

***SELF-CONSCIOUSNESS AND PERSONAL
DEVELOPMENT TRAININGS – INTERNATIONAL
EXPERIENCE AND NATIONAL IMPLEMENTATION***





*Self-consciousness and personal development
trainings – international experience and
national implementation*

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Introduction

This material is the result of a professional education cooperation realized in the framework of the three-year-long strategic partnership¹ called *MotivAction*. Catholic House Public Benefit Nonprofit Ltd from Szeged, Hungary, Akademie Klausenhof from Hamminkeln, Germany, Socialna Akademija from Ljubljana, Slovenia and West University of Timisoara, from Romania have been working and thinking together to develop this educational material entitled *Self-consciousness and personal development trainings – international experience and national implementation*.

The material is targeted to professional stakeholders of the education sector, such as teachers, trainers, mentors, social workers and any other helping professions, who get in touch with high school students during their everyday work, either in formal or nonformal way. Reading the book is useful to all who is interested in self-consciousness education and personal development of teenagers or intend to collect concrete ideas for organizing such trainings for high school students.

Naturally, the booklet contains already well-known information, especially regarding the topics of personal development, searching for identity and methodology of (self-consciousness) trainings. This is obvious as trainers put special emphasis on collecting professional information for the preparation of the trainings. Nonetheless, the book has some unique and new characteristics, namely the experience of common (international) work, as three different education organizations (type, country of origin and social framework) put in its own aspects and ideas to have finally three trainings fitting to local needs but having the same topic. The three trainings implemented are three possible realizations of the topic of self-consciousness and personal development.

First pages of the book contain the presentation of the theoretic background, which is followed by the macro and micro plans of the implemented trainings. In addition, experience and feedback of the implementation is presented and advice for further use of the material is also offered.

It is important to mention that the booklet summarizes the training experience of two years. Partners realized so-called demo trainings during the academic year of 2018-2019. After careful evaluation and collection of feedback, in the year of 2019-2020 the final training materials were developed and implemented in the form of trainings.

Finally, it is worth to underline that this is a material starting the series of *MotivAction* educational materials. The booklet represents a basis and starting point for the further ones, dealing with the topics of career orientation, financial literacy and mentorship program. Each of the four booklets is complete independently, but the interpretation of the educational materials as a series has added value: it reflects that the trainings of the *MotivAction* program are interrelated stages of the same training process, and it also expresses that the trainings and mentorship program together form a complex unit.

Hopefully the Dear Reader will not only benefit from this publication but will also be encouraged to read further parts of the series.

¹ Strategic Partnership for ensuring personal life management for better work perspectives in disadvantaged regions, (project number: 2017-1-HU01-KA201-036045).

Development of the trainings: common principles and local needs

Trainings and mentorship program of the *MotivAction* project were implemented in (small) groups. The composition of the groups was fixed during an academic year. The project is based on the following three pillars:

- a series of three trainings, which are built on each other and based on self-consciousness,
- mentorship program,
- personal self-consciousness work: between the trainings and the mentorship meetings, participants get “homework” (eg. self-consciousness tests, career orientation quiz etc.).

During the development process of the trainings, partners arrived at several professional decision points where we had to choose a common direction for the future. We started the process with the elaboration of a common dictionary with some basic terms for the project. After that, some concepts had to be clarified (training method, mentorship etc.). Here we have arrived at the most important professional decision point of the development process.

1. Shall we develop a common, totally same macro and micro plan for the trainings? or
2. Shall we develop trainings with different macro and micro plans and have in common only the topic (self-consciousness)? And if so, to what extent shall these plans be similar for the three partners?

The first possibility seems to have the advantage of a common, deep professional work among partners. However, choosing the second option, partners can develop trainings tailor-made to the local target group needs, and remain free in the common framework to realize own solutions. Finally, we voted for the second option as in our point of view, trainings’ focus shall be put on the concrete group and learning process.²

Common dictionary: definition of basic terms for the trainings

Partners’ approach to training method and its importance for the education of high school students

High school students and the training method: why is it important to combine formal education experience with nonformal education?

The term “training” has numerous meanings. The basic idea is an event taking place at a certain time at a certain location where an individual can train or further develop himself or herself in a certain field of expertise by putting effort into learning and the event is facilitated by one or more trainer(s). Thus, every educational setting, institution and situation fall into the category of training through which we improve

² Cfr. Thorsten Gonska: *Training manual. Theory and practice of consciousness forming trainings*. 2017, pp. 13-15. o. Realized in the framework of the Erasmus+ Strategic partnership for enhancing social consciousness.

ourselves with the help of a guide, meaning that school and university programs also qualify as trainings, just like a social skill development training on the weekend. However, taking a narrower interpretation, the participants' roles and tasks of these events can change.

In our interpretation, trainings which are usually shorter in their durations (for example 1-2 days or 1 week) have only recently become popular and accessible to average people in Hungary. Obviously there had been trainings in Hungary beforehand as well but they were mainly adopted by companies and aimed at developing or retraining their employees in order to keep the company's productivity and competitiveness up and running, by all means, as fast as possible. The latter, and the freedom that the companies could choose which field they want to focus on in a training where down-to-earth approaches are preferred and also used, made trainers and educators possible to develop and apply faster and more effective educational methodologies in opposition to the formal educational programs' pre-defined syllabi which are fostered on many Hungarian universities up to date.

In the last 1,5 decades several Hungarian university programs were unable to keep track with the continuously changing and globalizing world and its job market therefore their programs became more and more theoretical, research-oriented and too long to complete. All these factors led to a status loss in the circle of average people and companies. As an alternative, with the motive to fill in the skill gap between fresh graduates' resources and job market's requirements, trainings emerged. The task was given, trainings were needed to be created which were more flexible, their contents could be tailored to the needs of the participants, shorter in time and more down-to-earth.

In the light of this, today trainings fill a complementary educational role next to the rigid formal educational institutions. However, in Hungary, the apex of formal education is not the university but public education in primary and secondary schools.

The dominant educational methods in public education mainly contribute to the culmination of lexical knowledge and not to practical, social skill development. The latter enjoy very few if any time in an average Hungarian public school. In reaction to this, trainings as complementary educational settings emerged in this field as well. As I mention it above, social skill development and self-knowledge trainings became attractive to average people as well, thanks to the idea of life-long-learning promoted by the European Union. Companies organize trainings for themselves but public schools due to their own rigid frameworks need help. Thus, the task of organizing such events fall to NGOs whose fundamental goal and mission is to create conscious, self-aware and self-organizing communities and future generations in society.

The dominant educational methodology on trainings organized by NGOs is the non-formal educational methodology to balance public schools' formal education. At the same time, formal educational tools such as holding a presentation or introducing an educational tool's theoretical background are also present, yet the emphasis is on practicality and experiential learning. One of non-formal education's pivotal points is gamified, experiential learning which enables both the participants and trainers to make mistakes, to learn from them, to experiment and to create a friendlier and safer environment, all which are basic conditions of fruitful education. Moreover "thanks to their flexible nature, non-formal educational systems can adapt to the needs of participants more easily than formal educational systems". (Bajusz, 2011) Due

to this, trainers are able to create an inclusive atmosphere even before the training by assessing the knowledge and the opinion of participants about the syllabi. This small gesture already projects the roles in the training which as I mentioned earlier diverge from the roles in formal education. The superior and inferior teacher-student relationship does not exist on trainings and a partnership-based relationship is established. (Bajusz, 2011) This results that students become more engaging, feeling that their opinion matters and also contributes to the final result. Furthermore, students also acquire huge scores of social skills because during group conversations facilitated by trainers they learn how to form and express their own ideas, listen to others' and how to reflect to them in a meaningful way. Finally, non-formal education's biggest power lies in "that it makes us more open, creative and educated almost invisibly" (Bajusz, 2011) and it builds strong communities based on mutual work.

Now it is clear that non-formal education seeks to create a safe environment with all its tools in order to enable information and opinion exchange to pass to coffee breaks as well. This type of learning is called informal learning. A document on life-long-learning published by the European Committee in 2000 defines informal learning the following way: "In contrast with formal and non-formal educational methods, informal learning is not necessarily a conscious learning activity and it is possible that even the participants might not realize the growth of their skills and knowledge".³

In the light of all this it is clear that trainings of non-formal education must be critical points of a healthy teenager's social development because they create a learning environment which public schools lack but it is pivotal to a successful life.

These competences and skills cannot be listed nor developed completely. So, project partners decided to choose some essential competences, which seem especially important for high school students and put them in the focus of the trainings and the mentorship program. The basis of such choice was composed by previous (training) experience of partners and a strategic partnership for enhancing social consciousness.⁴ In the framework of the latter partners got in touch with several education institutions in different countries and built professional cooperation with high school students. So, when developing the MotivAction training series it was obvious to ask for their help and professional advice about competences and skills to be developed for high school students.

Summarizing all this we have decided to build the combination of training and mentorship program on self-knowledge and self-consciousness and the following three topics were defined:

1. self-consciousness and personal development
2. career orientation
3. financial literacy

The mentorship program is also built on these three topics so meeting with mentors make possible to continue the discussion of them and to clarify further related questions at the trainings.⁵

³ <https://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+REPORT+A5-2001-0322+0+DOC+XML+V0//EN&language=EN> (11 September 2020)

⁴ Erasmus+ Strategic partnership for enhancing social consciousness. Project ID: 2015-1- HU01-KA201- 013623.

⁵ The mentorship program is presented in the *Handbook for mentors. Experience of MotivAction international mentorship program for high school students.*

Disadvantaged regions and participants

The official title of the MotivAction project⁶ contains the term *disadvantaged regions* which refers to the commitment of project partners to organize the trainings and mentorship program in areas with fewer opportunities and/or for underprivileged participants. In the beginning of the project, it seemed to be useful to define the term *disadvantaged regions* and *participants with fewer opportunities*. Since this is a strategic partnership, partners have brought in different aspects and characteristics of local target groups.

First, the working and catchment area of Kathaz Ltd (Csongrád county) and Socialna Akademija (East-Slovenia) belong to less developed regions of the country (compared to other regions of the same country).

Second, partners defined also the term “fewer opportunities” for the project and gave the following definition:

Participants with fewer opportunities are participants who lack some possibilities, that would be needed for a balanced, successful and independent adult life and would be needed for becoming adults who are able to lead their own lives and take part successfully in the world of work.

What would be these possibilities that members of the target group lack or can have only with difficulties, comparing to their coevals living in other parts of the country, or in the capital?

In general, members of the target group

- have fewer opportunities or have none at all for further education (high school) in their original place of residence
- have difficulties with participating or cannot go at all to programs, events to other (bigger) cities as the public transport is less developed in these area (and they have no own vehicles)
- lack a solid personal/social network, or do not belong to a community
- lack personal attention and support in the course of becoming adults and taking long-term decision for the future
- couldn't attend previously such a complex unity of trainings and mentorship program (effective support for becoming adults, career orientation and taking decisions for the future), as there were no/few available opportunities in the catchment area of partner institutions.

Besides the general characteristics, each institution has defined some more causes of having fewer opportunities:

- A part of the Hungarian students come from smaller towns or villages, meaning to have fewer opportunities for further education, sports, community programs and youth work
- Slovenian participants also come from smaller towns and villages from the rural area, which have several disadvantages, defined in detail in the chapter presenting the Slovenian training
- Many German participants come from rural areas and/or are youngsters with migrant background

⁶ Strategic Partnership for ensuring personal life management for better work perspectives in disadvantaged regions.

Innovative character of the training and the IO

Project partners put special emphasis on defining the innovative aspects of the training and the IO. First of all, partners have done a previous research about the already existing self-consciousness and personal development trainings in the catchment areas of the institutions and found out that target group members couldn't take part previously in such a complex support and development possibility as the MotivAction training series and mentorship program. It is true that other institutions also offer self-consciousness trainings, however, those are events organized for one time, while the MotivAction program is the complex unity of three interrelated trainings and a mentorship program.

Second, national education curricula (formal education – public schools) doesn't contain the topics covered and the competences developed in the MotivAction trainings.

Innovative elements of the MotivAction program

- **Nonformal methods:** For young people that are previously not involved in any form of youth work, these are new and empowering approaches. It also represents a new way how young people can express themselves. Furthermore, by using nonformal methods away from everyday life, other approaches to young people can be achieved. There is also no concern that what is told will be interpreted to the disadvantage of the participant later, as mentors and trainers offer a protected space away from school and family.
- **Fields of learning that are not in the school curriculum and are not otherwise offered:** Personality development, self-knowledge and value orientation are important fields of learning in the course of growing up, which are not covered by formal curricula and youngsters rarely meet them.
- **Mixed trainer teams during the program (mentors and trainers):** This combination leads to an optimal mix of professionalism and experience, as well as proximity to the young people and their environment. The advantages of both persons can be used without any disadvantages.
- **Age proximity of the mentors:** The age of the mentors has been deliberately chosen so that they represent a link between the parents and the circle of friends of the participants. They are still close to the life world of the young people, can put themselves in their position well and react empathically. They do not have the instructive character of a parent but can pass on experiences and wisdom.
- **The leader of a training is a youth worker:** Even if the training course is realised inside the institution of the formal education (in cooperation with school, boarding school etc.) it is nonetheless realised by trainers and youth workers that comes in the school system from the outside and they also have good knowledge how to use and adapt principles of youth work to the given group of young people.
- **Fixed groups, both in the training seminar and in the mentor groups:** Participants go through the process together, experience progress and let it build on each other, mutual support, no time-consuming getting to know each other, no re-adjustment to strangers (learning to trust).

- **Personalized solutions:** No generalised and uniform problem solution is offered to young people without concrete, tailor-made tips. The young people feel that they and their problems are taken seriously.
- **Identification of the talents of the individual:** Talents of young people often cannot be sufficiently identified within the school within the curriculum, but this training enables them to do that since it gives them a lot of time for reflection and evaluation.
- **New aspect on individual's personality:** The training gives participants new tools to evaluate their own behaviour and existence in the surrounding world. They can identify the reasons why are unique individuals (genes, environment, own actions) and what part of themselves they can change, improve.
- **Individual work and empowerment to recognize individual's uniqueness:** Those aspects are less involved in the school environment where majority of activities include group work.
- **Addressing the positive aspect of difficult life experiences:** Difficult experiences that individual goes through and successfully overcomes usually represent points of power for personal growth in later periods of life.
- **Talking about personal mission and vision:** those topics are not included in the formal curriculum of school system in Slovenia.
- **Cooperation with schools and parents, without the pressure of the system:** The support of schools and parents brings many advantages without having to be considerate, e.g. to give supposedly "correct" (but not honest) answers in order to get a good grade or to put parents in a good mood. Openness and honesty offer undreamt-of opportunities to work on the topics freely and intensively.
- **Use of modern media (living environment):** Through the use of modern media, work is carried out close to the life world of the young people.

Group

As it is explicitly mentioned in the list of innovative elements of the MotivAction program, trainings and mentorship meetings were realized in fixed groups. Partners used the following definition on the term "group".

Small group is composed by individuals who are in regular interaction with each other and have direct perception with each other. Small groups have some distinctive characters from other groups, such as families, workplace community, namely:

- small group is formed deliberately, not by spontaneous or external aspects,
- has a concrete goal, for example personal development, self-knowledge development,
- incorporates the stages of the course of human life: birth, growing, degradation and passing away,
- the group realizes its goal via the interaction of its members.⁷

⁷ Cfr. Rudas János: Delfi örökösei.

Self-consciousness and self-knowledge

The next step of the development process of the training series was to find a common definition for self-consciousness and self-knowledge. The starting point, in coherence with the original goals of the project, was to define the role of the two terms in the creation of a successful, independent, autonomous and content adult life and in the course of growing up. In addition, self-consciousness was also a basis for the development of the two further trainings (career orientation and financial literacy) and the mentorship program, as well as for the IO-s covering these topics. Both IO-s (on career orientation and financial literacy) clearly show the impact of self-consciousness.

Project partners responsible for the implementation of the trainings⁸ focused on different segments of self-consciousness and self-knowledge, which was a conscious decision in accordance with the needs of local target groups and the institution profile. The concrete, final content of each training implemented partly differ from each other, but the common basis and framework built in the development process is strictly kept. The following paragraphs are dedicated to the concept of self-consciousness used by partners in the project.

