

GROW UP! IT

Competences and framework for social system youth workers.



Erasmus+

Personal Power

Script No. 1 for 4 hours



Powiatowe Centrum
Pomocy Rodzinie
w Oświęcimiu



UK - Butterflies LTD



FERI

Wyzwania, do których podchodzi się we właściwy sposób, są do pokonania.
Lionel Shriver

BE SMART method
Script No. 1 for 4 hours

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I. General information

The duration of the class:

4 hours

Recipients of the classes:

The recipients of the workshops are groups of young people (girls and boys) between 13 and 18 years of age, who are the pupils of care and educational institutions, youth education centres, foster families, educational centres, schools. The script can be used by all other people interested in the subject of an interview, including preparation of a young person entering the labour market to participate in an interview on the basis of skillfully transforming destructive beliefs into those which will be supporting or healthy for young people.

Number of participants :

Workshop group for 12 people of both genders. It is also possible to conduct a workshop in a smaller group of at least 8 people, depending on the conditions of the premises.

Proposed working methods:

- Active ways of conducting classes: group work
- Active ways of teaching: working in pairs
- Individual work
- Brainstorming
- Imagining techniques
- Psychoeducation
- Mini lecture

Sample materials needed for the meeting:

- Work cards
- Markers
- Sticky notes,
- Flipchart,
- Pens,
- Printed work cards and information cards for participants
- Certificates
- Evaluation survey

Coursework

The main objective is to strengthen the competence to transform destructive beliefs into those that will be supportive or healthy for young people. It assumes finding in youth the potential, self-acceptance and wise self-liking. It puts emphasis on getting to know oneself, self-acceptance, liking oneself and one's flaws, getting rid of barriers, gaining awareness of one's own resources, ability to cope with stress, and thus acquiring such skills which will allow us to satisfy our needs so that going through the recruitment process in the situation of applying for jobs is easier and more conscious.

The following results are planned to be achieved by the participants:

- Acquiring knowledge of one's beliefs about one's own competence
- Acquiring knowledge on how to deal with stressful situations during an interview
- Acquiring the ability to think rationally based on 5 RTZ questions.
- Increased self-confidence
- Increased self-esteem
- Improvement of self-esteem
- Acquisition of competences concerning personal development in the field of raising personal and professional competences.

After or even during the process of vocational education, we apply for a temporary job still learning, holiday or permanent, according to our professional qualifications, but not always. Sometimes, in spite of our professional competences and skills acquired, we still hesitate to take up a job in our profession, being convinced that we are not "good enough" or that "others are better". Dysfunctional assumptions may be triggered, e.g. "you will definitely not get this job". so we can feel stressed out during the interview. Talking to a future employer is like starting a competition - we feel nervous, we want to win, and our body is filled with adrenaline. And just like in sporting skirmishes, during the qualification meeting a solid preparation brings us closer to the podium. What is most important during the interview?

The question about your advantages and disadvantages will be asked at each of your interviews.

Candidates hate it!

If you are among them, or if you are wondering:

"Which of your strengths are best presented to your employer?"

"How do you answer the question about your weaknesses?"

"What influence does the answer to the question of strengths and weaknesses at an interview have on the employment decision?" During the workshop, young people will learn how to make a first impression.

The teacher/teachers move. Welcome - (5 min)

- Name
- Education,
- Professional experience
- Interests

3. Group rules - (10 min)

The trainer distributes colourful sticky notes to participants and asks the question: "To feel good and safe together, I need ...". It gives participants about 3 minutes.

Example:

What we do	What we don't do
We are kind to each other	We don't criticize each other
We respect each other	We don't use cell phones
We communicate a break	We don't evaluate other people's statements

The leader collects the cards, reads them out loud, asks if everyone agrees to the rules if he sticks them on the flipchart sheet. After reading all the cards, the presenter asks if there is any rule that should be on the card (if participants still have a proposal we write it on the card and stick it on).

4. Questions about what we expect from the program. Verification of expectations - (10 min)

The trainer distributes one adhesive card to participants and asks them to write down their expectations from the BE SMART programme. He gives participants 3 minutes to do so. Then he collects the sheets of paper, reads questions / statements and discusses them.

