

GROW UP! IT

Competences and framework for social system youth workers.



Erasmus+

I'm OKEY

Script No. 1 for 4 hours



Powiatowe Centrum
Pomocy Rodzinie
w Oświęcimiu



UK - Butterflies LTD



FERI

Only in themselves everyone carries their treasure
and there the source finds inspiration
Sokrates

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."

Substantive

Introduction to the program (10 min.)

Information part. The lecturer talks about the assumptions of the workshop program using the text below. Welcomes the participants.

Young people on the verge of adulthood face many challenges posed by the changing environment. The twenty-first century is a time when change is gaining momentum. In connection with the above, it has become necessary to search for new techniques and methods to support young people in effective functioning in society and on the labor market.

The BE SMART method is one of the tools used in psychotherapy and coaching.

According to Erickson's principles of coaching, people are fine as they are and have all the resources they need. Awareness of own resources and skilful use of them effectively improve the quality of life of every person.

Destructive beliefs about yourself, low self-esteem and self-esteem can hinder functioning in society and are a source of stress especially among young people.

The BE SMART method uses the approach to life of the ancient Greek philosopher So-krates, who in the course of the conversation asked questions, prompting the interlocutor to reflect on himself and search for truth and wisdom.

This program aims to equip young people with support tools in skillfully transforming destructive beliefs into ones that will support them. It assumes finding the potential within. It puts emphasis on getting to know each other, self-acceptance, liking oneself and one's faults, getting rid of barriers, gaining awareness of one's own resources, the ability to cope with stress, and thus the acquisition of skills that will allow us to meet the needs of functioning in a society it was easier.

2. Ice breaker- introduction of class participants (20 min.)

The instructor asks participants that the willing person starts a round entitled Let's get to know each other. Each participant finishes the sentence. The round lasts until all participants, including the lecturer, tell about themselves according to the formula. The teacher can prepare a flipchart and write the following on the card. He can also print the text on A4 sheets and give each participant one sheet.

Finish the sentence:

My name is

I Like

I do not like

My strengths are

Friends like me for

In the group I feel

The conflict is

My favourite colour

3. Mini-lecture: Conscious building of device properties (20 min.)

The host thanks the participants for introducing themselves. He starts with a mini-lecture by saying: Awareness of own resources and their skilful use are the key to effective functioning in to-day's world. Self-knowledge and healthy self-esteem strongly support each development process. It allows you to build good social relations and plan your career path.

Having knowledge about our own advantages, talents and abilities we can work on strengthening them. Knowing and accepting weaknesses, we can strive to reduce or eliminate them, transforming them into advantages.

Low self-esteem, lack of self-confidence, destructive beliefs generate anxiety and stress, and these leave a lasting mark on our mind and body.

Good attitude favors achieving goals. It allows you to remain calm and optimism. It makes our activities pleasant and effective.

The first step in the process of building a healthy self-esteem based on reliable self-esteem is self-awareness. Understanding the strengths and weaknesses, habits, beliefs, mechanisms that guide us. Careful and conscious self-observation allows us to take responsibility over our own lives responsibly. Too often, destructive beliefs and "black" scenarios arising out of them block our development.

In working with the transformation of destructive beliefs, the ancient Greek philosopher Socrates comes to our aid. His favorite occupation was to conduct dialogues with people, in which, by asking his interlocutors questions, he prompted them to reflect on themselves, to look at their own lives from a different perspective than before. The power of Socrates' questions, called 'Socratic dialogue', is used today by coaches and therapists in working with negative beliefs. The essence of this method is to notice gaps and distortions in one's reasoning. We reach these

insights by answering specific questions.

During the workshops we will try to look at what potential we have. We will learn how to build a healthy self-esteem and confidence, focusing on strengthening strengths and accepting and transforming weaknesses.

We will look at beliefs and learn how to replace restrictive with supportive ones using Socratic dialogue.

Task 1. Know yourself (40 min.)

The leader asks the participants to pair up freely. It informs that the next task will not be based on visualization. He also talks about the fact that visualization is a process that involves the right hemisphere. Thanks to this, we gain access to greater creativity and the ability to change perspectives in the perception of ourselves, other everyday situations and experiences.

The instructor distributes the worksheets 1 containing instructions to perform the task. At the same time, he informs that for the next 15 minutes the first person in the pair (the order depends on the participants) reads the instructions and notes using the worksheet 1. After the time has elapsed, the trainer will inform you that the roles will change.