Ancient Greeks already realized the importance of self-knowledge since one of the three Delphic maxims sounded as follows: „*gnōthi seauton*“ which equals “Know thyself” in English. People already knew that the basis of every learning is self-knowledge, since the way to understand the world leads through our own selves.

Psychologically speaking, self-knowledge is the understanding of the individual's emotions, moods and behaviors with which they react to the world and its feedbacks, so besides self-reflection, self-observation and understanding, experiential learning also plays a key role in developing self-knowledge⁹ Dr. Katalin Keményné Pálffy's definition of self-knowledge goes as follows:

„humans have the ability to understand the components, limits and possibilities of their personality, they have the insight to understand the triggers of their behaviours, background and motive system and they are capable of judging their role and effects in human relationships correctly.“

We differentiate between 3 levels of self-knowledge which work with different aspects of personality:

- *The surface of self-knowledge* – On this level, the person is aware of their own skills and abilities, interests and goals, and their own resources which can be used in favor of realizing these.
- *A deeper level of self-knowledge* – On this level, the person can realize which previous experience and events formed their current attitudes and world of emotions, where their desires and goals originate from and how much their behaviors are in line with the realization of their goals.
- *The social level of self-knowledge* – The social level explains how the person behaves in different social roles, how they can comply with external requirements, what kind of picture is received by others about them and that what is the relation of this picture with their own self-image.¹⁰

The concept of self-knowledge is tightly connected to the concept of self-image. Self-image is the

⁸ Kathaz Ltd, Socialna Akademija, and Akademie Klausenhof.

⁹ Koncz 1999.

¹⁰ Keményné 2006.

systemic unit of characteristics and abilities which the individual believes to be true of and to correctly characterize themselves. Its most important functions are the control and motivation of social behavior and the systematization of the individual's self-knowledge and information. The person creates harmony through the self-image's reflective and active nature, between the self and its social environment.

The self-image's active aspect is characterized by the motives of self-esteem and self-consistence: it is the person's basic need to have a positive self-evaluation and so it is important to maintain and strengthen self-satisfaction and to increase effectiveness.¹¹ The person tends to act or observe their environment in a way which is in full conformity with their previous knowledge about themselves and their own self-evaluation. Self-consistence describes that self-evaluation, be it positive or negative, seeks to comply with and to justify the individual's actions, so they try to satisfy their self-image with their behaviors. This is where self-image connects to self-evaluation because the latter is the individual's value judgment about themselves, so their self-image which the individual seeks to maintain on the long term in order to create a relaxing and balanced self-consistence.¹²

Thus, self-image and self-knowledge go hand in hand: they mutually define and build each other. Contemplating over the concept of "self" George Herbert Mead also divided it into two parts: "Me" being the social self and "I" being the reaction to the Me and by that he referred to how essential self-reflection, self-observation and the image creation of the self are in relation to self-knowledge.¹³ Self-knowledge can originate from many sources: the individual can evaluate themselves through their successes or failures, through comparison with others and their feedbacks, and through the individual's own norms, principles and values as well.

Self-knowledge work can be done alone or in groups or within the framework of a therapy. In order to be successful during the self-knowledge work the individual must accept themselves with love, take responsibility for their actions and have an honest, empathic and understanding attitude towards themselves. Individual self-knowledge work can be done through self-observation and based on the social environment's feedback. In a group, people can mainly discover the social aspect of self-knowledge, but the content of the work depends on the session's nature: different skills and competences can be developed in psychodrama and Bible drama workshops, literature, behavior, dance or psychoanalytic therapies. On a psychotherapy, a helping professional guides the individual on the path of self-knowledge and healing.¹⁴

Self-knowledge is particularly essential for teenagers. According to the psychosocial development theory of Erik H. Erikson the main problems of the transition period between childhood and adulthood

¹¹ Burns 1982.

¹² Eliot-Diane, 2001, 208.

¹³ Mead 1967.

¹⁴ Koncz 2005.

are the search for identity and the role confusion: this is the period when the individual faces the fact that there are incredible amount of possibilities and roles laying before them which they could fill in the future and that to decide which to take is their responsibility. Erikson defined identity as a self-identity consciousness which means that the individual has a coherent idea about themselves and the biggest challenge of adolescence is to create this.¹⁵ Identity development is a process which is affected by many factors: the identification with parents, the received parenting style, the value of role-models in the life of the teenager, the social expectations of the close social environment, the foundations of the pre-adolescent personality, the previous periods' psychosocial challenges' successful accomplishments and also the conscious self-knowledge work, with the help of the latter the adolescent individual can not only understand their already existing skills, abilities and possible visions for the future but also discover the origin of their competences, attitudes and world of emotions, and finally they can gain a better understanding of their social behaviors. All of these contribute to successfully overcome the challenges of the adolescence.

Focus and special elements of self-consciousness and personal development training realized by Kathaz Ltd

Professional team of the organization defined the goals of the training as follows:

- give support for participants in the course of growing up via working on the term of self-knowledge in details,
- give support for participants in taking conscious decisions, built on self-knowledge regarding career orientation,
- development of competences needed for a proactive, independent, responsibility-assuming (adult) life,
- development of competences needed for further education and/or work,
- presentation of methods and tools that enables participant to do individual self-knowledge development.

Focus and special elements of self-consciousness development training realized by Socialna Akademija

The Slovenian organization put two important topics of adolescent life stage in the center of the training: searching for identity and coping with the difficulties of life transitions, namely the transition from childhood to adulthood. Furthermore, the Slovenian training also included the topic of entering the labor market, which is a good connection to the next training, totally dedicated to career orientation and the world of work.

¹⁵ Erikson 1956.



Focus and special elements of self-consciousness development training realized by Akademie Klausenhof

The German organization defined the following focal points for the training:

- discussion about (personal) norms, values, life principles as core part of self-knowledge and its formation in the course of growing up,
- development of social competences,
- development of decision-making skills.

Presentation of the self-consciousness trainings implemented in the academic year 2019-2020: concept, methodology, macro and micro plans

Training realized by Kathaz Ltd

Development process of the training

The development process of training had two main directions. First, the professional team scrolled the relevant already existing experience of the organization, with special regard to the experience collected in the MotivAction project (demo-trainings, feedback of participants, survey results of the Situation Analysis). Second, trainers contacted the participants of the training to be able to tailor the content accordingly. In order to fulfil this, trainers and Kathaz colleagues made a Google Form, exploring participants' knowledge and/or opinion on:

- what kind of image they have about self-knowledge and personal development in their minds,
- how they met with the topic before, what kind of topics they would like to learn about and
- what topics are absolutely unnecessary/ unwanted (for example because they had learnt about them earlier etc.).

In favor of simplifying the topic recommendation we listed several different topics of personal development based on our previous experience and expertise. The different topics were asked in forms of questions (in brackets) so participants might understand it easier:

- stress management (How can I handle stress?)
- emotional intelligence (What is the importance of emotional intelligence in everyday life?)
- conflict management (How can I handle conflicts?)
- time management (How can I manage my time?)
- productivity in school (How can I learn more effectively?)
- teamwork (How can I become a useful member of a team?)
- self-assessment techniques (How can I assess my skills?)

Participants decided to focus on time management, school productivity and self-assessment techniques. After we assessed the needs, we started to develop the training material.

Concept and methodology

The development of the training and its activities were based on the learning cycle of David A. Kolb. According to Kolb, learning is a process when we produce knowledge from processing a real life experience.¹⁶ This idea was the cornerstone of Kolb's learning cycle which consist of 4 phases:

1. concrete experience, in our case a game or a gamified activity,
2. reflective observation which means the reflection on the experience or the game,
3. abstract conceptualization when participants draw the conclusion from what had happened,

¹⁶ Kolb 1984.

4. active experimentation when participants design plans on how they can apply the newly acquired knowledge in the future.

After the 4 phases the cycle starts again perfecting the participants' skills and making them more and more self-aware. (McLeod, 2017) Since Kolb's model is a cycle in its nature a game or an activity can be started in any of the phases, although to make the experience as experiential as possible it is advised to start with the first phase.

The main educational methodology used in the training was non-formal education. Self-knowledge improvement and personal development happens rather in non-formal than in formal settings. This methodology creates the opportunity for participants to share their experiences, emotions and thoughts, what's more they can also reflect on themselves and their peers. The trainers gave space to self-reflection and sharing mutual experience many times during the training, fostering self-awareness. However, formal elements also appeared during the training primarily in the introduction of frameworks, methods and tools.

Target group and its needs

- Originally 54 students applied to the MotivAction education program. However, some of them didn't appear at the training, so the final number of participants is less than originally.
- Due to the high number of participants we decided to form 2 groups of them. The groups' composition was fix during the series of trainings.
- Participants are high school students, aged 14-17 years. Participants represented four different schools (type, location).
- The bigger part of the students came from the same school/class, so they have known each other. All students have known at least one person at the training, but nobody has known all other participants.
- One part of the participants lived in dormitory, meaning to come from small villages and miss the original relationships and social network during the week.

The following needs of target group members have been taken into consideration, regarding the topic of the training:

- They need support in forming their future. They must take important, future-shaping decisions in a relatively short time, under a big pressure (further education, career orientation). In addition, they seem to miss information, tools and methods for making their own and conscious decisions.
- Due to their age, they may not have enough self-consciousness, firm values and norms, although both would be necessary for shaping their future.
- They have only a few possibilities for learning in a safe environment where they also can make mistakes without consequences.
- Many of them cannot take part in high-level quality community programs or doesn't belong to any such community.

- Many of them don't know a people to trust in, ask for advice or who can give support during the course of growing up.
- They have to assume new roles in the society and to redefine their personal identity. This is a direct consequence of dealing with a lot of changes in their lives (the social environment is changing a lot etc.).

Structure of the training

First day

Time	Name of the session	Description of the session
15.00-16.00	Opening ceremony	Presentation about KATHÁZ, introducing the code of conduct for the event, short intro to the learning style (non-formal education), introduction of the trainers
16.00-16.30	Icebreakers and get-to-know games	getting-to-know each other and learning names
16.30-17.30	Our own self-knowledge concept	<p>In the first activity participants needed to come up with a definition for self-awareness which describes it most accurately according to them. Preparations of the activity included taping quotes related to self-awareness printed to A/4 papers on the walls of the training room. The activity had 3 rounds. In the first round the participants were sorted into groups of 5 and based on their own experiences plus the quotes on the wall they needed to write down a concept of self-awareness in a given time which is acceptable by every group member. In the second round they were sorted into 2 groups of 15 and in the third into one big group of 30 with the same goal of writing down the concept of self-awareness which is accepted by all participants. Between the rounds the trainers asked debriefing questions which focused on teamwork and the inclusion of every member in the work process. The questions included the following:</p> <p>What was different about teamwork this time than previously? Did everyone feel included and heard during the activity? Which group work did you feel the most comfortable in?</p> <p>The activity resulted in a solid level of awareness and inclusion towards each other between the participants in the very beginning of the training.</p>



Second day

Time	Name of the session	Description of the session
9.00-9.15	Morning energizer	funny rock paper scissor game
9.15-9.45	How much time does 1 minute take?	Saturday's first activity was an activity related to time-management where participants needed to stand up from their chairs, close their eyes, count until 60 seconds and when they finished, sit down. In the meanwhile, the trainers tracked the time with a stopwatch and checked how much 1 minute take for everyone. After presenting the results the trainers facilitated the conversation so it led to the outcome that people perceive time differently therefore, we must respect deadlines and time management in order to work together effectively.
9.45-11.00	Mission Impossible	The activity was aimed at time scheduling. Participants were divided into two equal groups and both groups got a folder in which many different tasks were written and also a number at the end of each task indicating the point they earned when they completed it. Tasks were weighed differently, and the goal of the participants was to earn as many points as they could under 30 minutes. The tasks were designed to be hard to complete within 30 minutes. After finishing the activity the trainers debriefed the activity with the following and similar questions: How did you decide on which task do you want to do next? How did you decide who should do what? How did you feel during the activity? How was the experience?
11.00-11.15	Coffee break	
11.15-12.00	Framed in Time	The activity made participants reflect on their daily routines and time management. Each participant received an A/4 paper which had 24 squares, reflecting the 24 hours of a day. In the first round they were required to fill in as many squares as they spent with casual activities on a day, for example sleeping, eating, bathroom preps, school, learning etc. In the second round they were given another A/4 paper with the same amount of squares and they were required to fill in as many squares as they spent with time consumers such as unnecessary social media use. Finally, in the last round they were asked to create a daily schedule, taking the two previous rounds' results into consideration, in which they had proper time for sleeping and creative Me-time. Participants made shocking learnings during the exercise for example when they realized they spend more time in school than in bed, sleeping. These learnings all contributed for a deeper self-awareness.

12.00-13.00	Easter Egg Factory	<p>Participants could learn about how to increase productivity. The goal of the activity was to compare two different learning and self-management styles in a game. The task was to paint as many paper Easter Eggs as they can within a limited time. The first version of the game aimed to reflect a traditional management style where each and every group member had a certain role which they must fulfil and could not deter from, plus different phases (design, execution, reflection) happened only once. The second version aimed to reflect the agile management style which included no restricted roles and also the different phases were shorter, and they repeated themselves. At the end of the activity a clear conclusion was drawn, namely that participants worked more effectively with the second version thanks to the iterative and reflective nature of the agile management style. After the activity the trainers shortly presented the core ideas of both the traditional and agile management styles and they closed the activity with the following questions:</p> <p>What was the difference between the two methods? What way is the first different from the second?</p> <p>How was working in prescribed roles and how was without them, so by self-organizing yourselves?</p> <p>Which version did you feel more comfortable in?</p>
13.00	Lunch	
14.30-15.30	Sean Covey's book	<p>Participants were introduced to Sean Covey's The 7 Habits of Highly Effective Teens book. The trainers prepared 7 excerpts from the book's 7 chapters beforehand and participants were required to process them and afterwards present it to the whole group in a creative manner. The goal of the activity was for participants to put their previously learnt team management ideas to work and to get-to-know Sean Covey's thoughts.</p>
15.30-16.30	Personality test	<p>Participants were asked to fill in a well-known personality test, the 16 personalities test, everyone on their own phones. After completing the test and receiving the results the trainers introduced the main features of the personality types and then participants were asked to pair-up with people with the same personality and discuss whether they could associate with the result or no. The goal of the activity was for the participants to get a clear picture of personality test and to be able to interpret it properly and consciously. The trainers concluded the activity with the following questions:</p> <p>How did you feel when you saw the result?</p> <p>How precise description can be given by these tests about ourselves?</p> <p>Do you think you would get the same results if you filled in the same test next year?</p>
16.30-17.15	Reflection	<p>Reflection on the training, sending constructive messages to each other. In the first round participants were asked to pick an item used at some point of the training which marks the best and the worst moment of the training for themselves. Afterwards they wrote the learnings they took home from the training on flipcharts and finally, they were able to send short and positive messages on post-its via their own personal envelopes, taped on the walls of the training room.</p>

Description of the training sessions

Session on the concept of self-knowledge

Goals: development of cooperation, empathy, active listening, skill to compromise

In this session, participants were able to create their own concept of self-knowledge with the help of many quotes related to the topic. Before the session the trainers printed out the quotes and put them on the walls of the training room.¹⁷ The participants had 3 rounds to create a concept on which all of them agree. In the first round they worked in groups of 5, in the second they worked in two groups of 15 and in the last round they worked in one big group of 30 people. The goal of the activity firstly was for participants to get familiar with the diverse concept of self-knowledge and secondly and most importantly to raise their attention to the mechanics of teamwork and how roles of a team change in smaller and bigger groups, furthermore this activity already intended to trigger self-examination in the participants and how they feel in different situations. In order to ensure the latter, we used reflection questions after every round.

The role of creating an own concept for self-consciousness and self-knowledge:

- it is a solid basis for the training on self-consciousness and for the two further ones on career orientation and financial literacy, too
- the concept will be used and formed furtherly during mentorship meetings¹⁸

Session on personality tests

Goals: development of self-observation, self-reflection, critical thinking

After the creation of an own self-knowledge concept, which can be considered as a theoretical approach to the topic, participants were invited to deepen the learning outcomes of the previous activity, as well as to deal with the topic in a concrete form. Furthermore, trainers also aimed to give concrete tools and methods for participants to deal with self-knowledge and self-consciousness issues, after the project life cycle as well.

One possible tool can be use of personality tests. Many of them are available free in printed or online form. In addition, the Bank of Possibilities website,¹⁹ prepared for local and regional target group, offer tests and mobile apps regarding the topic.

