues that lead them to the next checkpoint.
 - Team-building activity: Have teams complete a collaborative task, such as building a tower with limited materials or untangling a human knot.

Debrief

- Reflect on the activity by asking questions such as:
 - How did achieving the checkpoints make you feel?
 - Did overcoming challenges during the adventure impact your sense of accomplishment?
 - What aspects of completing the adventure contributed to your overall wellbeing?
 - How can celebrating achievements like this positively influence your mental health?
 - What did you learn about setting and achieving goals from this experience?

Goal setting vision board

Age: 7-10, 10-15, 15+

Area: Cognitive and emotional

Learning objectives

- Introduce the concept of setting goals and visualising success.
- Encourage participants to identify and prioritise their goals.
- Promote creativity and self-expression.

Materials

- Blank poster boards or cardboard sheets
- Markers, coloured pencils, crayons
- Stickers, glitter, decorative materials
- Magazines for cutting out pictures and words
- Scissors, glue, or tape

Instructions

- Provide each participant with a blank poster board or cardboard sheet, along with markers, stickers, magazines, and other art supplies.
- Encourage participants to think about their dreams, aspirations, and goals in different areas of their lives, such as school, hobbies, relationships, and personal development.
- Invite participants to create a vision board by cutting out pictures, words, and phrases from magazines or drawing images that represent their goals and dreams.
- Encourage participants to arrange their vision board elements in a way that feels meaningful and inspiring to them, using colours, patterns, and designs to enhance their visual representation.
- Once the vision boards are complete, encourage participants to share their goals and visions, discussing what each element represents and why it is important to them.
- Since this activity is designed for all age groups, make sure that for the younger participants you focus the activity on dreams and how they see themselves in 10 years.
- The trick behind a vision board is that we have to believe it will come true. It needs to be full of images and not words or sentences!
- Reflect on the activity by asking questions such as:
 - How did creating your vision board make you feel?
 - What goals or aspirations did you choose to include on your board, and why?
 - How can visualising your goals on a vision board help you stay motivated and focused on achieving them?
 - What steps can you take to turn your vision into reality?
 - How does setting and working towards goals contribute to your overall wellbeing and happiness?
- Make sure that the debrief conversations revolve around the power of dreaming and goal setting. We all have the tools we need to make our dreams and goals come true.

Community engagement project examples

Once the young people have completed the first two steps, it's time for them to integrate their new knowledge and skills into a community engagement project. These are examples of projects they can do. However, it is up to them and their community.

For 7–10 years olds:

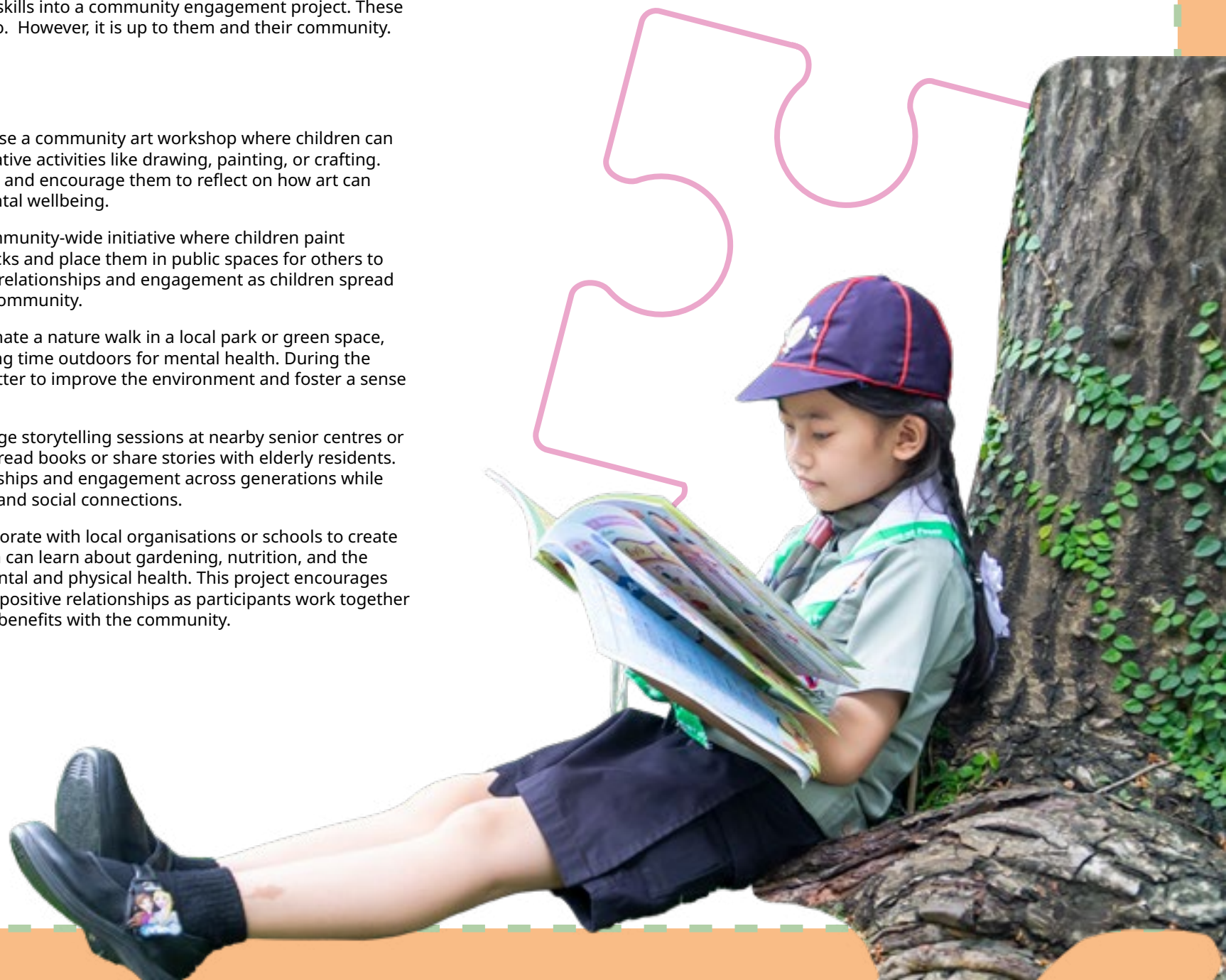
Mindfulness art workshop: Organise a community art workshop where children can express their emotions through creative activities like drawing, painting, or crafting. Teach them mindfulness techniques and encourage them to reflect on how art can promote positive emotions and mental wellbeing.

Kindness rocks project: Start a community-wide initiative where children paint uplifting messages or images on rocks and place them in public spaces for others to find. This project promotes positive relationships and engagement as children spread kindness and joy throughout their community.

Nature walk and clean-up: Coordinate a nature walk in a local park or green space, emphasising the benefits of spending time outdoors for mental health. During the walk, participants can also pick up litter to improve the environment and foster a sense of accomplishment and purpose.

Storytime at senior centres: Arrange storytelling sessions at nearby senior centres or nursing homes, where children can read books or share stories with elderly residents. This project fosters positive relationships and engagement across generations while promoting meaningful interactions and social connections.

Community garden project: Collaborate with local organisations or schools to create a community garden where children can learn about gardening, nutrition, and the importance of fresh produce for mental and physical health. This project encourages engagement, accomplishment, and positive relationships as participants work together to nurture the garden and share its benefits with the community.



For 10–15 year olds:

Mental health awareness fair: Organise a mental health awareness fair at a community centre or school, featuring interactive booths and activities focused on the PERMA model elements. Participants can learn about positive emotions, engagement, relationships, meaning, and accomplishment while promoting mental wellbeing in the community.

Peer support groups: Establish peer support groups for young people to discuss mental health topics, share experiences, and provide support to one another. These groups can meet regularly to engage in activities related to the PERMA model, such as mindfulness exercises, goal-setting workshops, or collaborative projects.

Community mural project: Lead a community mural project where teenagers can collaborate to design and paint a mural in a public space. The mural can depict themes related to mental health, resilience, and the importance of supportive communities, promoting positive emotions, engagement, and meaningful connections among participants and viewers.