The instructor points out that after 15 minutes, participants in pairs switch roles.

After 30 minutes, he invites to a joint discussion and shares his reflections and conclusions. He asks:

- **What did you notice?**
- **What did you learn about yourself?**
- **What have you learned about yourself?**
- **What surprised you in this exercise?**

Work card 1

"Imagine you are moving to a fairytale forest. You walk its paths, look at plants and animals. You hear the splash of water and direct your steps there. After a while you approach the stream, on the shore of which the wizard sits on the stone. Ge-stem invites you to take a seat next to you. You come closer and take your place. The wizard looks at you curiously, smiles and says that he has a magic drink that has the power to discover what we are. He asks if you want to know the truth about yourself. Hearing yes, he gives you a drink and says, "Drink this decoction. He has the power to show you what kind of animal is in you. "

You drink the drink and, at the wizard's urging, browse through the stream.

Task 2. „Ask yourself“ (20 min.)

The teacher informs that the next task is individual work. He distributes work cards 2 to the participants and asks them to fill them in, stating that the time allocated for the task to be completed is 10 minutes.

The trainer emphasizes that it is important in this task not to think about the answers, but to write the first words, associations that appear after reading the question.

After the allotted time has elapsed, the teacher invites participants to share their insights. He asks questions:

- What are your first impressions after completing all sentences?
- What drew special attention?
- What surprised you?
- What was difficult in this task?
- What was easy?

The trainer asks everyone to write down the summary of the exercise by answering the question: What did I learn about myself based on completed sentences and how do I use it in my life.

Work card 2

I am at home

I am happy when

Want

dream.

Fami-ly

Friend-ship

The greatest satisfaction

School

The most motivating me is

I appreciate with others

I value at home

In the first place for me is

For nothing in the world I will not give up

In 5 years I want

I want to achieve

Every day

I smile when

I get nervous when

My strengths are

My weaknesses are

My charac-ter

I am proud of

I miss

I want to change

Peo-ple

Best

Future

I am very

Conclusions

.....

.....

.....

Task 3. In search of beliefs (20 min.)

The leader begins a brainstorm by asking participants what beliefs are. After 5 minutes, the discussion ends with a definition.

Beliefs - subjective thoughts that define reality; they typically contain generalizations, dis-tortions, and the removal of a wider context or background.

Example: I have so many flaws that nobody likes me. I'm too stupid to get into this college.

The trainer informs that in the further part of the task the participants will use the effects of the previous exercise and work card 2. Distributes blank A4 pages to the participants.

The instructor asks participants to look at the sentences and conclusions they have found, and then find their beliefs about themselves and write them on blank pages, indicating which are supportive and which are limiting. After 10 minutes, the trainer invites you to share your conclusions and insights.

Task 4. Transformation of beliefs when concluding Socratic dialogue (25 min.)

The leader asks the participants to pair up freely. Then he invites each person to choose one negative belief, which was identified in the previous task.

The trainer explains that the task will be to transform destructive beliefs using Socratic dia-logue. Then he gives out Worksheet No. 3. He explains that one person reads the question in hand, and the other answers and writes the answer on his piece of paper. When all questions from work card 3 are asked, the participants swap roles in pairs. The instructor suggests that participants behave as if they were conducting a conversation.

The time allocated for these dialogues is 15 minutes.

After this time, the trainer invites you to discuss and share your conclusions. Asking questions:

- What did you notice doing this task?
- What did you learn about yourself?
- How did your beliefs change after doing this exercise?
- What were the emotions? What thoughts?
- What has changed in the way you think?
- What has not changed?
- How do you assess the usefulness of Socratic dialogue in the transformation of beliefs?

Work card 3

Socratic dialogue

1. What speaks for the fact that this thought is true?

.....

2. What speaks against the truth of this thought?

.....

3. What other causes could have caused this event?

.....

4. What can happen in the worst case as a consequence of this event?

.....

5. What can happen the best as a consequence of this event?

.....

6. What is the most realistic solution?

.....

7. What results from faith in you that this thought is true?

.....

8. What other thinking is more profitable for you?

.....

9. What will you do about this situation? What will you change

.....

Task 5. „Shake out” stress (10 min.)

The leader starts the next exercise with the following words:

Stress accompanies us at various times in our lives. It is motivating when it appears as a stimulus for action. If it lasts too long, it causes havoc in our bodies, reflecting negatively in both the sphere of the psyche and the physical body.