Explanation and background

How can personality tests help getting to know better ourselves and this way support career orientation or development of financial literacy?

Personality is the unique combination of an individual's physical, mental and spiritual characteristics. It is impossible to find two people having the same personality. Personality is a complex unity; however, it is possible to change and develop it as it can react to inner and external changes. It is highly important to

¹⁷ Quotes and thought on self-consciousness and self-knowledge can be read in the *Annexes*.

¹⁸ Mentorship program has 3 phases. Participants of the mentorship program are the same who take part in the trainings. The phases of the program are shaped according to the topics of the training: 1. self-knowledge and personal development, 2. career orientation, 3. financial literacy. Each phase has the aim to develop and deepen the topic of the training, using mentorship methods.

¹⁹ www.bankofpossibilities.eu

get to know one's personality as it can give explanation to patterns of thinking, acting and feeling. If we get to know and understand our and other's personality, we can understand better our communication patterns and motives of behavior.²⁰ Finding our own traits of personality and categorizing ourselves into personality types can help us getting to know and understanding ourselves better and deeper. This process can be supported by several personality test available in literature. These tests can reflect on the personality as a whole or one of its specific fields.

In the session dedicated to personality tests trainers couldn't give a full picture, it was only possible to give an introduction and underline the importance of personality development and the role of tests in this process. Trainers decided to use MBTI test.

The Myers-Briggs Type Indicator (MBTI) is an introspective questionnaire indicating differing psychological preferences in how people perceive the world and make decisions.

In non-formal education with young people it can be also used as a tool to help individuals identify their personal characteristics, find strong points of every individual and discover potentials each individual can take to the future. Used in this way this tool can be a powerful assistant of a young person in decision-making processes during life transitions.

The original versions of the MBTI were constructed by two Americans, Katharine Cook Briggs and her daughter Isabel Briggs Myers. The MBTI is based on the conceptual theory proposed by Carl Jung, who had speculated that people experience the world using four principal psychological functions – sensation, intuition, feeling, and thinking, so the four categories are:

- Introversion – Extraversion,
- Sensing – Intuition,
- Thinking – Feeling,
- Judging – Perception.

Each person is said to have one preferred quality from each category, producing 16 unique type of personality:

1. The Inspector (ISTJ):

They appear serious, formal, and proper, they love traditions and old-school values that uphold patience, hard work, honour, and social and cultural responsibility. They are reserve and quiet.

2. The Counsellor (INFJ):

They are visionaries and idealists who have creative imagination and brilliant ideas. They have a different, and usually more profound, way of looking at the world. They never take anything at surface level.

3. The Mastermind (INTJ):

They are quiet, reserved, and comfortable being alone. They are usually self-sufficient and would rather work alone than in a group. They are interested in ideas and theories and they are always questioning why things happen the way they do.

²⁰ Pléh-Boross 2008. in Skill and competence development course material – Self-knowledge and personal development module. Realized in the framework of Interreg-IPA CBC project, project ID HUSRB/1602/42/0152. p. 33.

4. The Giver (ENFJ):

They are people-focused, extroverted, idealistic, charismatic, outspoken, highly principled and ethical, and usually know how to connect with others. Mainly relying on intuition and feelings, they tend to live in their imagination rather than in the real world.

5. The Craftsman (ISTP):

They are usually very rational and logical, but also quite spontaneous and enthusiastic and even people who know them well can't always anticipate their reactions. They hide those traits from the outside world, often very successfully.

6. The Provider (ESFJ):

They are the stereotypical extroverts and their need to interact with others and make people happy usually ends up making them popular. Later in life, they continue to revel in the spotlight, and are primarily focused on organizing social events for their families, friends and communities.

7. The Idealist (INFP):

They are quiet and reserved and prefer not to talk about themselves. They like spending time alone in quiet places where they can make sense of what is happening around them. They are lost in their imagination and daydreams, always drowned in the depth of their thoughts, fantasies, and ideas.

8. The Performer (ESFP):

They have an extroverted, observant, feeling and perceiving personality, and are commonly seen as Entertainers as they love the spotlight and have strong interpersonal skills. They are warm, generous, and friendly, sympathetic and concerned for other people's well-being.

9. The Champion (ENFP):

This personality type is highly individualistic, and they create their own methods, looks, actions, habits, and ideas. They like to be around other people and have a strong intuitive nature when it comes to themselves and others.

10. The Doer (ESTP):

They are governed by the need for social interaction, feelings and emotions, logical processes and reasoning, along with a need for freedom and they leap before they look, fixing their mistakes as they go, rather than sitting idle or preparing contingency plans.

11. The Supervisor (ESTJ):

They are organized, honest, dedicated, dignified, traditional, and are great believers of doing what they believe is right and socially acceptable. They are glad to take their place as the leaders of the pack and are the epitome of good citizenry.

12. The Commander (ENTJ):

Their primary mode of living focuses on external aspects and all things are dealt with rationally and logically. They are natural born leaders and like being in charge. They seem to have a natural gift for leadership, making decisions, and considering options and ideas quickly yet carefully.

13. The Thinker (INTP):

They are well known for their brilliant theories and unrelenting logic, which makes sense since they

are arguably the most logical minded of all the personality types. They love patterns, have a keen eye for picking up on discrepancies, and a good ability to read people.

14. The Nurturer (ISFJ):

They are philanthropists and they are always ready to give back. The people and things they believe in will be upheld and supported with enthusiasm and unselfishness. They value harmony and cooperation and are likely to be very sensitive to other people's feelings.

15. The Visionary (ENTP):

Although they are extroverts, they don't enjoy small talk and may not thrive in many social situations, especially those that involve people who are too different from them. They are intelligent and knowledgeable and need to be constantly mentally stimulated. They are logical, rational, and objective.

16. The Composer (ISFP):

They are introverts that do not seem like introverts. They are fun to be with and very spontaneous, which makes them the perfect friend to tag along in whatever activity. It is in experience that they find wisdom, so they do see more value in meeting new people than other introverts.

MBTI and other 16 personalities are usually not recognised by psychologists as reliable and viable tool for psychological evaluation. Nonetheless they can still be useful when working with young people, since it gives them some insights in themselves and it also offers them a starting point for evaluation of their own personality traits and to look on themselves "from the outside" and objectively. Since it is very user friendly and translated in many languages, when working with young people we recommend the usage of online version of 16 personalities.²¹

Description of the activity

Participants were introduced to the use of personality tests as self-knowledge tools. They filled in the MBTI personality test on their own and when they received their results, one of the trainers explained the traits' meaning. After that participants with the same main personality type discussed their impressions, feelings about the results and whether they feel the analysis is accurate or not.

Participants learnt that personality tests can be useful during self-knowledge work but their results cannot be taken for granted since self-assessment tests build on the individual's own judgment and the results produced can only be reflect reality if the person already possesses a high level of self-knowledge, in other words if the person can truly judge their own presumed decision outlined by the situations in the test. Furthermore, personality is such a complex construct which is characterized by a constant development that it is incredibly hard to categorize. Thus, the description of our personality can contain elements which the respondent can rightfully disassociate from. However, personality tests still function properly in self-knowledge work because the respondent gets a basic idea about how they work upon which they can form their pro or contra opinion, reflect and start the self-examination process.

²¹ Available at: <https://www.16personalities.com/>

Session on time management

Goals: task delegation, time awareness, time management, self-knowledge

The main goal of this session was to raise awareness through gamified activities about how to prioritize agenda points in participants' daily lives so they can become more time effective. The session's other cornerstone was for the participants to gain time-awareness about themselves. The latter was fostered through a more reflective activity where they received an A/4 paper on which 24 squares were found representing the 24 hours of a day. The participants' task was to color as many squares as they spent with different activities on an average day. The results were many times surprising, for example the fact that participants spend more time in school than in bed, sleeping. This activity helped participants see through their own daily agendas to plan according to their priorities in the future. At the end of the activity participants shared best practices on how to replan and restructure their days in favor of making them more enjoyable.

Session on productivity

Goals: development of teamwork, productivity and cooperation skills, getting to know different methods for enhancing productivity, development of learning efficiency

This session aimed at developing participants' learning efficiency through a game simulating two different project management methodologies. One method reflected the water fall project management and the other the agile. During the game the water fall project management model represented a waterfall method, in other words a plan guided management and the agile an adapting and flexible model. (Cobb, 2019) The game which presented the differences of the two models was named Easter Egg Factory. Participants were divided into two groups and their task was to colour as many eggs as they can in a given time. The participants had two rounds to try the two project management models. In the first round they used the waterfall model in which they had 12 minutes at their disposal, divided into 3 phases: 3 minutes planning, 6 minutes execution, 3 minutes supervision and conclusion. What's more participants could only act within the limits of predefined roles. In the second round the agile model was used when they had 12 minutes to finish the task again, however there were no predefined roles this time and also the available time was split into 4 shorter rounds: 1 minute planning, 2 minutes execution and 1 minute supervision and conclusion. Both the waterfall model's guided steps and separate phases and the agile model's adapting and iterative characteristics manifested in the game beautifully. The participants substantially exceeded their own expectations with the agile model. After the game the trainers presented the characteristics and theories being the models and the participants received another task, namely, to come up with examples from real life where they could adopt these models. One of these examples was learning. It is important to notice the similarities between the agile project management model and Kolb's learning cycle.

Training realized by Socialna Akademija

Socialna Akademija decided to put the topic of identity and life transitions in the focus of the training. Searching for identity is a core point for self-knowledge and self-consciousness in the age of adolescents and young adults. Slovenian trainers used the following theoretic framework for developing the training.

Searching for identity

Youth period of an individual is a time of exploring, finding a place in the world and discovering how to leave his/her unique footprint in the world. Young people want to find out what they can do to make the world better: **they want to discover their uniqueness and their mission in life.**

Everyone has been born into this digitalized, smart world with unique potentials, and perhaps even with a unique task that no one else can fully accomplish.

Identity is what defines individual as a person and as a member of a particular social group. The word comes from Latin: “idem” and it means “to be the same” (person).

Experts view identity in different ways: it can be understood as self-image, as a result of individual's behaviours and habits, as a socially attributed status or role, as a public image of a person, or as a constructive narrative.

Some of the most prominent individuals who have explored the field of identity development and their more prominent theories are mentioned below.

One of the first, for example, was the philosopher and sociologist George H. Mead (1863–1931), who believed that identity formation was a social process and that our identity crystallized primarily in contact with a foreign, different one.

For example: we rarely feel as much Slovenes/Germans/Hungarians as during a long travel abroad when we encounter subtle differences between how we and how people from the other cultural environment think.

Among the most prominent identity scholars is developmental psychologist Erik H. Erikson (1902–1994), who advanced Freud's theory of psychosexual development. He believed that an individual develops from birth to death in the eight developmental stages of identity. He saw identity development as an internal developmental process, which is also influenced by the external environment. In each of the eight developmental stages, the individual is faced with an identity crisis that he must successfully resolve: if he succeeds, this brings him to the final maturity in which he reconciled three images of himself: what he is now, what he has been and what is to come.

For example: In the fifth developmental phase (between the ages of 13 and 19), we are faced with identity confusion – if we successfully resolve the crisis, we form a solid core identity. In the sixth developmental phase (between the ages of 20 and 24), another task comes forward: we open outward, seeking a balance between intimacy and isolation.

Canadian sociologist Erving Goffman (1922–1982) believed that an important part of our identity is what we show to other people. He dealt with the difference between personal and private identity and social

or public identity. He explored how people actually create and maintain a social identity in a similar way to a theatrical performance, using different techniques, such as interaction, presentation, and role-playing. Apart from the fact that identity is the part of us that we present to others, the external environment is also important because the influence of other people strongly shapes our identity.

Heiner Keup (1943) is a German social psychologist who is perhaps best known for his echoing concept of identity as a collage of many different components – a patchwork identity. He was one of the first experts to point out that identity is not a topical issue only during the growing up and youth, but that it is an open biographical process that never ends.

He states that the identity of people in modern times is somewhat reminiscent of a collage/patchwork of pieces and scraps. However, in order to be able to connect these parts of the identity into a meaningful whole, to feel authentic and to function in harmony with oneself and his/her deepest values, an individual needs different resource. These include social, interpersonal, and material resources, as well as supportive resources that enable a person to set boundaries, act in accordance with values, face success and failure. It is important to be able to find sources in our environment that help an individual person to integrate and to connect different aspects of his/her identity.

Nowadays in the field of identity research, besides the role of media, social networks and other social trends in the formation of identity, the issue of identity fluidity is reaching the spotlight. Our identity is not constant from birth to death but is being upgraded and changed. Discussions about the fluidity of gender identity are perhaps the most recognizable in this area at the moment.

Other contents of contemporary research include **how identity leads our lives and choices**, how individuals can draw strength from their social connections, and how identity can explain some of the destructive behaviours of members of opposing social groups and movements.

Research into the role of identity in the workplace, both from an individual and organizational perspective, is also becoming increasingly popular: who I am as a worker, where I go in my professional life, how individuals' identities relate to and influence the work organization, how the collective identity of companies and others is formed organizations. An example of an interesting finding in this area is a study that has shown the importance of work in the social aspect and the need to integrate individual and social identity for a successful work identity.

Genetics, outside world and own activity

Most theoretical approaches agree that human being is shaped into a unique individual by the three key factors. In order to better understand why we are the way we are and how we have evolved (and will continue to evolve), we will pay some attention to each of these factors: **genetic material, outside world and own activity**.

Each person is born into this world with the potential written in their cells which, in relation to the environment and in the aftermath of their decisions, is partly realized, and part of it remains forever untapped.

Genetic potential, past life experiences and own choices shape each person into a one-of-a-kind individual who can find his/her own place in the world.

When we speak about self-knowledge and personal growth we also cannot go past the following facts:

- The talents individuals have can only developed through hard work. Combined with one's desires, they can be the engine of what we contribute to community development.
- What makes us human and happy is the holistic acceptance of ourselves. It is important to explore, recognize and accept ourselves as a whole, along with our strengths and weaknesses, beautiful and difficult sides.
- Each individual has unique potentials that may give them a very special task they can handle. A task that no one else can accomplish for them. Regarding young people, it depends on them how they will use it and the main task of youth worker is to be present, offer support and tools that they will be able to fully discover and understand them.

There are many reasons why young people do not live to the fullest of their potential and why they do not know how to use it. Some of those reasons are strong personal limiting beliefs, different types of fears (of failure, of negative opinion of others, of the future etc.), ignorance about oneself and also external inhibitors, such as difficult social background and current conditions, inappropriate social networks and weak support systems.

Transitions in life

Transitions are major life events. Changes, a time of dealing with something new and unknown that everyone experiences in their own way.

Typical transitions many people are facing are those from primary to secondary school, from world of education to the labour market, from being a worker to retirement, from single status towards forming a family etc.

Each transition is a meeting of person's own emotions and feelings, it is a step forward into a new era where individuals face new roles and they offer an individual a space for personal growth.

Youth and the transition to adulthood that follows youth are considered to be a period of life in which human identity and its role in the world are unclear. The individual is faced with a particularly large number of opportunities and obstacles, new challenges and transitions to the new state: being employed, being a partner, being a consumer, being a parent, being single.

Transition from childhood to adulthood

The transition to adulthood is a developmental period when young people are becoming more emotionally and materially independent of their parents, while still not taking over all the responsibilities and duties of a fully adult person. It's time to explore life's possibilities.

In developmental psychology this period is not clearly defined chronologically, and it can be roughly placed between the 18 and 25 or even 30 years of age.

This is a time when individuals are biologically mature, they already went through part of a formal education, they are getting freer from parental control and their own personal identity is more or less constructed and defined.

In early adulthood, an individual would achieve autonomy, emotional stability, gain employment, and arrange a living space outside the parents' community. It should develop group affiliation and take on social responsibility.

In the past, an individual became an adult after completing certain steps in life, such as leaving school, first employment, moving from their parents, or guardians, financial independence, marriage and creation of their own family.

Today, however, the transition to adulthood is often different. Many individuals move away from home, but often only temporarily. The age limit of first employment, marriage and parenthood is moving up, and many young people decide to continue their education after high school.

The transition to adulthood is also a period of independent decision making and taking responsibility for individual's own actions. It refers to an individual's ability to self-direct behaviour, which includes behavioural, emotional and functional aspects. It is manifested in a high degree of self-reliance, autonomy and decision-making ability, as well as self-confidence in defining and setting goals.