5. Garage - (5 min)

The instructor takes out a previously prepared A4 card /flipchart with the inscription "GARAGE" and a marker and informs the participants what a garage is: "garage - during the breaks in the garage each of you can write down your question about the content and course of the workshop. We will answer them after the break."

Meritories

Introduction to the programme. (10 min)

The ability to acquire knowledge, communicate, adapt to new unknown places and situations is one of the key human competences that can be used to adapt quickly, recognize opportunities, ensure one's safety. These skills translate into family and professional life. When making a decision about change, a person has to take into account that it always entails a consequence. It is often the case that it is directly connected with loss and profit. Young age, the need for belonging, acceptance, the need for quick profit, can influence the rational judgment of one's own abilities, resulting in resignation from school and lack of education. They are often exposed to dishonest employers, human trafficking, sexual exploitation, abuse or participation in crime. As adults, it is our job to understand these many factors that have a clear need for a young person. Hence, the way we communicate in a youth-adult relationship is crucial. Communication based on partnership, trust and acceptance of the relationship will enable us to establish cooperation. It will help us understand and show respect for our recipient, respect his autonomy, i.e. accept his own decisions. Active empathy, i.e. actively supporting the good of another person and putting his or her needs first, will bring us closer to knowing many paradigms affecting the situation in which our recipient has just found himself or herself. Our work is to focus on extracting resources, finding strengths and obligatorily maintaining autonomy, we are ready to admit that the man opposite is an EXPERT, not us!

As specialists we accompany this man, we do not interfere with his decisions, the way he perceives the world - the problem, we do not undermine or diminish the rightness of this choice. Orientation, which means a constant process of searching for and sustaining the direction in which our recipient wants to go, will be important. Let us remember that it is the recipient who decides whether and how to strive for change-it is not possible to deprive them of this right.

Our overriding task is to support. It may happen that a person needs expert information from an adult, so you should focus on bringing out the information the person has about the issue. In the next step, when referring to the reported issue, we ask for permission to provide information, then we ask for feedback on how the person understands the information provided by us. The sense of causality, the decision making of the person we work with, is influenced by the process of evoking and strengthening internal motivation, based on a world of values, desires, needs, reasons and commitment and expression of readiness, and then by capturing the words and attitudes that speak for change, calling them in direct conversation. Strengthening confidence in our own effectiveness and achieving an autonomous concept for change gives us a very high probability of achieving an optimal plan, which includes both developing a commitment to change and formulating a concrete action plan. The basis and foundation for working in the Spirit of Motivating Dialogue (DM) with the other person is the OARS tool, which is explained and described below.

OARS tools (oars)

Open-ended questions (Open questions); like.,

- What do you think...?
- How do you think...?

Let's avoid questions starting with why and when

- - NO. - When was the last time you ate candy? - is a closed question
- - Yeah. - What would you like to tell me about your diet - opening question.
- - No. - Why do you avoid going to math? - closed question
- - Yeah. - How are you doing at school? - opening question

Dowartościowania (Affirmations)

Remember to make them real and authentic!

JOHNNY: Yesterday I was in class at that zolza and I sat down the whole lesson.

DOROSŁY : If you decide to do so, you can achieve your goal despite the difficulties.

Reflections apt empathy, promoting autonomy

We can easily repeat the last sentence after the young man, we can talk about our own interpretation, how we understand him, his behaviour or his emotional state. This is an elaborate paraphrase.

JOHNNY: Yesterday I was in class at that zolza's and I sat down the whole lesson.

DOROSŁY: You were in class yesterday

Despite the difficulties between you two, you went to class.

You know that attendance is influenced by passing the course.

You want to finish this school/class

Podsumowania (Summaries)

Every few questions/reviews can summarize what we have heard so far, how we understood it and how we understand the direction a person is going in.

Our way of being authentic must be authentic, and we must refrain from reflexing to fix, to ask multiple questions (ratio 1 opening question = min 2 reflections).

The workshops are primarily aimed at building a sense of self-activity, a skilful search for resources, a way to ask questions and an openness to speaking out how we understand someone. Understanding the importance of the scheme of thinking, asking questions, deepening knowledge, researching one's own resources, creating a plan containing answers to possible threats resulting from choices made.