Wellness workshops: Host a series of wellness workshops focusing on different aspects of the PERMA model, such as mindfulness, stress management, self-care, and goal setting. Invite guest speakers, experts, or community members to lead interactive sessions and empower young people to take proactive steps towards improving their mental health and wellbeing.

Volunteer opportunities: Coordinate volunteer opportunities for teenagers to engage with local organisations or initiatives dedicated to mental health advocacy, support, or education. This could involve participating in fundraising events, volunteering at helplines or shelters, or organising awareness campaigns to reduce stigmas and promote mental health awareness in the community.



For 15+ year olds:

Mental health podcast or blog: Launch a mental health podcast or blog created by and for teenagers, focusing on topics related to the PERMA model and personal experiences with mental health and wellbeing. Participants can share stories, insights, and resources to raise awareness, foster engagement, and promote positive relationships within their peer group and beyond.

Youth-led mental health summit: Organise a youth-led mental health summit or conference where teenagers can lead discussions, workshops, and activities on topics such as resilience, self-care, advocacy, and community support. This event empowers young people to take ownership of mental health initiatives and collaborate with peers and professionals to create positive change in their communities.

Virtual peer support network: Establish a virtual peer support network or online platform where teenagers can connect with peers, share resources, and access support related to mental health and wellbeing. Participants can engage in virtual meetups, group chats, or forums to discuss challenges, offer encouragement, and share strategies for promoting positive mental health.

Mental health awareness campaign: Launch a social media or community-based awareness campaign focused on promoting mental health literacy, reducing stigmas, and encouraging help-seeking behaviours among teenagers. Participants can create and share content related to the PERMA model, such as inspirational quotes, self-care tips, personal stories, and resources for mental health support.

Youth mentorship programme: Develop a youth mentorship programme where older teenagers serve as mentors or peer supporters for younger peers navigating mental health challenges. Through one-on-one or group mentoring sessions, mentors can provide guidance, empathy, and practical strategies for building resilience, fostering positive relationships, and achieving personal goals aligned with the PERMA model.



Post evaluation and reflection

The post evaluation is for the young people to complete once their community service project is done. It aims to help consolidate the knowledge and give them a sense of start and finish. It will also help them realise how much they have learned and changed.

Evaluation

7–10 year olds

Positive emotion (P): Cultivating positivity

- What activity did you enjoy the most? Why?
- Can you think of a time during the activities when you felt happy or excited?
- Did you learn anything new about yourself while doing these activities?

Engagement (E): Finding flow

- Was there a moment during the activities when you were so focused that you lost track of time? What were you doing?
- How did it feel to work with friends or family members during the activities?
- Did you try any new activities or games that you hadn't done before? How did you feel about trying something new?

Relationships (R): Building positive connections

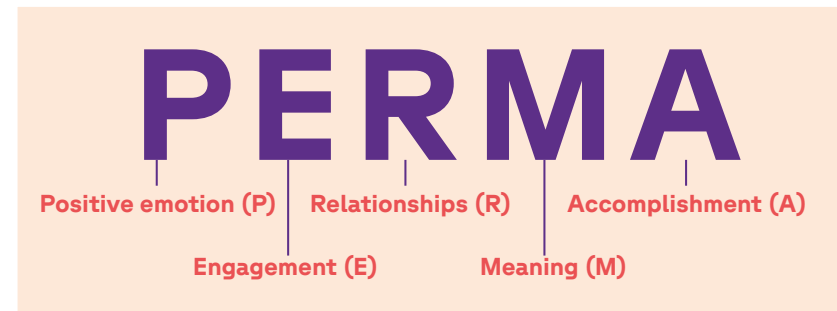
- Did you make any new friends or strengthen your relationships with existing friends or family members during the activities?
- How did you feel when you received a compliment or did something nice for someone else?
- Did you learn anything new about your friends or family members while doing these activities together?

Meaning (M): Discovering purpose

- Did you discover anything new about yourself or what makes you unique during the activities?
- Did you think about what you enjoy doing and why it's important to you?
- Were there any moments during the activities that made you think about the future and what you want to do or be when you grow up?