The transition to adulthood covers the following characteristics:

- self-awareness: the transition from indeterminate awareness of the individual to the constructed image of himself/herself;
- taking over social roles: moving from a limited range of adolescent social roles to holistic and complex adult social roles,
- transition from school activities to employment,
- transition from receiving information and knowledge to actively using it,
- taking over responsibility – the individual is becoming legally responsible for his/her actions.

The independence that an individual gains through transitions has the following levels:

- Functional independence: In adolescence, it manifests as the ability to manage and direct personal affairs without the help of a parent.
- Behavioural independence: During adolescence, it manifests in the differentiation of the adolescent's behaviours and values from those of the parents.
- Emotional independence: It is defined as a release from the constant need for approval, closeness, and emotional support from parents.
- Conflict independence: This form of independence is defined as liberation from excessive feelings of guilt, anxiety, distrust and responsibility.

Description of methodology tools used at the training

Tool 1: Hero's Journey

Another way young people can reflect transitions and “difficult moments” in their lives is through the story arch that we can find in literature – mostly in folk and fairy tales, but also in popular literature and in movies.

Hero's journey is a concept trying to find underlying principles of most common parables – those in literature but also those we experience in private lives. It is divided into 12 steps every “hero” has to pass through – and they are not easy to pass.

Hero's journey through twelve steps is a symbol for a transition or a gateway between two stages. It starts in a familiar environment (step 1) and also ends there (step 12). The environment does not change, but the hero changes significantly: he or she becomes a new, better version of him/herself.

Twelve steps of Hero's Journey

1. **Ordinary World:** This step refers to the hero's normal life at the start of the story, before the adventure begins.
2. **Call to Adventure:** The hero is faced with something that makes him begin his adventure. This might be a problem or a challenge he needs to overcome.
3. **Refusal of the Call:** The hero attempts to refuse the adventure because he is afraid.
4. **Meeting with the Mentor:** The hero encounters someone who can give him advice and ready him for the journey ahead.
5. **Crossing the First Threshold:** The hero leaves his ordinary world for the first time and crosses the threshold into adventure.
6. **Tests, Allies, Enemies:** The hero learns the rules of his new world. During this time, he endures tests of strength of will, meets friends, and comes face to face with foes.
7. **Approach:** Setbacks occur, sometimes causing the hero to try a new approach or adopt new ideas.
8. **Ordeal:** The hero experiences a major hurdle or obstacle, such as a life or death crisis.
9. **Reward:** After surviving death, the hero earns his reward or accomplishes his goal.
10. **The Road Back:** The hero begins his journey back to his ordinary life.
11. **Resurrection Hero** – The hero faces a final test where everything is at stake and he must use everything he has learned.
12. **Return with Elixir:** The hero brings his knowledge or the “elixir” back to the ordinary world, where he applies it to help all who remain there.

During the training course, this tool can be used in many different ways:

- as a tool for reflection of past experience with individual
- as a model for coaching

- it can be transformed into a pathway with 12 stations and put into nature
- it can be presented through a famous movie or cartoon (example: The Lion King)

Tool 2: Transitions as a nature's sessions

If an individual takes some time and investigates nature, he/she can see a complex yet beautiful world circulating through the various stages of passage. It is quickly noticeable that there is nothing dormant, that nothing remains in its current state for long.

Change is a natural part of life and an important part of human development and it is inevitable. In order to successfully experience and survive the transition, it is important for an individual to listen to himself/herself and to their inner senses.

In times of transition, it is good to understand that person's current circumstances of life are just temporary and that these are periods when he/she must use all of their strengths and abilities not to get caught up in the struggles with the circumstances. Being aware of the rhythms and cycles of life enables human beings to face the changes and gives them direction to return to the right path towards their goals, even though they encountered difficulties and obstacles along the way.

The seasons of life are also constantly changing as a result of our daily choices and choices. To keep things going, people should remain the same. However, individuals cannot remain unchanged if they are constantly making new choices and decisions about the circumstances in which we find ourselves.

Features of individual seasons

The characteristics of the individual seasons that relate to persons' inner well-being, interpersonal contacts and contacts with the outside world are by no means necessarily aligned with the seasons that occur in nature at the exact time. It is also not necessary for the cycles of life to go from summer to autumn, winter and spring, and finally again to spring. The transition can happen in any other way, depending on the choices and decisions we make in our daily lives.

Summer time

When people experience their lives as summer, it is for them a time of rewards, celebrations, feelings. It represents moments of life when they reach their goals and enjoy life to the fullest.

People often do the following things during the summer:

- network with other people,
- travel,
- enjoy life to the fullest,
- actively achieve goals,
- allow themselves to take risks
- act proactively,
- step out of comfort zone,
- think creatively, proactively and optimistically.

Individuals should also be aware that summer usually does not happen by itself. Often, certain factors move a person into this phase of life in a natural rhythm. These factors often include:

- good plans and preparations,
- solid choices and decisions,
- long self-reflection,
- seizing the right opportunities.

Autumn time

Autumn is a time of survival, of perseverance, of solving problems. It represents a time in life when individuals struggle to maintain the momentum needed to reach their goals, when things start to collapse, and they start to feel like we have very little or almost no control over the circumstances.

- In the fall, people often do the following:
- avoid responsibility,
- close into the comfort zone,
- hesitate and hesitate,
- think unrealistic, ineffective and pessimistic.

Because of this people are very likely to experience anger, anxiety, frustration, stress, disappointment and overwhelm in this time of their lives.

Also, Autumn does not happen by itself. The following factors often influence the natural rhythm of life:

- ineffective decision making,
- inability to seize opportunities,
- ignorance,
- mistakes that come from limited behaviours or ineffective thinking.

Winter time

Winter is a time for self-reflection, planning and for – metaphorically speaking – winter sleep. Winter is the moment in peoples' lives when they begin to emotionally withdraw from the outside world and circumstances. In the meantime, through self-reflection and internal reflection, they can rediscover their life purpose and consequently begin to accept past mistakes.

In winter it is a good idea to take the time to:

- the search for inner peace and solitude,
- closer connection with loved ones,
- focus attention on thoughts and feelings,
- critical, realistic and life-affirming thinking.

Individuals are accompanied by a mixture of pessimistic and optimistic feelings that foster a state of procrastination throughout the winter time. These feelings are most often guilt, fear, grief, relief and hope.

Even winter does not occur accidentally. Its occurrence may be affected by the following:

- lack of emotional intelligence,
- violent reactions to losses and circumstances beyond individual's control,
- ineffective choices, habits and thoughts.

Spring time

Spring is a time for learning, exploring new opportunities and thinking creatively. It represents the moments in our lives when we think strategically about our circumstances, when we begin to broaden our horizons (both emotionally and in our social interactions) and take the time to learn the skills needed to achieve our goals.

In spring, the easiest things to do are:

- developing new skills, habits, and getting in touch with others,
- changing mental beliefs,
- expanding knowledge,
- setting goals,
- thinking strategically, tactically.

During the spring, people often feel love, trust, joy, gratitude and understanding and are brought to the spring by increased self-confidence and self-esteem and in-depth reflection that helps them become clear about what they want most.

After the presentation of theoretic framework and methodology tools of the training, the following paragraphs are dedicated to the description of the implemented training.

Target group and its needs

The primary target group are young people with following traits:

- aged 15-19 years,
- they attend high school,
- during the week they live in boarding school,
- they primary home is located in Eastern Slovenia statistical region,
- they come from smaller towns of villages (no chance for attending schools closer to home).

Because of the following reasons we can note those participants as underprivileged youth/youth with fewer opportunities:

- **They live in boarding school:** most of the week they are away from home environment which means they are also away from their social network of friends and family.
- **They are from Eastern Slovenia Statistical region:** this region is less developed and offer fewer opportunities, especially outside of city areas. In Eastern Slovenia also a larger percentage of people live below the poverty line.
- **They come from smaller towns and villages:** Rural environment in Slovenia is less developed and

offers fewer opportunities for youth in the field of formal education system and also outside of it: There have less different opportunities for after-school activities, sports, youth groups and there is also often not an option to be included in youth work activities.

- **Aged 15-19 years:** Since public transport in Slovenia is underdeveloped, those young people are less mobile: they usually don't have driving license yet or if they do, they do not have their own vehicle.

The needs of target group we considered in relation to the topic of training:

- They need support to effectively deal with new situations since they are facing many transitions simultaneously. At least initially, it is difficult for them to find reliable confidants.
- They have a need to create a new role in a society, to redefine personal identity (this process usually takes place unconsciously) which is consequence of dealing with a lot of changes in their lives (the social environment is changing a lot etc.).
- They need a selection of high-quality programs and support when choosing the right program: On the one hand, the participants are facing a limitation of nonformal activities in the local environment and, on the other hand, many such activities are available to them in urban centres and young people often don't distinct between quality of the programs.
- They wish to leave local environment: Below average level of opportunity recognition in the local environment creates the desire to leave the local environment or even to leave the country in search of opportunities.

Structure of the Training

First Day

Time	Name of the session	Description of the session
9:00 – 10:30	Introduction	Introducing the goals of the programme, distributing the logistical and practical information concerning the training, breaking the ice between participants and introducing the main theme of the training.
10:30 – 11:00	<i>Coffee break</i>	
11:00 – 12:30	Where am I in this Ever-changing Complex World?	Using two presented concepts (Seasons in nature and Hero's journey) for reflection about individual's past life experiences.
12:30 – 13:30	<i>Lunch break</i>	
13:30 – 14:30	All My Identities	Reflection about individual's current identity/identities and explaining theoretical background about different factors that influence individual's identity (environment, heredity, and personal activity).
14:30 – 15:30	How do I interact with others?	Raising awareness that there are different personalities and that their own personality determines how individual will achieve her goals and how to interact with others.
15:30 – 16:00	<i>Coffee break</i>	
16:00 – 17:00	My Perfect world would be...	Broadening participants' perception that even if reality is often different from what we all want; we still often have the same wishes what it could be.

Second Day

Time	Name of the session	Description of the session
9:00 – 10:30	Searching for Personal Calling	Through changing the focus from the outside world to the inner world participants gain insight about themselves – what motivates them, what excites them.
10:30 – 11:00	<i>Coffee break</i>	
11:00 – 12:30	What is My Centre?	Discovering participants' inner centre and finding out what is their personal calling – what is their current mission in their lives.
12:30 – 13:30	<i>Lunch break</i>	
13:30 – 15:00	Where am I Now and How to Go Forward?	Connecting participant's personal calling with future actions and planning activities how to make an actual change in participants' future.
15:00 – 15:30	<i>Coffee break</i>	
15:30 – 16:30	What Can I Do for the World?	Creating participants' personal initiatives and raising awareness that they need to continue their work also after the conclusion of this training.
16:30 – 17:00	Conclusion	Conclusion of the training, reflection and evaluation of the learning process and gathered knowledge.

Description of the training sessions

Session 1: Introduction

Duration: 90 minutes

Aim:

Introducing the goals of the programme, distributing the logistical and practical information concerning the training, breaking the ice between participants and getting to know each other, introducing the main theme of the training.

Used methods:

- Introduction in the circle,
- speed dating,
- discussion and creation of the poster with rules.

Preparation of the learning room:

Classroom should be prepared and all material neatly organised before participants' arrival. The environment of the learning room should be (as much as it is possible) cosy and homely so the participants can feel nice and comfortable since the topics will sometimes be difficult and very personal.

We suggest that it is prepared following these guidelines:

- chairs are arranged in the circle
- in the centre of the circle there is a pile of different unstructured material in which participants project their own expectations (didactic material, canvas, empty papers etc.).

Program:

Activity	Min.	Detailed description
Introduction in the circle	10	Each participant tells the essential info about themselves: Name, which class/school program are they from, why did they decide to attend the training course and what are their expectations, The trainers also make their own introductions.
Speed dating	50	Participants stroll around the room, stopping at a sound signals and they discuss a specific topic with the person they stopped there with. They make around 12 different small conversations lasting for about 3 minutes each. Trainers encourage them that they always find someone new to talk to. Topics for discussion that are vaguely connected to the main theme of the training: What is my favourite superhero? What is my favourite movie? What are my experiences with non-formal education? What I wanted to be as a child? What is my work experience? What is my dream job? What work I would never do? Why did I decide to come here today? What I am most proud of about myself? What is the most useful thing/skill I learned? If I have all the time in the world, what would I do?
Presentation of the timetable, basic info about the training and logistics	10	Trainers present essential pieces of information that participants require to know about the training (when and where are the breaks between the sessions, what is the timetable etc.): Timetable is prepared in advance and after that we can put it on a wall in the room/common area some info about the coffee break and lunch (especially for people with food allergies and other dietary restrictions).
Working agreement	20	Together in discussion with participants trainers decide about common rules about this training. All the rules are then written on the paper and put on the wall next to the timetable.

Session 2: Where am I in this Ever-Changing Complex World?

Duration: 90 minutes

Aim:

Using two presented concepts (Seasons in nature and Hero's journey) for reflection about individual's past life experiences. Reflecting past life transitions, important (difficult) moments and learning how they influence personal development.

Used methods:

- Explanation/presentation,
- Individual journey,
- Sharing the experience in pairs,
- discussion about life events.

Material:

- Hero's Journey spots (12 posters with main theme of each spot and additional questions),
- Pencils and/or pen
- A4 papers or scrap papers for participants.

Preparation of the learning room/learning environment:

We prepare path with 12 spots with Hero's Journey themes and questions. The best place is somewhere that there is enough space for participants to move around – it can be outside or in a hallway. Spots should be apart enough that participants don't disturb each other and they should be clearly marked, so participants can find all of them.

Program:

Activity	Min.	Detailed description
Introduction to the session	10	<p>Opening explanation of the trainer with focus on changes, transitions in our lives.</p> <p>Life as a series of seasons - how we feel in different seasons and how we can relate to different transitions in life.</p> <p>Classic elements of transition: employment, moving home, marriage, children, graduation.</p> <p>Life as a journey – Hero’s Journey</p>
Life transitions and life journey as a Hero’s journey	70	<p>Explanations what is Hero’s journey, how it works in movies/literature and how can we apply it when we are looking on our own lives.</p> <p>Sending the participants on a journey:</p> <ul style="list-style-type: none"> • They should take pen and some paper. • Whole journey should be in silence – even if they meet someone, they should keep quiet. • They must find 12 spots/stations which are marked from 1 to 12. • They have about 45 minutes to reach the end. • They will be sent out 1 by 1 and they will be 1 minute apart. They should focus on themselves. It is not important if they are slower/faster than the person behind/in front of them. • They will share as much as they want, so they can write and draw freely. • Draw your own journey where you are the Hero – from one experience or more in your past. <p>Description of the journey and its steps are described in the chapter <i>Tool1- Hero’s journey</i>.</p> <p>After the journey:</p> <p>When they slowly arrive back, we group them in pairs to discuss their experience:</p> <ul style="list-style-type: none"> • How was the situation during your journey? • How did you feel in that situation? • How did the situation change you? What kind of person would you be today if it wasn’t for this journey?

<p>Conclusion. Discussion about main life events.</p>	<p>10</p>	<p>Discussion with participants, that leads from their past experiences to their probable future experiences:</p> <ul style="list-style-type: none"> • What can we learn from the stories that we were willing to share? • What are typical transitions in life? • How do people feel about them? • What were your needs in the past and that you will also need in the future? <p>Notice: The last pair will only have around 5 minutes of discussion in pairs, so we encourage them to discuss the things during the break, if needed.</p>
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Session 3: All My Identities

Duration: 60 minutes

Aim:

Reflection about individual's current identity/identities and explaining theoretical background about different factors that influence individual's identity (environment, heredity, and personal activity).

Used methods:

- Guided individual exercise,
- reflection in pairs,
- group sharing,
- explanation of theoretical background.