Mini lecture (10 min)

A conscious career path – GOING ABROAD

What is a career path? Maybe it's important? Maybe it affects our future, what do you think about it? What are your experiences to date in this area? - possible extraction of information about the knowledge the participants have and after their statements, you should ask for permission if we can provide additional information.

According to the PWC report (a global network of companies that provides accounting, auditing and advisory services) "(Unconscious career choices", nowadays as many as 40% of young people believe that studies do not prepare them for work. In secondary schools 62% of students have declared professional plans. The fact is that the key factor in choosing a university is the real possibility of realizing one's passion and as many as 90% of the respondents were in favour of it.

The main factors determining us to choose one or another professional direction are the profits we gain from it. For everyone it can be something different, money, personal development, realization of passions, or maybe someone has another idea?

At what stage do our professional plans are being clarified, what affects them? Maybe you have an idea? People make different decisions in life, mainly based on their needs, desires. It is natural to have a need and satisfy it, as well as a desire, resulting in the idea of how to get it. Usually we have enough money, but we have to get it. At a young age, we often ask for it from our older and working parents, but there comes a time when we want to earn "our own", because it will be "mine" exclusively.

How can you gain experience and professional skills? Often young people, in order to gain experience, undertake volunteering in places that they associate with their later professional development. They take advantage of the possibility of apprenticeships, undertake internships. At each of these stages it may be important to talk to a career counsellor, do competence tests, ask your friends.

During the workshop we will have the opportunity to ask ourselves questions, think about possibilities, look at our resources, desires and expectations. We will focus on finding our strengths and try to plan how we can use our potential and choose the path that is beneficial for us. It happens that young people, influenced by someone or something, make an impulsive decision to drop out of school and go abroad

What do you think of that now? **Was something important to you?**

Exercise 1 Icebreaker

Introduction of participants (20 min)

The presentation is started by the leader to embolden the group.

My name is ... (the leader gives his name) and I ask you to stand together in a circle.

The participants form a circle. The leader gives instructions on how to present oneself: Please give your name first, adding some specific movement e.g., My name is X(give your name) while scratching on your ear or clapping, and then point to the first person on your left or right saying: I ask you to repeat my name and add your name and movement, the next participant ask you to continue the scheme. The game goes around the circle until a beginner has to repeat the names and movements of each participant.

When the group has gained energy, ask the participants to pair up, face each other and form a closed circle. The person inside is standing backwards to the center of the circle and the other person is standing opposite. The instructor informs that he will announce the topics to be discussed and the participants will be able to talk for sixty seconds each. It is important to encourage people to give each other the opportunity to speak to each other before the beginning. After sixty seconds, the presenter says STOP or uses an agreed tone (classic) and asks the people in the outer circle to move one person to the right or left, giving the next topic of conversation. The possibility of directing the topics allows the group to adapt to their needs.

Some sample topics:

- What's good news for you?
- How do you deal with difficult situations?
- What do you think about work?
- How would you handle yourself abroad?
- What are your strengths?
- What are your expectations of your professional life?
- If you had 10,000, what would you spend it on?
- How did I deal with the last problem?
- What people and in what situations can I count on?

Zadanie 2. Around my desires, around my needs. (20 min)

The trainer distributes prepared sheets of paper on which participants will write down answers related to self-knowledge about reasons and motivation for considering the question What kind of life do you want, how do you imagine it (would be different than now)? It makes sense to look at the areas of your life that you want to change, especially when it has a significant impact on your life: interrupting your education, going abroad to do your work and gaining the necessary knowledge to minimize losses/threats . This gives us the opportunity to identify the things we want to change, to set priorities and to scale up our possibilities. The leader informs the group that these are individual work cards, but also informs that after completing the exercise, people willing to share the contents of their work cards with the group. It may turn out that people from the group have similar needs, and this will give space for discussion or interruptions.

Work card 1

Think for a moment and answer the questions:

- what life you want,
- as you can imagine it
- would be different from now?

Remember, you can exchange any number of ideas. They are just for you and yours.

If you were now to choose the most important point for yourself, which would be and for what reasons?

On a scale from 1 to 10, mark how important it is for you to achieve this goal.