It is worth having tools freeing us from these unwanted, destructive emotions. One such technique that allows you to quickly get rid of stress in “emergency” situations will be explored in the next exercise.

The trainer asks the participants to follow the instructions given by him. Use the instructions contained in the work card 4.

The time for doing the exercise is 5 min. After their expiration, the teacher asks you to share your observations.

He asks:

- How do you feel?
- What has changed in your bodies?
- How have emotions changed?
- What did you like?
- What didn't you like?
- What did you learn about yourself?
- What did you learn about your body and its reactions?

Work card 4

Instruction

Stand straight, folding your feet hip-width. Lower your hands freely. Inhale deeply, sniff the air, and then exhale, exhaling. Focus your attention on the body. Feel the strong grounding. Note that tensions are accumulated.

Then start shaking the whole body. Try to do it intuitively, without thinking. Imagine that you shake / release all tensions. You can jump around, wave the breakdown. Just as he needs your body right now.

Remember to smile at all times ☺

Do this exercise for 5 minutes.

Task 6. Practice gratitude (20 min.)

The leader starts the next task with the words:

In the field of positive psychology, where happiness is one of the most important areas studied, gratitude is also examined. Numerous experiences show a very strong relationship between happiness and gratitude. It turns out that gratitude affects many areas of our lives: it helps us feel positive emotions, experience good, improves health, makes it easier to deal with adversity and building social relations.

Gratitude is strongly associated with the process of building confidence and self-esteem. It directs our attention to the positive aspects of life, which in turn improves the quality of life and reduces stress.

Everyday practice of gratitude boils down to answering the question: what am I grateful for, activates our resources, directs us towards the potential and the desire to explore it.

The trainer explains that the next task consists of three stages, lasting 5 minutes each. The first stage is to approach each person participating in the class, give your hand and say with a smile:

Thank you for.....

Or

I am grateful / grateful to you for

The second stage is to thank you while sitting in a chair for everything that comes to mind at any given time.

The third stage is the summary and time to share your insights.

The teacher uses the following questions:

- How do you feel?
- What did you like / dislike about this task?
- What was easy and what was difficult for you?
- What surprised you?
- What did you learn during this task?

Task 7. „Resource warehouse” (10 min.)

The teacher informs that the next task will be started during ongoing classes and encourages them to continue after the workshop. Complementing this exercise can be the help of people around you. You can ask family members, friends or acquaintances to add your thoughts about us, as per the table. This will allow us to see what potential others see in us.

Then he distributes work cards 6 to the participants and asks everyone to fill them in using colored pencils and markers.

The time for filling is 7 minutes. After its completion, the trainer asks participants to briefly summarize and share their comments.

Work card 5

My resources

Talents	Achievements	Skills	Interests

Task 8. “Give something good to another” (10 min.)

The leader asks the participants to sit down to form a circle. He distributes A4 paper to everyone. He asks everyone to write their name at the top of the page and then pass it on to the participant on the left.

The trainer explains that the task is for each participant to write at the bottom of the page something nice for the person whose name appears at the top. It's about answering the question: What do I like / appreciate / what do I like about this person? It is important to write only positive statements that do not contain any rating or “but”.

The trainer instructs to write quickly, without hesitating too much, then fold the card so that the words are not visible, and give it to the neighbor on the left. The exercise ends when the pages return to their owners.

The teacher asks you to read the content on the pages and share the conclusions.

The following questions will be helpful:

- What do you notice?
- How did you feel reading the text on the card?
- What surprised you?
- What did you learn about yourself?
- How has your thinking changed?
- How did this task affect your sense of worth?
- How did it affect your confidence?
- What good are you taking with you for this task?

IV. Ending (10 min.)

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

- What did you like the most about today's workshops?
- What will you take for yourself?
- What are you going out with? What's your plan?

After completing the participants' speech thank you for participating in the workshop.

After completing all sentences for completing the program, the teacher asks you to complete evaluation questionnaires. After taking the surveys, the teacher distributes diplomas.

EVALUATION SURVEY

I'm OKEY

"Only in themselves everyone carries their treasure and there the source finds inspiration"

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. Did the workshop provide you with useful tips and techniques on how to deal with different situations in everyday life, especially when it comes to strengthening your competences related to contacts with the group?

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!





DIPLOMA

It is confirmed that

(name)

He took / took part in the workshop entitled:

I am OKEY

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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