Material:

- background music,
- white paper (A4),
- pencils or/and pens,
- scissors,
- glues or adhesive tapes,
- old magazines, journals, advertisements, catalogues,
- optional: crayons, colour pencils, markers etc

Program:

Activity	Min.	Detailed description
Guided individual work: Biography Exercise – Which Groups do I belong to?	30	<p>Each participant individually explores through guided biographical exercise to which groups he/she belongs and how important they are for him/her.</p> <p>Each participant writes on their own blank paper.</p> <p>Questions and tasks for guided individual work: Which groups do I belong to? Make a list of all activities I attend, all circles that I belong to, all my group of friends, hobbies, places of residence, which religion I belong, what is my nationality.</p> <p>On the other sheet of paper, the participants then make a collage of identities that are most important to them: Which are essential for me? Which are in my personal centre? Which are less important?</p> <p>For a collage they should have different range of old magazines, newspapers and other source material available.</p>
Reflection in pairs	10	In pairs, the participants exchange reflections of what was happening to them and what they have learned about themselves.
Group sharing	10	Group discussion and sharing of key findings.
Theoretical background Explanation: Three key factors that influence our personality	10	The trainers explain that the three key factors that shape an individual are heredity, the environment and individual's own activity. After that they briefly explain each of those factors.

Session 4: How do I Interact with Others?

Duration: 60 minutes

Aim:

Raising participants' awareness that there are different personalities and that their own personality determines how he/she will achieve her goals and how he/she will interact with others.

Used methods:

- introduction,
- individual work using e-tools (16 personalities test),
- discussion in small groups.

Material:

- smart phones,
- internet access.

Program:

Activity	Min.	Detailed description
Introduction	10	<p>Main points of introduction:</p> <ul style="list-style-type: none"> • We are not all the same, but we have a different type of personality. • There are different personality tests, but some of them are very long or can be carried out just by professionals and some are unreliable. • There is no such thing as a bad or good personality – each type has its weaknesses and strong points. • But why is it important that you know what is your type of personality? Because people can have same goals, but they will choose different paths to reach them.
Individual work with online tools	20	<p>Participants answer questions on the website. After that they read about their own character and research other characters in silence.</p> <p>Source: https://www.16personalities.com/free-personality-test The text and explanations are available in English as well as various other languages.</p>
Discussion about the results in small groups	30	<p>We divide the participants in 4 or more small groups – the ones with similar results together.</p> <p>First, we give participants the space to find if there is someone with same personality type, then we group few of those personalities together, for example:</p> <ul style="list-style-type: none"> • Analysts (INTJ, INTP, ENTJ, ENTP), • Diplomats (INFJ, INFP, ENFJ, ENFP), • Sentinels (ISTJ, ISFJ, ESTJ, ESFJ), • Explorers (ISTP, ISFP, ESTP, ESFP). <p>Some additional questions for them to think about:</p> <ul style="list-style-type: none"> • Did your result surprises you? Do you agree with it? • What was the most surprising for you in the description of the result? • What was the most interesting thing that you learned about yourself from this personality test?

Session 5: My Perfect World Would be ...

Duration: 60 minutes

Aim:

Broadening participants' perception that even if reality is often different from what we all want; we still often have the same wishes what it could be. The session often shows the participants that they have more similar desires, limitations and values than they would imagine.

Used methods:

- Individual work (drawing),
- group dynamic – searching common points and building a group picture,
- Discussion.

Material:

- Background music,
- white paper (A4),
- pencils or/and pens,
- optional: crayons, colour pencils, markers;
- two posters, one with “What I will remember?” and one with “Expectations for Tomorrow” written on them;
- pack of post-its papers.

Program:

Activity	Min.	Detailed description
Individual drawing: My Perfect World	15	The participants each paint for themselves the ideal world in which they would like to live, if there were no limitations.
Finding Common Points and Links	20	Participants briefly in their own words present each other their worlds. After that they look for connections between all of the different world presented.
Building a group picture	5	Participants pile the images together in the middle of the room through the links they found and then they paste them all together. The result should be one big poster with all the pictures included.
What are the values of this world?	15	Through the discussion participants discover the common values and write them on a separate poster. We put all the created material somewhere visible (on the wall, whiteboard...) for the duration of the training.
At the end of the day	5	Short evaluation about what participants feel and what they expect of the next day. Each participant writes on one post-it his/her response on question »What I will remember the most for today? « and one on »What are my expectations for tomorrow? « The trainers put two posters on the floor and participants leave their post-its on them. After the end of the session the trainers can put the posters with post-its n the wall, clustering similar answers together.

Session 6: Searching for Personal Calling

Duration: 90 minutes

Aim:

Through changing the focus from the outside world to the inner world participants gain insight about themselves – what motivates them, what excites them. This way they make slow progression toward contemplation about their core/ inner centre.

Used methods:

- Individual work/exercise,
- small groups sharing,
- Discussion.

Material:

- Background music,
- White paper (A4),
- pencils or/and pens.

Program:

Activity	Min.	Detailed description
Where are we today?	10	A short explanation of process for today.
Exercise: 20 things	30	<p>The trainers prepare 4 working stations in corners of the room (each with one question mentioned below). Each participant is invited to grab an A4 white paper and a pen/ pencil and to go “on a journey” in all 4 corners They should visit all of the stations/corners, but it doesn’t matter in what order. They should write their answers down on their paper. They have 7 minutes at each working station. Participants divide the paper on 4 squares. In each square they make a different list of things.</p> <p>Tasks at the working stations:</p> <ul style="list-style-type: none"> • 1st square: List of 5 things that make me happy. • 2nd square: List of 5 things that I enjoy doing. • 3rd square: List of 5 things that I am really interested in. It doesn’t matter if I currently partake in them yet. • 4th square: List of 5 things that I would like to do if I only had 5 years.

Small group sharing and discussion	25	In small groups participants talk about their things. They form the group at the last station they stayed. Conversation starters: <ul style="list-style-type: none"> • Was it hard to find those 20 things? • Are there too few or too many things that they wanted to put on the list?
Group sharing and discussion about both exercises	20	Debriefing about both exercises and sharing in small groups.

Session 7: What is my centre?

Duration: 90 minutes

Aim:

Discovering participants' inner centre and finding out what is their personal calling – what is their current mission in their lives.

Used methods:

- Discussion about the video,
- guided fantasy,
- drawing a vision of yourself,
- “My Mission Statement” exercise.

Material:

- Computer, projector and speakers,
- worksheet “List of Values”,
- white paper (A4),
- pencils or/and pens.

Program:

Activity	Min.	Detailed description
Introduction: watching a movie clip	15	As an introduction in the theme we watch together a clip from a movie Rise of the Guardians (2012) that speaks about North's Centre (link: https://youtu.be/DolFqU6KCf0). This is followed by a brief discussion (10 minutes) on the topic of our own inner centre. It refers to the symbolism of "Babushka".
Exercise: Guided fantasy "Myself as a 5-years-old"	10	Exercise in a form of a guided meditation/fantasy. All participants chose a comfortable spot with their eyes closed (sitting, lying down, ...). The trainer guides them through the steps of this meditative journey into their imagination: <ul style="list-style-type: none"> • Go back in time when you were 5 years old • What is this kid doing? • What were your wishes, what was important to you? What did you want from the future? • What would he say in the situation of today? This way participants get in touch with their inner child and in the mindset of a young kid. That's when you knew what you were doing and what you wanted to do.
Drawing your vision	5	What did you see? Participants have a few minutes to draw/write down their emotions and what did they learned from that. Those pictures are only for them – they do not share the content with others.
The Challenge: My Mission Statement – Step 1	15	Exercise with 5 steps in which participants think about their life goals and mission. Instructions for participants: <ul style="list-style-type: none"> • Identify past successes: write down 5 examples of personal successes in the last few years that can relate to successes at work, in the community, in the family environment. • Now you figure out what those successes have in common – what is the same every time you were successful?
The Challenge: My Mission Statement – Step 2	20	Each participant receives a worksheet »List of Values« (available in the Annexes). Instructions for participants: <ul style="list-style-type: none"> • Find out what your core values are. Help yourself with a list of values you received. • Select six most important values from the list. • Now underline the one amongst those six that is the most important to you.
The Challenge: My Mission Statement – Step 3	10	Instructions for participants: <ul style="list-style-type: none"> • Recognize your possible contribution. • Make a list of all the ways you can contribute to society, the local environment, the world. • Of course, you should help yourself with the core values selected in the previous step of exercise.

The Challenge: My Mission Statement – Step 4	10	Instruction for participants: <ul style="list-style-type: none"> • Prioritize. • Now you can take the time to think about what priorities you have in life and what goals you have for yourself. • Create a list of personal priorities for the next three years / next year / until completion of education.
The Challenge: My Mission Statement – Step 5	15	Instruction for participants: <ul style="list-style-type: none"> • Write down your mission according to the previous four steps. • It should be short, concise and it should include (as much as possible) all gained knowledge about yourself from the previous 4 steps. • Mission Examples: <ul style="list-style-type: none"> • »Live honestly, compassionately, responsibly with a healthy mix of realism and imagination.« • »Through education, I want to gain important knowledge and help and take care of people around me.«
Short sharing with a neighbour	5	.

Session 8: Where am I Now and How to Go Forward?

Duration: 90 minutes

Aim:

Connecting participant's personal calling with future actions and planning activities how to make an actual change in participants' future.

Used methods:

- Individual work with worksheet,
- presentation of individual work.
-

Material:

- Canvas worksheet,
- pens and pencils,
- background music.

Program:

Activity	Min.	Detailed description
Introduction and instructions	5	Trainer hands out the Canvas worksheets and explains parts on it and gives instructions how to use this worksheet to help participants' think about their future.
Individual reflection with a help of Canvas Worksheet	50	Participants have time for personal work and reflection. Support for this individual work is provided by the form (cfr. Annexes).
Presentation of the results	30	Each participant prepares short (1-3 minutes) presentation of their canvas.
Conclusion	5	Trainer sums up the presentations and gives some encouraging comments.

Session 9: What Can I Do for the World?

Duration: 60 minutes

Aim:

Creating participants' personal initiatives that are concrete, doable and reachable and also raising awareness that participants need to continue their work also after the conclusion of this training.

Used methods:

- Individual work,
- small groups sharing,
- presentation of personal work in the whole group.

Material:

- Pens and pencils,
- background music,
- white paper (A4).

Program:

Activity	Min.	Detailed description
Introduction: The story about the pier	10	<p>For the introduction the trainer in his/her own words presents the story. "The Pier Story:</p> <p>The campsite Palme in Zamošč in Pelješac lies along a beautiful sandy beach, which curves in an arc from the large sandy cape at the end of the campsite. Years ago, the sand on the part of the beach near the sandy cape was fine and round, comfortable for walking and lying down, while the sand at the end of the beach had rather sharp edges. The rocks there were large and the beach was so small that it was often completely flooded by the tide.</p> <p>The owner of the campsite has decided to build a pontoon pier that will allow visitors to moor their boats. He opted for a floating pier to minimize environmental impact and minimize construction costs. The floating pier is attached to large concrete weights at the bottom of the sea and is supported by a short wooden bridge, which stands on two concrete pillars.</p> <p>In the six years since the pier was built, the effects on the beach have become visible. In winter, when strong winds and waves carry sand from the beach and dump it where the water settles, the pleasant round sand began to pile up around the concrete pillars and began to expand the beach. Since the pier was built, the beach has expanded by a good meter and walking and lying on it have become more enjoyable. In the same way, an individual who is firmly convinced of his decision is firmly in his environment and the world around him begins to change."</p>
Forming a personal incentive	15	Participants think individually about what their personal initiative would be for the future, after completing the training. They shall draw up a draft of their initiative on a sheet.
Small group sharing	15	<p>Participants form a few small groups (3-4 people).</p> <p>Each participant presents his/her initiative in a small group, and the other group members give him/her feedback.</p> <p>Based on this feedback participants are allowed to adapt/expand/change their incentives.</p>
Presentation incentives in front of the whole group	20	<p>The initiatives are presented before the whole group.</p> <p>The trainers give some feedback.</p>

Session 10: Conclusion

Duration: 30 minutes

Aim:

Conclusion of the training, reflection and evaluation of the learning process and gathered knowledge.

Used methods:

- Revision of the content of the training,
- reflection with photos,
- final circle with commentaries.

Material:

- Background music,
- photos, pictures or Dixit cards.

Program:

Activity	Min.	Detailed description
Revision of the content of the whole training	5	The trainer goes through timetable and shortly describes what participants went through in those two days, what exercises they did and what they did during the breaks (if something special happened).
What will I take home?	20	The trainer invites the group to walk around the space and chooses a photo that most suits the questions: "What will I remember the most? What will I take back home with me?" When they find the best image, they should pick the picture up and take a seat. After everybody is finished, they shortly explain why they took the picture.
Closing circle with commentaries	5	The trainers give some space if anyone has something else to share with the group.

Training realized by Akademie Klausenhof

Central topic of the training is self-knowledge and self-consciousness. Trainers used methods which support participants getting to know better themselves, discussing the topics of values and norms, as well as developing social competences and skills.

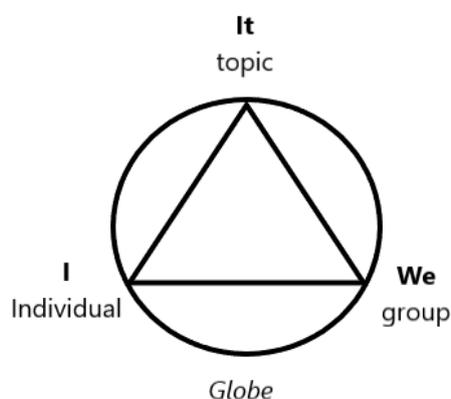
Defining own norms and values has key importance regarding the development of self-knowledge and self-consciousness, and it means an important step in the process of personality development (of teenagers). The need for developing social competences is based on previous (training) experience with the target group.

German trainers developed the training according to the following principles:

- Theme-centered interaction according to Ruth Cohn
- Extended group phase model according to B.Tuckman
- Lifeworld orientation according to Hans Thiersch
- Basics of experiential education and learning according to B.Heckmair & W.Michl

The following pages are dedicated to the short presentation of these principles.

Information block on theme-centred interaction according to Ruth Cohn



4 Elements of Theme-Centred Interaction (abbreviated: TCI):

Each group is determined by 4 elements/factors:

I (individual): the single person with his biography and demands

We (group): with goals and dynamics

It (topic): Task, Theme

Globe (environment): conducive and obstructive framework

The recognition and promotion of the balance of the “I-we-it-factors” in the environment is the basis of the TCI group work. It is the task of the TCI group leader to pay attention to the “dynamic balance” of the four factors. The balance is dynamic, because it changes constantly and never remains constant in the group process.

Dysbalances:

I - deficit:

- IT (topic) and WE (group) are in the foreground
- Individual pays more attention to the goal and interests of the group than to himself
- Group neglects the interests of individual members

I- We- Deficit:

- ES (subject) is in the foreground
- Individual interests and group realization are neglected
- There is no group feeling

We- Deficit:

- Group feeling and cooperation is neglected
- Focus on I and IT
- Group dynamics are not created

It- Deficit:

- ES (topic) moves into the background
- Group members are mainly concerned with themselves and the processes within the group
- No identification with the subject

Postulates

“Be your own chairperson”

- take personal responsibility
- Deciding on needs
- Making use of decision-making opportunities
- Responsibility for my actions lies with me, not with the group management

“Interference takes precedence”

- Acknowledge obstacles, distractions and impairments on the way to the goal as reality
- Malfunctions can occur anywhere and at any time
- Disturbances do not ask for permission
- Disorders (fear, pain, joy ...) demand energy & attention of the participant
- Displacing faults can lead to further faults

Possible sources of disturbance are internal processes of a physical, emotional and rational nature as well as external conditions of a physical, ecological, social and political nature. If disturbances are ignored or denied, they play themselves into the foreground and hinder learning, work and growth. It is therefore important to take them seriously and to work on them until the person or group is able to act and work again.