1 2 3 4 5 6 7 8 9 10

What made you decide on these numbers?

Think for a moment and answer the question why you haven't marked a smaller number on the scale. For example, if you have marked 7, why didn't you mark 5. Next, write down what you would need to be higher on the scale.

Exercise 3. Hidden desires (15 min)

Continuing the previous task, the trainer distributes work cards to participants 2. He informs that he will also read the questions aloud. The questions refer to the goal, the change that each person has individually chosen in the previous task and asks to write the answers on work card 2.

Work card 2

1. Think for a moment and list the ways you want to achieve your goal.

2. Now focus on your capabilities and list the ways in which you can achieve your goal.

3. Think about it and write down the reasons why you should achieve this goal

4. What do you feel about the need to achieve this?

5. Your goal, its vision is already a little bit with you, the steps you have taken so far, which have brought you together to achieve it.

6. Which helped you to achieve similar goals, in your earlier life.

It is important that the trainer encourages them to write down the many variants that come to mind after each question asked, which will enable participants to look at needs and opportunities from a wider perspective. After completing the exercise, the trainer can ask the group members to share the content, comments, observations.

Task 4: Strengths (15 min)

Teamwork in groups.

The leader asks for pairing. Then he asks the participants to talk about their strengths for two minutes alternately. The change is signalled after two minutes by a clap in the hands. At the end of the next two-minute cycle, the presenter asks the participants to give feedback on how and what the interlocutor heard. Instruct the participants that in the feedback we focus on talking only about the positive aspects: skills, abilities, and it may happen that the listener sees and talks about other not mentioned resources, which the speaker did not mention when talking about himself.

The next question will guide us to extract knowledge from the participants on how their strengths can bring them closer to achieving their goals.

Next, he asks the participants to tell each other for one minute what can help, what other possibilities to achieve the goal of their partners they do not notice.

The final stage is for the young people to talk about the risks of achieving the goal.

Work card 3

Subject of conversation
Think for a moment and tell your listener about your strengths, at least five, and how you will use them to achieve your goal.
Group Question - Brainstorming: How awareness of your strengths can help you achieve your goal.
What opportunities do you see for achieving your partner's goal that he or she does not notice?
What dangers/obstacles you may encounter while achieving your goal.

Imagine your imaginative training - (15 min)

The trainer asks the participants to sit comfortably in a chair so that their bodies can feel relaxed. He asks the participants to close their eyes and talking to them slowly, calmly, he puts them in a relaxed state by reading the instructions.

Information sheet 1: Instructions to be read during visualisation

Imagine you're in the place of your life when you've achieved your goal.

You are in a place known only to you.

Imagine this place: the continent, the state, the city, the village...

You're in a place you want to be.

Maybe you see buildings, maybe you see plants or maybe people or animals.

You move freely in a way known only to you. Imagine what that is. Maybe a car and maybe a train, a bike, you're walking.

What time of year is it? Which you see the year in the calendar, the month, the day of the month and the day of the week. What time of day is it? What color is the sky? What is the temperature and what do you smell? Can you

touch something? You're just working, or maybe resting after work. Maybe you're just meeting new people, where and how they are. How does it feel when you've achieved this? What emotions accompany you when you are in the place you wanted to be. You are and you do the things you wanted to do. Remember how you got here when it was? Where were you, just before you reached your goal? On your way, you encountered obstacles, what they were like and how did you deal with them? What was the biggest challenge for you and what helped you to get here anyway? What were you worried about not being able to cope with? What new skills did you have to acquire to cope with the plan?? Maybe you could ask a friend, a specialist, a coach... what's his name and why you talked to him about it. You're at the beginning of your journey, remember the excitement you had here? What did you have in mind about the challenge that was before you? Step by step, a map appears in your mind that is becoming clearer and clearer and that leads you to your goal. You know what obstacles await you, how to overcome them and what you will achieve. You feel strong and confident in the strength of your abilities. Remember this picture, related to achieving your goal. Move to the place of the goal and feel these emotions, relax. Congratulate yourself. You did it!

Relax, slowly open your eyes, if you feel like sharing your idea of how you were, how you feel now?

After the exercise, the trainer may ask the participants about their impressions, perhaps someone wants to share their visualization with the group.

