

ERASMUS+
CONSTELLATION
PROJECT

Toolkit **CONSTELLATION**



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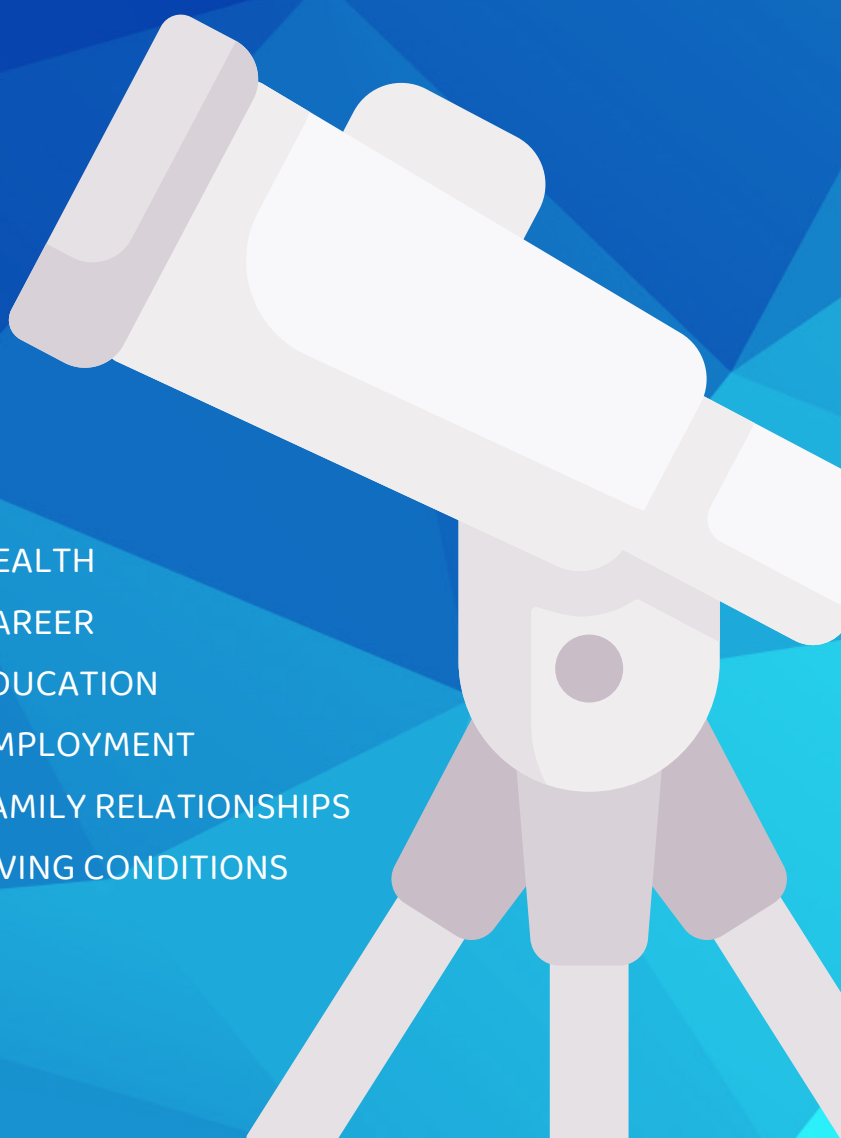


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Content

6	Introduction
7	About the project
8	A bridge between formal and non-formal learning
10	Our perspective on prevention
12	Backbone of the Toolkit Constellation
12	Solution focused approach
13	Systemic approach
15	Toolkit Constellation
17	CIRCLE OF STRENGTH
22	YOUR BODY IS YOUR BRAIN
29	MY ACHIEVEMENTS
33	MAPPING MY CHOICES
37	WHICH WAY TO GO?
41	A WALK TO THE FUTURE
45	VISION PATH
49	CAREER PATH
53	POCKET PORTFOLIO I
56	POCKET PORTFOLIO II
61	POCKET PORTFOLIO III
65	POCKET PORTFOLIO IV
70	RELATIONSHIP SPACESHIP
75	WHERE DO I BELONG?
80	A MAP IS NOT A TERRITORY
84	MY CONSTELLATION ABOUT HEALTH
89	MY CONSTELLATION ABOUT CAREER
94	MY CONSTELLATION ABOUT EDUCATION
99	MY CONSTELLATION ABOUT EMPLOYMENT
104	MY CONSTELLATION ABOUT FAMILY RELATIONSHIPS
109	MY CONSTELLATION ABOUT LIVING CONDITIONS
114	Project partners
119	References



Introduction

Young people are a huge potential of the European Union. To activate that potential, the EU Youth Strategy for 2019-2027 puts in focus active participation of youth in democratic life, social and civic engagement, as well as ensuring all the necessary resources for youth to be included in the society. It focuses on three core areas of action - engagement, connection, and empowerment. During a dialogue process which involved young people from all over Europe, 11 European Youth Goals were developed to identify areas that have an impact on the life of young people. The EU Youth Strategy and the 11 European Youth Goals should contribute to realising the vision of young people.