Accomplishment (A): Setting and achieving goals

- Did you set any goals for yourself during the activities? Did you achieve them?
- How did it feel when you accomplished something you worked hard for during the activities?
- Can you think of any new goals you want to set for yourself in the future based on what you learned or experienced during these activities?



Post evaluation and reflection

The post evaluation is for the young people to complete once their community service project is done. It aims to help consolidate the knowledge and give them a sense of start and finish. It will also help them realise how much they have learned and changed.



Evaluation

10–15 year olds

Positive emotion (P): Cultivating positivity

- What activity did you enjoy the most? Why?
- Did you notice any changes in your mood or outlook during the activities?
- How do you feel about incorporating more positive activities into your daily life?

Engagement (E): Finding flow

- Was there a particular activity where you felt completely absorbed and focused?
- Did you enjoy collaborating with others during the activities? Why or why not?
- How can you incorporate more activities that bring you a sense of flow into your routine?

Relationships (R): Building positive connections

- Did you feel more connected to your friends or family members after participating in the activities?
- Were there any moments during the activities that strengthened your relationships with others?
- How can you continue to nurture and develop positive connections with those around you?

Meaning (M): Discovering purpose

- Did you learn anything new about yourself or your values during the activities?
- Did you think about your goals and aspirations for the future?
- How do you feel about exploring more activities that align with your interests and values?

Accomplishment (A): Setting and achieving goals

- Did you set any goals for yourself during the activities? Were you able to achieve them?
- How did it feel to accomplish something you worked hard for?
- What are some new goals you would like to set for yourself based on your experiences during these activities?

Post evaluation and reflection

The post evaluation is for the young people to complete once their community service project is done. It aims to help consolidate the knowledge and give them a sense of start and finish. It will also help them realise how much they have learned and changed.

Evaluation

15+ year olds

Positive emotion (P): Cultivating positivity

- Which activity resonated with you the most emotionally? Why?
- Reflecting on the activities, how did they influence your overall mood or outlook?
- How do you envision integrating more positive activities into your daily routine moving forward?

Engagement (E): Finding flow

- Can you recall a specific activity where you felt deeply immersed and engaged?
- Consider the collaborative aspects of the activities. Did you find value in working with others? Why or why not?
- How do you plan to incorporate more flow-inducing activities into your life?

Relationships (R): Building positive connections

- Reflect on the impact of the activities on your relationships with friends or family. Did you feel a stronger connection?
- Were there any memorable moments during the activities that strengthened your bonds with others?
- What strategies will you employ to sustain and nurture positive connections in your life?

Meaning (M): Discovering purpose

- Did any insights emerge regarding your values or sense of purpose during the activities?
- How did engaging in these activities prompt you to contemplate your long-term goals and aspirations?
- In what ways do you intend to explore activities aligned with your interests and values in the future?

Accomplishment (A): Setting and achieving goals

- Reflect on any goals you set for yourself during the activities. Were you able to achieve them?
- Describe the emotions you experienced upon accomplishing tasks during the activities.
- Moving forward, what are some new goals you aim to set based on your experiences?

Annexes

Annex 1. Challenge visual identity guidelines

The [Mind Builders Challenge](#) supports young people in developing emotional strength, mental agility, and the confidence to think critically and act with purpose. Its symbols create a pathway to stronger mental health, encouraging young people to be mindful, resilient, and inclusive as they grow into well-rounded leaders.

Choosing the right colour

When using our colours, it is important to use the correct reference for the intended purpose and always refer to the colour specifications.

- **PANTONE®** references should be used when printing documents using spot colours.
- **CMYK** references should be used when printing documents using the four-colour process.
- **RGB** references should be used for all digital and screen applications.
- **HEX** references should be used for web applications.
- **Textiles** references should be used for all fabric specifications.

Pay close attention at the time of printing to ensure the best reproduction of the colours on all paper types and other substrates, for example, textiles and foils.