Excercise 5. Summary of the Imagination task (5 min.)

After the exercise, the trainer may ask the participants about their impressions, perhaps someone wants to share their visualization with the group.

- What did you notice?
- How do you feel?
- What has changed?
- What do you think about using this technique?

Exercise 6. Time of profit, time of loss.

Prepare a flipchart by dividing the card into four parts with a marker. Invite participants to discuss the profits and losses from leaving school and going abroad to work.

The group may include people struggling with drug, alcohol or nicotine addiction. Do not judge. Suggest that participants also address their life, health including drugs and family and social relationships..

ADVANTAGES OF REMAINING IN THE CURRENT SITUATION	DISADVANTAGES OF REMAINING IN THE CURRENT SITUATION
ADVANTAGES OF CHANGING THE EXISTING SITUATION	DISADVANTAGES OF CHANGING THE EXISTING SITUATION

Excercise 7. Lost target

We set a goal, take a direction and think that nothing and no one can make it harder for us to achieve it. Unfortunately, such an assumption may lead us astray. This attention and self-monitoring is a fuse to get out of port A and reach port B. The leader gives out work cards and then reads the commands. He makes sure that the question is understood, explains if necessary.

Work card 4

Now, I ask you to think and choose your trait, it can also be the attitude, the behaviour you want to change, while knowing that this change will have a clear impact on your achievement of your goal.

1. What you wanna change?

2. What role does this feature, attitude or situation play in your past and everyday life?

3. Today you have the opportunity to look at what you want to change. Think about it for a moment and write down below how you can devote more attention to the effort you make here and now to increase your chances of achieving your goal by changing the feature, attitude, behavior you mentioned in point 1 of this task.

Exercise 8. Good plan (5 min.)

The leader distributes small cards and pens. He asks the participants to speak and write down on the paper one by one the single actions connected with the plan and the realization of the intended goal. The presenter divides the flipchart into four columns, drawing vertical lines on it. He writes down in the column one by one WHAT IS IMPORTANT, WHO/CO HELP, SAFETY ZONE, WHEN TO IMPLEMENTATE

WHAT IS IMPORTANT	WHO/WHAT HELP YOU	SAFETY ZONE	WHEN TO REALIZE

IV. Completion (20 min.)

The the trainer asks the participants to sit in a circle and everyone answers the question:

- What are you going out with? What's your plan?
- Would you like to thank someone for something
- Diploma awarding
- Evaluation questionnaires

At the end of the participants' speech, the presenter thanks you for your participation. in the workshop. After all the sentences for the end of the programme have been completed, the trainer asks to fill in evaluation questionnaires. After the questionnaires are taken, the tutor hands out diplomas.



EVALUATION SURVEY

Interview "Get to know yourself"

Dear Participant/Dear Participant,

We hope that the workshop was interesting for you and you could learn many interesting things. We want to receive feedback from you, so we will be very grateful for your time and for completing the questionnaire below.

The questionnaire is anonymous.

1. Did the workshop provide you with useful tips and techniques on how to deal with and analyze the situation in relation to decision-making about your working life and its stages?

Definitely yes Rather yes Rather no Definitely no

2. 3. did the workshop provide you with useful tips and techniques on how to deal with and analyse the situation in connection with making decisions about your working life ?

Definitely yes Rather yes Rather no Definitely no

3. Do you feel that after this workshop you have more influence and chances to achieve your goals?

Definitely yes Rather yes Rather no Definitely no

4. Which part of the workshop did you like the most and why?

5. Was the topic of the workshop interesting for you?

YES NO

6. If YES, please list the topics that would be interesting for you.

.....

7. Additional commentary

.....

Thank you for completing the questionnaires!

A large grid of light pink dots for writing answers.





DIPLOMA

It is confirmed that

(name)

He took / took part in the workshop entitled:
Personal Power: Working on the relationship between young people and adults

GROW IT UP - COMPETENCES AND FRAMEWORK FOR SOCIAL SYSTEM YOUTH WORKERS"
BE SMART method
Project No 2018-1-PL01-KA205-050049

Facility/School :

Workshop leader :

Date:

Place:

Programme co-financed by Erasmus+



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