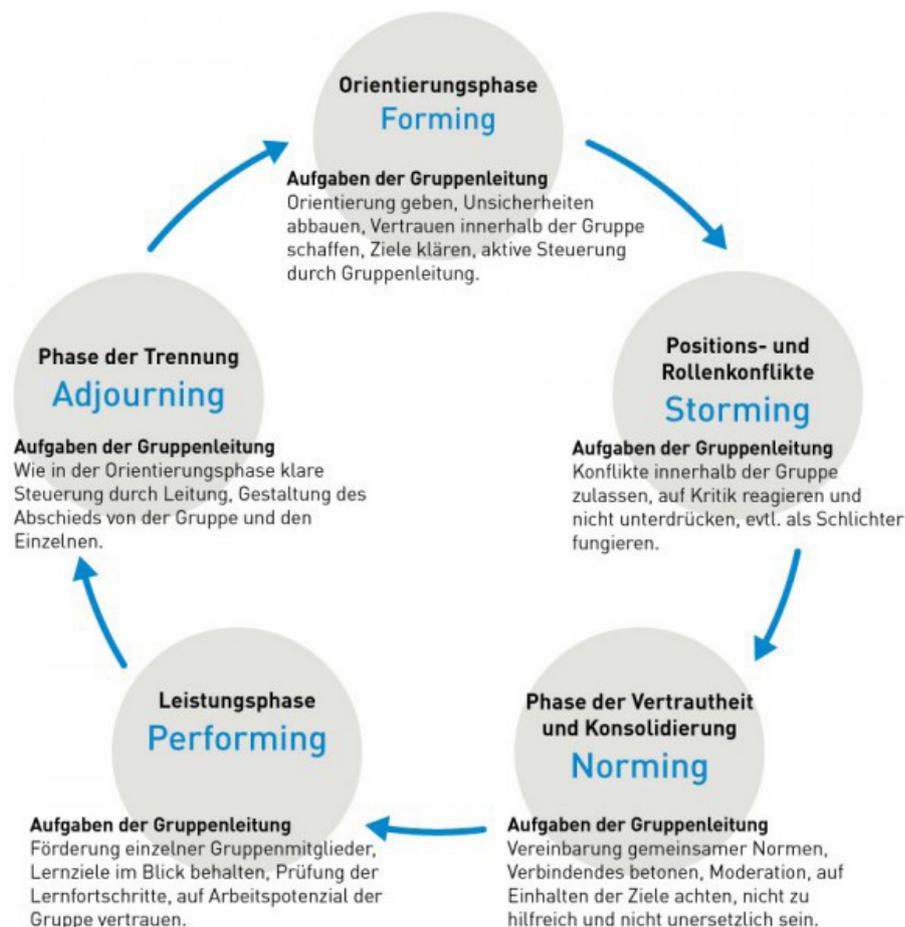
Principles of TCI (axioms):

1. (Autonomy) The human being is a psycho-biological unit. He is also part of the universe. **He is therefore equally autonomous (self-dependent) and interdependent (dependent).** The autonomy of the individual is the greater the more he is aware of his interdependence with all and everything.
2. (Appreciation) Respect is due to all living things and their becoming and passing away. Respect for growth requires evaluative decisions. **The human being is valuable; the inhuman is value threatening.**
3. (Expanding boundaries) Free decision happens within conditional **inner and outer boundaries.** Extension of these boundaries is possible.

Information block on extended group phase model according to B.Tuckman

The model can be illustrated most clearly with a graphic. The behavior of the group members has shaped the name of the individual phases.

The graphic shows the tasks of the group management within the individual phases.



Information block on lifeworld orientation according to Hans Thiersch

The everyday life of the person (client) is always taken into account in the life-world orientation. **Solutions and support are not standardized**, but **individually tailored to the client's life-world**. The individual is seen **as an expert in his or her own world**, who can make the best decision for himself or herself. She is merely accompanied and supported in this process. Decisions and actions are not taken by third parties, they have to be carried out by the client. A respectful interaction as a basic orientation of the life-world orientation (e.g. between MotivAction participant and trainer) enables a solidary and participative work. In doing so, foreign life concepts are respected and accepted. The participants are seen as mature, reflective subjects who do not need instruction, but in the best case only the demonstration of possibilities, alternatives and perspectives for action.

Information block Basics of experiential education and learning according to B.Heckmair & W.Michl

There are several definitions of experiential education, some of which overlap, but some of which also differentiate themselves from each other. One of the most widespread and recognized definitions in the German-speaking world was formulated by B.Heckmair and W.Michl in 1994:

*“Experiential education is **an action-oriented method** and aims to support young people in their personal development through exemplary learning processes in which **they are confronted with physical, psychological and social challenges**, and to enable them to shape their lives responsibly. “*

Goals & forms of learning

As it can be seen from the definition, the main objectives of experiential education are the promotion of personality and social competence.

“The main goal of experiential education is the promotion of individual skills for coping with life and the ability for interpersonal cooperation and communication in the group in the everyday environment. Experiential education enables the participants to test the limits of their own action competence and to learn and grow in the fear-free space of the group. “

In contrast to the usual further training measures and learning methods, experiential education **focuses on a holistic approach**. One element of this is that learning can take place at different levels and can be conveyed through different channels and elements. As an example we would like to mention at this point:

1. learning by hand, heart and head

The personality of the participants should be addressed on a physical, mental and spiritual level. Experiences have to be made personally, whereby they usually bring along an emotion or feeling which can be reflected and processed afterwards. This requirement makes it clear that experiential education goes beyond pure action.

2. learning through the senses

In today's society, learning is mostly second or third hand, which experiential education tries to compensate for. “It promotes the sensual confrontation (with nature) and its reappropriation through seeing, hearing, smelling, touching and tasting”.

3. learning through leisure

Since we live in a society in which technical and social processes take place very quickly, experiential education can make an important contribution to people rediscovering slowness and learning to use the quiet.

4. learning by example

Experiential education, with its settings, “reduces the complicated parameters of reality to variables that are usually controllable. In this way, [the participants] can experience the connection between action and effect, between behavior and success, between challenges of the present and the future that can be shaped. Learning in and from the group is made easier.

5. learning through experience

As has already been emphasized, the basic assumption in experiential education is that people learn better and forget less about what they have experienced.

Target group and its needs

- In the academic year of 2019-2020 the group consisted of 24 participants aged between 11 and 15 years.
- Participants attended three different schools in a catchment area of about 30 km around the Akademie Klausenhof.
- Pupils came from three different types of schools.
- At the beginning of the seminar each participant knew at least one other person, the majority of the group was unknown to each other.
- The level of school achievement, as well as family circumstances and general socio-ecological status were broadly diversified.

Because of the following reasons we can note those participants as underprivileged youth/youth with fewer opportunities:

- residence in rural areas, poor living circumstances
- migration background
- social disadvantages (family circumstances, ecological circumstances).

Trainers intended to satisfy the following needs of the target group:

Despite the diversity that the members of the group bring to the table, there are a number of circumstances and needs that apply to everyone. Participants are on the verge of becoming adults. Apart from the publicly perceived benefits, such as more freedom and more opportunities, there are a variety of challenges and requirements. They need support in the following:

- Adolescents are expected to be able to make important decisions for their lives.
- They need to develop their own goals for their lives based on their own value system and become more independent from their parents and the outside world.
- It is assumed that the adolescents can and must develop their own opinion and represent it to the outside world.
- The tension between adaptation and individualization, inevitably leads to the target group having experiences of exclusion and rejection. Dealing with this is a large and difficult learning field for young people.
- Some of them withdraw in the course of becoming independent, while others set themselves apart in order to become more self-sufficient. Consequently, the target group has an increased need for support in school and personal matters that the personal environment cannot offer.

Finally, despite careful selection of the concept, process and participant orientation is the main focus. The length of the methods and, in rare cases, a possible exchange will depend on this. For this reason, meticulous planning has also been dispensed with.

Structure of the training

First day

Time	Content	Methods
15:00	Pick up at the schools	
16:00	Welcome, cross-country walk, handing out the keys, checking in, organizational stuff, rules, preview	
17:00	Getting into conversation, breaking down inhibition thresholds, determining the reflection of the group on self-esteem and self-awareness	Ball bearing Chaos Interview Mentimeters
18:00	<i>Dinner</i>	
19:00	Movie night	

Second day

Time	Content	Methods
8:00	<i>Breakfast</i>	
9:00	Wup Discover your own special features and similarities to others gaining confidence	Wup: I ride the train Triangle of similarities
10:00	Increase self-knowledge Identify strengths and weaknesses Increase awareness of the depth of your own person (among other things also get to know important people)	Dialogue with oneself Reflection and evaluation in small groups How important isto me?
12:30	<i>Lunch</i>	
13:30	Wup Communication in groups Roles in groups Increase self-knowledge Increase social competence	Wup: Evolution Division into semigroups Semi-group A: Escape Game Semi-group B: Tower of Power
15:00		Changing the semigroups
	Stress management: Recognize stress & trigger points, learn prevention & intervention	Questionnaire on stress small group discussion
18:00	<i>Dinner</i>	
19:00	Social evening with board games, bowling, billiards, table football, darts	

Third day

Time	Content	Methods
8:00	<i>Breakfast</i>	
9:00	Wup Values goals in life Consolidation of own values through comparison/talks with others	Wup: Rush Hour in Tokyo Value auction (with 5 phases)
11:00	Presentation of the next months and seminar week Introducing the mentors mentor groups Clarify reachability Planning 2nd seminar	Present example methods for mentor groups What was your biggest success today?
12:30	<i>Lunch</i>	
13:15	Departure to the schools	

The abbreviation WUP stands for Warming Up.

- Mostly short games full of movement, which are uncomplicated, exuberant and funny,
- help the participants to get moving together,
- clear the mind, direct the attention away from your own thoughts,
- activate the left and right hemisphere of the brain,
- improve the group mood,
- may also have winners and losers, unlike cooperation exercises.

Some literature refers to WUPs as ice breakers. A term that is misleading, however, and does not clearly distinguish it from get-to-know games, which have a completely different function.

Warming Ups can be found in countless variations in specialist literature and on the Internet. The procedure and instructions for the variants we have chosen are deliberately not given in detail at this point. A WUP lives from the fact that it is selected to suit the needs of the group and the respective group phase. A blunt repetition of "our" WUPs and the order we have chosen does not necessarily lead to success but can even be counterproductive for other groups.

It is advisable for trainers to choose a game suitable for the process and the participants before each session, provide the necessary material (this could be a ball, pillow or music box) and perform it.

According to the philosophy of not giving orders or prescribing what others have to do, but to carry out methods themselves and to invite others to join in ("Don't do that, join in"), trainers and mentors have participated in all methods. In this way there is no hierarchical thinking. The signal is conveyed that trainers and mentors are not above the participants but on the same level as them, which is important when taking advice or changing perspectives.

Presentation of the methods

Ball bearings/Speed dating

Goals: Getting in contact with others, reduction of bias, easy entry into a foreign group, the possibility to get to know each individual, protected entry into a conversation by setting the topics from outside, development of a positive group climate

Explanation: The big difficulty at the beginning of a seminar is how to get into conversation with the others, what to talk about, hoping not to raise the wrong issues. For reserved personalities this is even more of a challenge. There is also the fear that one might not be able to get into conversation with the people with whom one would get along best, and thus miss the chance to find an empathic “companion”. This can be counteracted by the structure of the method and the skillfully chosen topics and questions, as you have a short conversation with each person.

Implementation: Two circles of chairs (inner and outer circle) are formed, so that pairs of chairs are distributed throughout the room. Beginning with the inner circle, all chairs are numbered, then the outer circle continues. Depending on the number of participants, for example, chair 1 would be opposite chair 20, 2 of the 19, 3 of the 18, etc. Each participant sits down on a chair. The moderator sets a topic or a question which can be discussed in pairs for three minutes. After exactly three minutes a tone sounds, and the participants change to the chair with the next higher number. Only the number 20 remains seated on the 20 the entire time, so that the rotation principle works. Accordingly, the respective person on the 19 has to slide onto the number 1 after one round. So every time you have a new opposite and the moderation sets a new topic. All topics are harmless and easy. In this format it continues until a complete rotation is achieved.

Chaos Interview

Goals: Getting to know each other, reducing bias, having a say, discovering commonalities and common interests, identifying topics for informal contact, developing a positive group climate, getting a picture of the group (interests, leisure activities, etc.)

Explanation: It is important for the group members as well as for the trainers and mentors to develop a feeling for the group early on and to discover common interests and recreational behavior of the participants. These can be used well in the further course of the seminar, especially in the breaks and evenings. The trainers select the questions in advance and can thus already give impulses or ask specific questions about aspects. The participants meet each other in a casual way, they have the opportunity to bring themselves in and position their interests.

Implementation: In the chaos interview, each participant receives a question. This can be taken from a lottery drum, for example. The participants are also given a piece of paper and a pencil and background music is played. Now each group member addresses his own question individually to all (!) others and records the answers, from which a high score is created, which is presented to the group after the interviews are finished.

Group mirror per mentiment

Goals: Capturing surveys combined with real-time visualization of results, participation of all in anonymous form, determination of the group's self-esteem and self-confidence in the mean, median and effective distribution of responses, immediate treatment of submitted responses, combining the advantages of digital tools with analog spontaneity and flexibility

Explanation: Interactive participation opportunities in the digital space offer a number of advantages. For one thing, participants, even if they are sitting in the same room, can answer anonymously and thus more honestly and in more detail without being stigmatized or exposed for their answers. On the other hand, the answers allow them to compare themselves with the other group members. Optionally, individual topics or answers can be orally discussed and debated in the large group on a voluntary basis. The graphical evaluations and representations by mentimeters allow a better overview and do not let any answers be forgotten.

Implementation: The trainers prepare several slides on the Mentimeter internet platform, give their questions and the form of the subsequent visual presentation. The participants receive a code with which they can participate in the survey with their smartphone. The answers given are automatically evaluated and displayed on a screen in real time. These can be taken up directly by the trainers and put up for discussion.

Triangle of similarities

Goals: Getting to know each other, reduction of bias, activation right at the beginning, development of a positive group climate, increase of self-esteem by recognizing the uniqueness of one's own person, as well as commonalities with others

Explanation: At the beginning of a seminar the participants should have the opportunity to get to know each other. With this method, commonalities and uniqueness are simultaneously highlighted, which has a positive effect on the self-confidence of individuals and a positive group dynamic. Hurdles and inhibitions are playfully removed.

Implementation: Groups of three are formed. Each group receives a flipchart sheet/poster and a thick marker. The task is: "Draw a large triangle on the paper sheet. Write your names on the corners of the triangle. Now look for commonalities of any kind in the conversation, which you write into the triangle. If you find similarities between two people, write them on the side of the triangle between the two names. For things that characterize only one person, use the space at the corners."

Dialogue with myself

Goals: Increase of self-knowledge, self-reflection, awareness of values and norms

Explanation: Biography work such as "dialogue", i.e. work on one's own biography, focuses on the whole person with his or her inner feelings and external circumstances. In doing so, the individual not only works on his or her present location, but also tries to trace the path back to that location and to create new paths into the future. Through this process of reflection, the individual draws new strength and courage and thereby gains a stronger self-esteem.

Self-reflection based on one's own biography is one side of biographical learning. The other side of biographical learning is the confrontation with the biographies of others. In the examination of other people's biographies, the individual learns to align his or her attitudes with those of other people, to recognize differences between the individual life paths, to gain new information, to possibly elicit individual memories through the exchange of communication and thereby to rethink and redesign his or her own life story so that a changed self-perception can develop. The "dialogue" also deals with values, norms and life goals. This increases self-knowledge, which is an essential prerequisite for self-realization.

Implementation: The participants are tuned in to the following method with a song impulse (e.g. "Dialogue" by the Wise guys, or similar) in a suitable atmosphere. Then the participants will be given a booklet with questions about themselves in the categories past, special memories, possessions, values, family and environment, future, faith, etc. The participants should take their time while working on the booklet and should not answer the questions with yes/no, but should also look at the why/background. It is a quiet individual work. At the end there is a reflection on the method, but no forced exchange of answers. At most one exchange on meta-level about the questions.

Escape Game

Goals: Improving social competence, acting and communicating in groups, training reactions to stress, practicing cooperation, building self-confidence

Explanation: Escape games enable the training of social competence in pressure situations that can hardly be simulated otherwise. Most participants let themselves be captivated by the Escape Game through their innate play instinct and forget that it is a form of training. As a result, realistic reactions and undisguised behavior can be observed and reflected upon very well afterwards.

Implementation: The participants are led into a room in which an Escape Game is set up. The task is to solve a big secret / puzzle as a group within 60 minutes. For this purpose, many small puzzles and clues are hidden within the room, which must be found and solved together. One after another more and more puzzles are solved, which are parts of the answer to the big whole. The game leader looks at what is happening, gives tips and assistance if necessary and will reflect on the experience with the group after the game and create a transfer to everyday life.

Tower of Power

Goals: Improving social competence, acting and communicating in groups, training reactions to stress, practicing cooperation, setting realistic goals and rejoicing when they are reached, learning to deal with defeats

Explanation: Cooperation exercises such as the Tower of Power serve to simulate and train social behavior in unknown and unexpected situations. Through targeted reflection, attention can be drawn to behavior patterns (how did person A deal with obstacles, what kind of communication was beneficial/unhelpful; ...).