Color Values - Mind Builders

		
Cyan / Aqua #00B0E0 0, 234, 224 100, 0, 4, 8	Ember Orange #F7A87D 255, 171, 125 0, 83, 51, 0	Scouting Purple #622599 98, 37, 153 79, 94, 0, 0 Violet U
		
Canvas White #FFFFFF 255, 255, 255 0, 0, 0, 0 11-4062 FSX	Leaf Green #9FED8F 159, 237, 143 33, 0, 43, 7	

Choosing the right colour

When using our colours, it is important to use the correct reference for the intended purpose and always refer to the colour specifications.

PANTONE® References should be used when printing documents using spot colours.

CMYK References should be used when printing documents using the four-colour process.

RGB References should be used for all digital and screen applications.

HEX References should be used for web applications.

Textiles References should be used for all fabric specifications.

Close attention should be paid at the time of printing to ensure the best reproduction of the colours on all paper types and other substrates, e.g. textiles and foils.

Application

The diameter of the badge should not be smaller than 5cm. It may only be this small if the method of reproduction provides good resolution.

The aim is to make sure that the size and method of reproduction allow for a reasonable quality image of the World Scout Emblem.

Badge application

The Mind Builders Challenge Badge may only be used on its own in textile embroidered form on badges.



Annex 2. Working with children and young people

At World Scouting, we recognise that adult leaders are not expected to be health professionals or mental health experts — and we are not asking them to be. The Mind Builders Challenge is not about diagnosing or treating mental health conditions like anxiety or depression. Instead, it focuses on helping young people understand their emotions, strengthen their self-awareness, and learn when and how to seek help if they need it.

This challenge creates space for open conversations, personal reflection, and practical tools that promote emotional wellbeing. As an adult leader, your role is to guide young people with empathy, listen without judgment, and help create a safe environment where they can express themselves and feel supported.

The following recommendations are intended to support you in that role. They will help you facilitate activities in ways that are age appropriate, respectful, and impactful — while staying within your scope as a trusted adult and mentor.

Tips for facilitators

- **Use age-appropriate language**
Explain concepts using simple, clear language. Avoid technical terms or clinical jargon that may confuse or overwhelm participants.
- **Make topics fun and interactive**
Use storytelling, games, drawing, role-playing, and hands-on activities to help children and young people connect with the topic.
- **Normalise emotions**
Encourage open discussions about feelings. Validate all emotions and help participants understand that it is okay to feel sadness, fear, excitement, or frustration.
- **Promote empathy**
Guide participants to understand and respect how others feel. This builds compassion, connection, and a safe group culture.
- **Use visual tools**
Visual supports like emotion wheels, feelings charts, or drawings help participants express themselves and better understand different emotional states.
- **Incorporate storytelling**
Use books, characters, or real-life stories to introduce emotional topics and help children relate through familiar narratives.

- **Encourage questions**
Let participants ask questions and express curiosity. Respond honestly and calmly, without judgment or fear.
- **Model healthy self-care**
Show what taking care of your own wellbeing looks like — through rest, movement, sharing feelings, or setting boundaries.
- **Teach basic coping skills**
Introduce simple strategies like deep breathing, stretching, counting to ten, or drawing as ways to manage big emotions.
- **Involve parents and guardians**
Engage families by sharing what's being learned, suggesting at-home conversations, or inviting them to participate in community activities.
- **Respect privacy and boundaries**
Teach and model respect for personal stories and emotions. Remind participants that no one is required to share more than they're comfortable with.
- **Encourage help-seeking**
Make sure participants know who they can talk to if they feel overwhelmed — whether a parent, teacher, Scout leader, or counsellor.
- **Celebrate individuality**
Emphasise that everyone's experiences and emotions are unique. Help participants embrace their identities and personal strengths.
- **Create a safe, non-judgmental space**
Ensure that your sessions foster trust, mutual respect, and kindness. A safe environment is essential for learning about mental wellbeing.
- **Know when to refer to a professional**
If a young person shares something that raises concern — including signs of emotional distress, sustained sadness, fear, aggression, or withdrawal — always refer them to a mental health professional, school counsellor, or trusted healthcare provider. Your role is not to diagnose or provide therapy, but to ensure the young person gets the right support. When in doubt, seek guidance from your NSO/NSA or local safeguarding focal point.



© World Scouting
March 2026

World Scout Bureau
Global Support Centre
Kuala Lumpur

scout.org