Implementation: The cooperation exercise Tower of Power is set up outdoors or in a large indoor area. It consists of a crane device to which 8 ropes are attached and which may only be moved over the ropes. In addition, 8 wooden blocks are distributed on the floor, each of which has a different shape (e.g. beveled or uneven). All wooden blocks have a docking point for the crane device so that they can be transported by crane. The aim is to stack as many wooden blocks as possible within a given time to form a tower without it falling over. An increase in difficulty can be achieved if, for example, only persons with blindfolded eyes are allowed to operate the crane. The game leader looks at what is happening, gives tips and assistance for arrangements if necessary and will reflect the experience with the group after the game and create a transfer to everyday life.

Auction of values

Goals: Increase of self-knowledge, self-reflection, awareness of values and norms

Explanation: The own values, norms and life goals are an important part of self-knowledge. The knowledge about them enables a concrete goal in and for life and provides an intrinsic motivation for commitment as well as for setting SMART goals.

Implementation: In the large group, possible life goals or values and norms are collected together. This collection is expanded by a prepared list and displayed visually as a completed list or on moderation cards. From the complete list, the group agrees on about 20 terms, which are later auctioned off. The participants form small groups (approx. 4-5 persons) and agree on which terms they want to auction and what their maximum bid should be. After a preparatory phase, the auction begins in the sense of a classical auction (“Sold first, sold second, sold third”). Each group receives a fictitious sum of 1000 gold. The terms are offered for at least 10 gold. A raise must be made for at least 10 gold, with a visible lifting of the hand/shield/etc.

What was your greatest success today?

Goals: Increase of self-confidence, reflection of the day, positive thinking, mindfulness

Explanation: The daily observation and reflection of one’s own daily routine under a positive question can help to consolidate the positive experiences and successes of the day in the memory. Even small successes are perceived as such and will not be lost or hidden by stressful times or negative emotions. By reflecting on positive experiences, self-confidence is strengthened and consolidated.

Implementation: At the end of the first two days of training, participants are asked to record their greatest success of the day in a “diary” and to give a brief written explanation. This ready-made diary booklet, which covers one month, is given to the participants into their everyday school and life with the request to take time for it every day for 5 minutes in the evening. The process is continued and reflected upon in the mentor group.

How important is... ..to me?

Goals: Increasing self-knowledge, self-reflection, awareness of values and norms, broadening the field of vision, comparison with other views, comparison of self-perception and external perception.

Explanation: This method is suitable for groups whose members are confident that they can express their opinions freely, even if they differ from the others. The members should have a certain standing and already know each other a little. The advantage lies in the great differentiation of the feedback and the possibility to ask questions and to prove everything with an example. With this method, people can determine whether they represent their values and norms to the outside world in accordance with their standing. The own attitudes and behavior are made conscious and can be questioned. Furthermore, one can identify meaningful fields for the further development of one's own personality.

Implementation: Small groups (4-6 persons) are formed. Each person receives 10 small cards with the numbers 1-10 in their own colour, which is different from the card colours of the others. The group sits around a table with 30+ cards with impulse questions. A person A starts, draws a card and asks the other group members: "How important is [+ the text of the impulse card]". Each member of the group then picks a number on a scale from 1 (totally unimportant) to 10 (totally important), assessing how important that sentence is to Person A, and puts that card face down on the table. On command, all group members, including person A, turn over their number card. Now the other group members (external perception) tell why they have made this assessment and give an example to back up their statement. Then person A tells why he has chosen his number (self-perception). After the complete comparison, person B draws a question of impulse, asks the above-mentioned question and assesses person B on it. The impulse cards refer to values and life goals. Examples are:

How important is *earning a lot of money in my job* to me?

that my partner is educated?

avoiding problems?

learning for a lifetime?

starting a family?

Experience of implementation, suggestions for further implementation

After successful completion of the trainings for high school students, project partners collected the experience and lessons learnt from implementation as well as formulated some suggestions for future trainings.

- Target group members are interested and willing to take part in the MotivAction training and mentorship program. However, in order to have a good nr of participants, it is necessary to plan recruitment and involvement of participants, with special regard to the importance of personal relationships and the role of peers in invitation.
- As to the nr of participants, some suggestions:
 - it may be useful to implement the training in even smaller groups, such as eight to ten participants
 - it is important to take into consideration dropping out of participants. Trainers experienced a dropping out of 5% (per organization).
- Although students have previous knowledge and experience about self-consciousness, self-knowledge or career orientation, these don't form a coherent system in their minds.
- It was a good decision to start the training series with the training on self-knowledge and personal development. In the first year, during the implementation of the so-called demo trainings, partners realized that knowledge, information, attitudes of students on career orientation and financial literacy doesn't have a solid basis. Students didn't have appropriate self-knowledge, fitting their age and making them able to take future shaping decisions.
- The title *self-knowledge* is not that appealing. In the future, it would be better to pack the content as "Finding your mission", "Realizing your fullest potential", "Do the task you are born for" etc.
- Participants arrived at the trainings with the expectation of getting concrete advice in concrete decisions. However, this is (almost) impossible in a training group, as the trainings are planned to give methods, guidelines, tools for eg. taking decisions. Consequently, it seems useful to combine the training program with personal coaching or consulting.
- The realized mentorship program was useful and effective in supporting concrete decisions of concrete participants.
- Much of the content is also relevant to students in transition from the world of education to the labor market. Of course, some adjustments to the program would be required.
- It is useful to ask participants' needs and expectations about the training before planning the event as this way trainers can implement a unique, tailor-made training and effective support to participants.
- Instead of 2-day intensive training also some other forms of this program can be implemented with promising results, for example:

- group meetings over longer time-periods, for example: 10 meetings for 2 hours, once a week or bi-weekly
- vacation week with other activities also included (voluntary work, sport activities etc.)

Conclusion

Authors of the booklet entitled *Self-consciousness and personal development trainings. International experience and national implementation* aimed to present the self-knowledge and personal development trainings realized in the framework of the strategic partnership MotivAction. After defining the common basis and theoretic principles for partners' common work, we gave a detailed description of local target groups and their needs, as well as possible replies offered by the trainings.

The booklet gives an insight to the macro and micro plans of the trainings, helping education stakeholders who work with high school students as professionals or volunteers. Furthermore, practical use of the booklet is highly supported by the experience of implementation and suggestions for further use collected in the last pages.

Hopefully the Dear Reader will not only benefit from this publication but will also be encouraged to read further parts of the series of MotivAction education materials, dealing with career orientation, financial literacy and mentorship program for high school students.

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Annex

Annex 1 – Quotes on self-knowledge

Self-knowledge and getting to know ourselves is a spiritual process. It means to discover one's personality, competences, intentions, feelings, thoughts and the complex working of all these elements.

Self-knowledge is directed to understanding oneself. It means that the individual has a realistic picture of the elements of his/her personality, hindrances and possibilities. He/she knows the motives of behavior and background as well as evaluate his/her role in personal connections.

(Katalin Pálffy, Hungarian psychologist)

Getting to know ourselves is the greatest journey, the most awesome discovery, the most instructive encounter.

(Sándor Márai, Hungarian writer)

Self-knowledge refers to the knowledge about us. It means that we know our competences, characteristics, desires and goals. We are aware of positive sides of our personality and negative ones as well.

(Margit Dévai, Hungarian scientist)

Self-knowledge is knowledge and information about ourselves, meaning conscious, conceptual, well verbalizable information.

(László Buda, Hungarian psychotherapist)

In addition to consciousness, psychological self-knowledge focuses on experientiality: the experience of the self, especially the emotions and moods that are reactions to external influences, especially to the other person.

Self-knowledge is formed by the continuous observation of our personality's reactions in different situations, by the verbal and metacommunicative, non-verbal feedback of others' images of our personality. This way it can be defined as a specific set of abilities and skills, a combination of attitudes, knowledge and learning strategies, so as a key competence.

A person has an overview of the components, limits and possibilities of his own personality, he has an insight into the springs, background, system of motives of his behavior, he correctly judges his role and impact in human relations.

(Katalin Pálffy, Hungarian psychologist)

Basic pillar of self-knowledge is a life full of with stimulus.

(Orsolya Kovács, Hungarian psychologist)

People around us give the necessary reflection for seeing better and accepting ourselves.

(Orsolya, Kovács Hungarian psychologist)

He who is special pierces the eyes of those who do not dare or cannot be special. And that's why they're angry. So, whoever is special must also be brave.

(Sándor Komáromi, Hungarian drama teacher)

The less a person understands his feelings, the more will become a victim. The less he sees their meaning, the answers given to them, and the behavior of others, the more likely he is to relate to them incorrectly, so they won't find their place in the world.

(Howard Gardner)

What kind of future you expect comes from your thoughts about the past. Your future will be like your past if continue thinking the way your past was created. If you change your thoughts about the past, your thoughts about the future will also change, creating a better future. Your future is a story, it is you who created it, just like your past.

(Alan Cohen)

Be happy that nobody can deprive you the experience of discovering yourself. Experiencing your own inner world is a miracle for which there are no words.

(A. J. Christian)

At least, people can speak honestly to themselves.

(Ted Chiang)

It's hard to see myself as I am and not as I want to be.

(Anna Fehér, Hungarian actress)

Negative feelings can often help us realize much more about what we desire than good, positive feelings.

(Al Ghaoui Hesna)

One experiences about oneself who is in extreme situations, such as in prison, in a labor camp, in a cave or on a hilltop with others, when survival, fairness, solidarity means something else in one fell swoop, and in this heightened situation everything turns out. (Zsófia Balla, Hungarian poet)

The body speaks for itself, its cues are clear and powerful, it tells you what makes you happy, what makes you sad, how you handle tension, how you react when something makes you angry. Your hunched

posture will tell you how much weight is being placed on your shoulders this already foggy, damp Monday morning. The ease of today's steps may stem from yesterday's good news. Your running can express how you move around the world, that is, how you thrive in everyday life, in your personal and work relationships. Will you get to your job in a hurry, but will you get tired soon? You're consistent, you dictate steady speed to yourself, but you can't let go of things, even if you have to? Or is it just the ribbon floating in front of your eyes and you forget that how important you run is also important?

(William Pullen)

Accepting the mistakes of others begins with accepting your own mistakes and imperfections - if you want to treat others well, you must first learn to treat yourself well.

(William Pullen)

We all have to find what works best for us and allows us to be our own best version of ourselves.

(Kate Hudson)

You say life hurt,
I say rejoice that you live!
All pain, joy is because
to understand more of yourself.

(Kowalsky meg a Vega, Hungarian music group)

We define ourselves based on the feedback from those around us: when everyone sees us as beautiful, we also see ourselves as beautiful.

(Mihály Csíkszentmihályi, Hungarian-American psychologist)

Thrice daily I ask myself: In dealing for others, have I been unfaithful? Have I been untrue to friends? Do I practice what I preach?

(Confucius)

Courage means that there will come a moment when everything is up to you, everything, both life and death, everything, and you know that everything is up to you and you can bear the responsibility and weight of that knowledge and take on your destiny and you do what you have to do. And don't think you can't be afraid in the meantime. Because being scared doesn't mean you're a coward. Because fear is the foundation, and it means that you know what you are facing. If you can defeat your fear in the decisive moment, that is courage.

(György Dragomán, Hungarian writer)

Don't be afraid to go big if it seems necessary. You won't cross the gap in two small steps.

Annex 4 – Mission impossible tasks

1. Three group members shall cross the room, without touching the floor. (10)
2. Make a pyramid from six group members, take a picture and show it to the trainer. (20)
3. Make a video about a performance of five group members singing a famous song. (10)
4. The whole group shall plank for 30 seconds. (10)
5. The whole group shall remain silent for 2 minutes. (10)
6. Find the member of the group who have the most siblings.
7. Make a board for a game and write instructions on 5 squares. (10)
8. Find the most flexible person in the group and show to the trainer what he/she can do. (10)
9. Four group members shall clap for 5 minutes as a motivation for others. (5)
10. Write a list on the birthdays of all group members. (5)
11. Make a selfi-ception. This is a selfie, which represents someone taking a selfie, which represents another person taking a selfie. (in total 3 people) (20)
12. Do a group hug with all members and the trainer. (5)
13. Let's find out a name of a new board game and make an attractive marketing text of 80 words. (20)
14. Make a "tunnel" from group members' legs and one member shall go through it, in both directions. (5)
15. Take a picture about the smallest and tallest group member and show them to the trainer. (5)
16. Take a picture of those two group members who know each other for the longest time and show it to the trainer. (5)
17. Make 15 paper airplanes. (15).
18. Write a story which contains the names of all group members. (15)
19. Prepare sg that the trainer can wear (eg. paper cap, tie etc.) (10)
20. Let's count how many pets you have in the group. (10)
21. Find out nicknames for everyone that doesn't contain their names. (15)
22. Find out a name and a motto for the group and show them to the trainer. (10)
23. Let's imitate the voices of a rainforest, all group members shall take part in the exercise. (20)

Annex 5 – Test on time

If you were free to decide the time to wake up, when would you like to?

- A, before 6:30 a.m.
- B, between 6:30 and 8:45 a.m.
- C, after 8:45 a.m.

When you have to wake up at a certain time, do you use an alarm clock?

- A, No, it's not necessary for me as I can wake up in time by myself
- B, Yes, I use it. I don't fall asleep again after the clock sounds or at most once.
- C, Yes, I definitely need the alarm clock and I push the snooze several times in the morning.

When do you wake up at the weekends?

- A, At the same time, as on weekdays.
- B, 45-90 minutes later than on schooldays.
- C, More than 90 minutes later than on schooldays.

How do you do with jetlag?

- A, It's terrible
- B, I can adapt to it within 48 hours
- C, I can adapt very fast, especially if we adjust the clock to a previous time.

What is your favorite meal? (think about its time, not the type of meal)

- A, Breakfast
- B, Lunch
- C, Dinner

If it was up to you to decide the time of a test, so as you can do your best (concentration, attention), what time would you choose? (It is important to do your best, not just to get over it.)

- A, In the early morning
- B, In the early afternoon
- C, In the late afternoon

If you could do sports at any time during the day, when would you most like intense exercise?

- A, Before 8.00 am
- B, From 8.00 am to 4.00 pm
- C, After 16.00 pm

When do you feel most wakeful/alert?

- A, 1-2 hours after waking up
- B, 2-4 hours after waking up
- C, 4-6 hours after waking up

If you had to spend 5 hours a day studying, what period would you choose?

- A, from 4.00 am to 9.00 am
- B, from 9.00 am to 2.00 pm
- C, from 4 pm to 9 pm

What kind of thinking is more characteristic of you?

- A, Left-hemisphere: rational, strategic, analytic
- B, Balanced thinking
- C, Right hemisphere: governed by fantasy, creativity and good empathy

Do you take a nap during the day?

- A, Never
- B, Rarely in weekends
- C, If I took a nap during the day, I'm sure I wouldn't be able to sleep at night.

If you had to do some extremely difficult physical work (eg. moving furniture or cutting wood), what time would you choose?

(It's important to work effectively and safely, not just getting it over)

- A, 8.00-10.00 a.m.
- B, 11 am -1.00 p.m.
- C, 6-8 p.m.

How do you relate to a healthy lifestyle in your decisions?

- A, I almost always make a healthy decision.
- B, Sometimes I also keep my health in mind.
- C, It's a struggle for me to make decisions based on my health

How much do you feel comfortable when taking risks?

- A, little
- B, medium
- C, high

How do you think to the future?

- A, I'm future-oriented, I have great plans and clear goals
- B, I know (my) past, I look to the future with hope and I try to live in the present
- C, It's all about what I like doing at the moment

How would you define yourself in the morning when you get up?

- A, Best in the class
- B, I can work at a good level
- C, I'm lazybones

How would you describe yourself at the morning after waking up?

- A, Energetic, in good mood
- B, A bit tired, but I still keep going
- C, Totally distracted, I'm terribly tired

When you get up, are you hungry?

- A, I'm terribly hungry
- B, I'm hungry
- C, I have no will to eat at all

How often do you suffer from insomnia?

- A, It is very rare, and there is always a compelling reason, eg.jetleg
- B, In stressful times it happens
- C, It's chronic tome, insomnia comes periodically

Are you satisfied with your life?

- A, Totally
- B, Overall, yes
- C, Not really

Annex 6 – Are the following sentences true or false?

1. Even the slightest noise or light prevents me from falling asleep. If I have already been sleeping, I immediately wake up to it.
2. Eating is not my favorite passion.
3. I often wake up before the alarm clock sounds.
4. I don't sleep well in vehicles, even if I use blindfolds or earplugs.
5. I'm often irritable because of tiredness.
6. I'm really worried about even the little things.
7. I have sleep disorder.
8. In school I was anxious because of my marks.
9. I'm worried about the past and/or the future, consequently I lose time dedicated for sleeping.
10. I am satisfied only with perfect things.

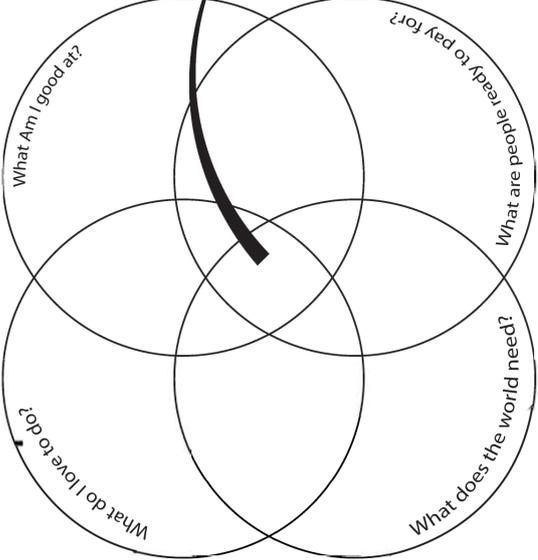
Annex 7 – List of Values Worksheet

Abundance	Benevolence	Consistency	Dominance
Acceptance	Boldness	Contentment	Dreaming
Accessibility	Bravery	Continuity	Drive
Accomplishment	Brilliance	Contribution	Duty
Accountability	Calmness	Control	Dynamism
Achievement	Camaraderie	Conviction	Eagerness
Activeness	Capability	Coolness	Ease
Adaptability	Care	Cooperation	Economy
Adoration	Carefulness	Cordiality	Ecstasy
Advancement	Celebrity	Correctness	Education
Adventure	Certainty	Country	Effectiveness
Affection	Challenge	Courage	Efficiency
Affluence	Change	Courtesy	Elation
Aggressiveness	Charity	Craftiness	Elegance
Agility	Charm	Creativity	Empathy
Alertness	Cheerfulness	Credibility	Endurance
Altruism	Clarity	Cunning	Energy
Amazement	Cleanliness	Curiosity	Enjoyment
Ambition	Cleverness	Daring	Entertainment
Amusement	Consciousness	Decisiveness	Enthusiasm
Anticipation	Conservation	Decorum	Environment
Appreciation	Conviviality	Deference	Ethics
Approachability	Closeness	Delight	Euphoria
Approval	Comfort	Dependability	Excellence
Art	Commitment	Depth	Excitement
Articulacy	Community	Desire	Exhilaration
Assertiveness	Compassion	Determination	Expectancy
Assurance	Competence	Devotion	Expediency
Attentiveness	Competition	Dignity	Experience
Attractiveness	Completion	Diligence	Expertise
Availability	Composure	Direction	Exploration
Awareness	Concentration	Directness	Extravagance
Balance	Confidence	Discipline	Extroversion
Beauty	Conformity	Discovery	Exuberance
Being the best	Congruency	Discretion	Fairness
Belonging	Connection	Diversity	Faith

Fame	Humility	Love	Popularity
Family	Humour	Loyalty	Potency
Fascination	Hygiene	Majesty	Power
Fashion	Imagination	Marriage	Practicality
Fearlessness	Impact	Mastery	Pragmatism
Ferocity	Independence	Maturity	Precision
Fidelity	Individuality	Meaning	Preparedness
Fierceness	Industry	Meekness	Presence
Firmness	Influence	Mellowness	Pride
Fitness	Ingenuity	Meticulousness	Privacy
Flexibility	Inquisitiveness	Mindfulness	Proactivity
Flow Fluency	Insightfulness	Modesty	Prudence
Focus	Inspiration	Motivation	Punctuality
Fortitude	Intellect	Mysteriousness	Purity
Frankness	Intelligence	Nature	Rationality
Freedom	Intensity	Neatness	Realism
Friendliness	Intimacy	Nerve	Reason
Friendship	Intrepidity	Nonconformity	Recognition
Frugality	Introspection	Obedience	Recreation
Fun	Introversion	Openness	Refinement
Generosity	Intuition	Optimism	Reflection
Gentility	Intuitiveness	Order	Relaxation
Giving	Inventiveness	Organization	Reliability
Grace	Investing	Originality	Relief
Gratitude	Involvement	Outdoors	Religiousness
Growth	Joy	Partnership	Reputation
Guidance	Justice	Patience	Resilience
Happiness	Keeness	Passion	Resolution
Harmony	Kindness	Peace	Resourcefulness
Health	Knowledge	Perceptiveness	Respect
Heart	Leadership	Perfection	Responsibility
Helpfulness	Learning	Perseverance	Rest
Heroism	Liberation	Persistence	Restraint
Holiness	Liberty	Philanthropy	Reverence
Honesty	Lightness	Piety	Richness
Honour	Liveliness	Playfulness	Sacredness
Hopefulness	Logic	Pleasantness	Sacrifice
Hospitality	Longevity	Pleasure	Sagacity

Saintliness	Spontaneity	Unflappability
Sanguinity	Stability	Uniqueness
Satisfaction	Status	Unity
Science	Stillness	Usefulness
Security	Strength	Utility
Self-control	Structure	Valor
Selflessness	Success	Variety
Self-reliance	Support	Victory
Self-respect	Supremacy	Vigor
Sensitivity	Surprise	Virtue
Sensuality	Sympathy	Vision
Serenity	Synergy	Vitality
Service	Teaching	Vivacity
Sexuality	Teamwork	Volunteering
Sharing	Temperance	Warmth
Shrewdness	Thankfulness	Watchfulness
Significance	Thoroughness	Wealth
Silence	Thoughtfulness	Wilfulness
Silliness	Thrift	Willingness
Simplicity	Tidiness	Winning
Sincerity	Timeliness	Wisdom
Skilfulness	Traditionalism	Wittiness
Solidarity	Tranquillity	Wonder
Solitude	Transcendence	Worthiness
Sophistication	Trust	Youthfulness
Soundness	Trustworthiness	Zeal
Speed	Truth	
Spirituality	Understanding	

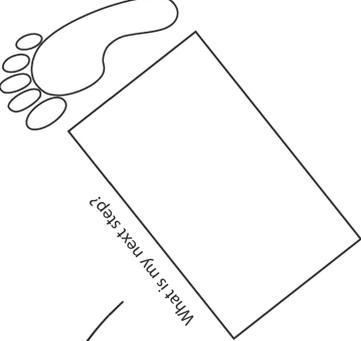
Annex 8 – Canvas modell

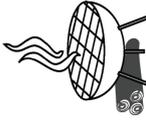


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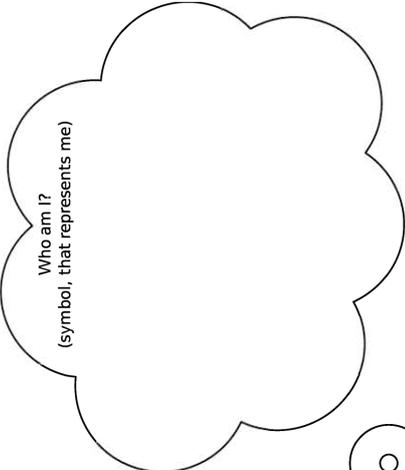
What kind of world do I wish to live in?

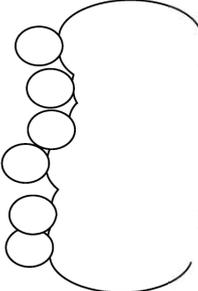


What is my next step?


How do I keep my inner fire?


What knowledge do I need or want?

Who am I?
(symbol, that represents me)


Who can support me?


What do I love to do?
What Am I good at?
What does the world need?
What are people ready to pay for?

Questionnaire on stress

Take a moment, pull back and go through question after question. Think and try to answer the questions in your mind. If you like, take notes.

In what areas, in what situations do I feel stressed?

- 1a. Have I had a turbulent time lately?
- 1b. Have I had to cope with any special situations? If so, what did they look like?
- 1c. Have I been under particular time pressure in the past (in the last six months)?
- 1d. Did I have a lot or too much to do at school?
- 1e. Did I have disagreements with people from my environment that were not clarified?

How can I tell if I'm stressed?

- 2a. Am I nervous, tense, do I react hypersensitively to small things?
- 2b. Can I concentrate less well, do I forget a lot, do I have the feeling that I can't do anything anymore because everything is too much for me?
- 2c. Do I have to realize that I am constantly irritated, maybe even react aggressively?
- 2d. Do I have headaches, stomach aches, sleeping problems because of all the stress?
- 2e. Do I feel empty, burnt out, no longer feel like doing anything?

What do I do when I feel that I am stressed?

- 3a. Do I let off steam? How do I let off steam?
- 3b. Do I switch off on the couch and let the water flow?
- 3c. Do I grab my gym bag and go for a run?
- 3d. Am I asking for help?

Dialog with myself



Data

(facts that might tell little about you, or maybe more?)

Name

Nicknames you've had ?

Place(s) of residence

Family

Friends

Characteristics

(things that are characteristic for you)

Where and when you stand up and say loudly: NO!?

What should be in a safe for you to think of cracking it?

What is the most forbidden thing in the world for you?

Which are your most positive attributes?

If you could change something about yourself immediately, what would that be?

What gives you courage?

Moments in your life
(Highlights today and earlier)

In a normal daily routine, what are looking forward to most?

Does this „thing“ from the previous question come up every day and if not, would you like it to?

Are you alive and how do you know?

In which situation did you feel really comfortable for the last time and free of worries for the moment?

Your earliest memory...?

A memory that still makes you laugh inside?

One of your angriest moments?

A moment when you got sentimental?

What's the most important day of your life so far?

An encounter with a person who has impressed or shaped you?

Fears & Desires

(perhaps the title can only be understandable by taking a second look at the questions)

What's been on your mind for a long time?

If you could grant yourself three wishes, what would they be?

If you only had one more day to live, what would that day look like?

Let's imagine you found an omniscient genie to answer your ONE question. What question would you ask?

Sustain(ability) & Crutch

(you can count on it, it's important to you...)

Name something you're particularly proud of?

When do you feel most comfortable in general?

Something in your life you couldn't possibly go without...?

You're going to go to a desert island and you're going to have one person to go with you. Who would that be?

Do you think that everyone needs something to hold on to or believe in?

What is the difference between faith and the meaning of life (whatever that may be) for an individual person?

Favourite things & possessions

(sometimes funny, sometimes individual, but definitely yours)

A song that means something to you...

A movie you've taken a lot from...

If your room burned down, what would you save first?

What would be the most beautiful thing someone could give you as a gift?

What is your strangest possession?

What is your most precious possession?

Impulse cards for „How important is... ..to me?“

Note: The individual impulses are cut out, mixed and placed with the text side down in the middle of a small group. Sometimes the wording of the question has to be changed a little bit to make it grammatically smooth.

Feeling free

Being able to forget

Archiving something great in life

To be responsible only for myself

Participating in a youth group

Living as if every day was the last

To have a firm hold in life

Experience something really exciting

At least once to make it big

Experience days without pressure and stress more often



Not having to wait too often for recognition

To be as little dependent on others as possible

Preferably never get the feeling that „nothing can be done“

Don't chicken out before difficult tasks

Refusing to put up with a lot

Avoiding conflicts as far as possible

Not resigning myself to the injustice in the world

Don't be afraid of fear

Having good friends who tell me what they think about me

To have nice dreams

Doing something „crazy“ once in a while

Having people around me who accept me with my mistakes



To be grown up

Not letting myself be determined by the opinions of others

Being somebody who is respected by people

Being „young“ for as long as possible

To enjoy life before it's too late

Always have a sanctuary

Learning to accept my own weaknesses

Having precise plans for the future

If possible, don't rub it in.

Having the courage to take the first step

Being able to do things better than I can do now (to improve)

Getting to know people who think and live differently than I do



Knowing that there is something, that I can do better than others

Having the ability to take things as they come

Take a risk once in a while

Testing my own efficiency

Having many friends

Not being dependent on other people

Being able to live the way I want

Being able to fight to achieve something

Being able to live differently than most

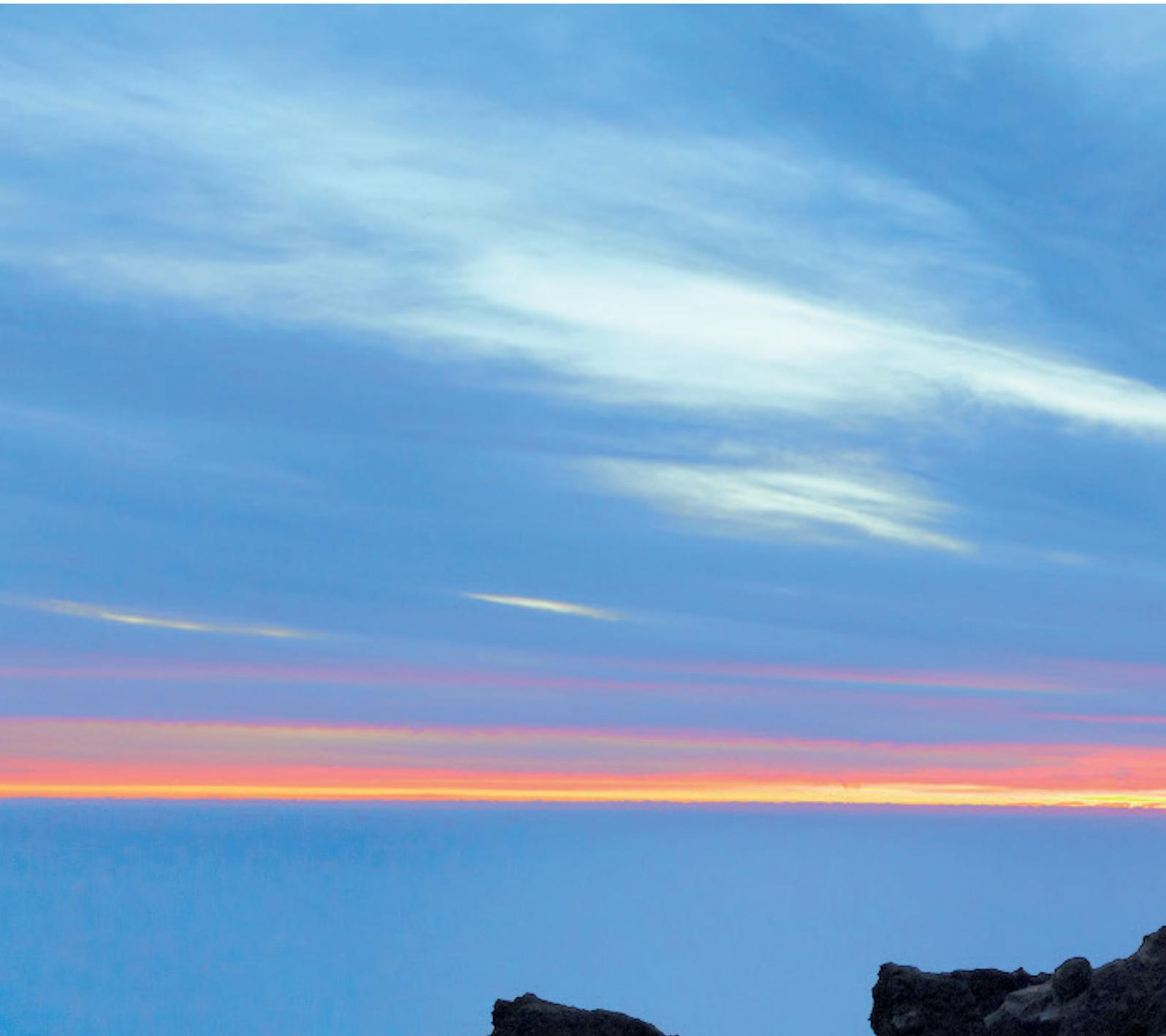
Never being lonely and helpless



Cut-out pattern for the numbers 1-10 for the method „How important is... ..to me?“

1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
10	10	10	10	10

Motiv/Action



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