There are many young people who are not actively involved in society and often marginalized due to being in a NEET situation. NEET means not in education, employment or training. According to the Research on Patterns among Youth in a NEET Situation conducted within project Constellation, causes of such situations are usually a combination of various factors which put youth at greater risk - health, family situation and living conditions, education, work experience, and career choice. Project 'Constellation' contributes to the realization of the Youth Strategy and the 11 Youth Goals by supporting inclusion of youth in rural areas who are at risk of getting into a NEET situation. The aim of the project is to build the capacity of youth workers and educators who work with youth in rural areas at risk to prevent them from getting into a NEET situation in the long run. It is a resource for youth workers and educators to work with students and youth on their independence, self-reliance and a sense of belonging.

Toolkit 'Constellation' is a result of a one-year development process between partner organizations on the international level, and working directly with youth workers, educators, students and youth on the local level. Its aim is to offer workshops as tools for developing independence, self-reliance and a sense of belonging in youth to prevent them from getting into NEET situations. Toolkit has the same name as the whole project. The word constellation comes from Latin language and consists of two words con (together) and stella (star), and stands for a group of stars which make up a pattern in the night sky. Symbolically, this project also brings together two fields of education - formal and non-formal, two types of institutions - non-governmental and public, two approaches - systemic and solution focused, two methods - coaching and constellation which all create one common constellation.

Toolkit 'Constellation' consists of two main parts. The first part includes the information about the project and its activities, how to create a bridge between formal and non-formal learning to support youth, our perspective on prevention, and approaches

and methods which are the foundation of the workshops developed. The second part of the Toolkit consists of workshops which were developed within this project for youth workers and educators to work with youth on prevention by increasing independence, self-reliance, and by developing a sense of belonging.

About the project

Project '**Constellation**' is a strategic partnership supported by Erasmus+ programme of the European Union, Key Action 2: Cooperation for innovation and the exchange of good practices in the field of youth. It emerged from previous cooperation and experience of partner organizations which all work with youth, youth workers and educators on social inclusion of marginalized youth.

The main objective of the project is to build the capacity of non-formal and formal educators, youth workers and youth at risk to get into a NEET situation in rural areas by increasing their sense of belonging, independence and self-reliance.

Project activities include:

- **conducting a qualitative research** (case study analysis) among youth who have been in a NEET situation to investigate the patterns which might be risk factors for youth in general to get into NEET situations,
- **creating a toolkit** for youth workers and educators in formal and non-formal fields to support them in prevention of youth at risk to get into NEET situations.

Project is implemented by non-governmental organization '**ideA**' from Latvia in partnership with public institution **Jelgava Local Municipality** from Latvia, non-governmental organization **Entrepreneurship Movement Club** (EMC) and public institution **Primary school Cirkulane- Zavrč** from Slovenia, and non-governmental organization **Forum for Freedom in Education** (FSO) from Croatia. Partnership is built among these three comparably similar countries based on geographical size, population, historical background and nature of youth work. All the partner organizations work with youth, youth workers and educators in rural areas.

A bridge between formal and non-formal learning

Project 'Constellation' is based on the belief that **formal and non-formal learning can and should co-create a space for and with youth to support them in learning, personal and professional development.** According to the Council of Europe, 'non-formal learning is a purposive, but voluntary, learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. It happens outside of the institutional context (out-of-school)', and is considered one of the key competences of youth work. 'Formal learning defined as purposive learning that takes place in a distinct and institutionalised environment specifically designed for teaching / training and learning. Learning aims are almost always externally set, learning progress is usually monitored and assessed, and learning outcomes are usually recognised by certificates or diplomas.'

This project is also a **bridge between these two fields as it brings together partner organizations from both fields - formal and non-formal,** which cooperate together for the benefit of children and youth in local communities. Kristine Kode, who is the chairman of the NGO 'ideA' and a specialist of youth affairs at the Education Department of the Jelgava Local Municipality, has given her perspective on how formal and non-formal fields can cooperate to create a common learning space for and with youth. She has been working in youth work for 15 years, implementing youth policy, coordinating youth work on local level, and working with youth directly. From her perspective, **there is a growing need for a common learning space for cooperation of formal and non-formal education and learning.**

Kristine sees this cooperation in the form of a space where we develop education as a system, including non-formal and formal learning. The purpose of this common learning space is to create a new path in the field of education. Until now, formal and non-formal learning has been working separately. Formal and non-formal have been attached to their frames, values and structure. Nowadays, we are at a point when we can come together and create a change. It is a new chapter. The main aim is to reach youth, children and educators, youth workers, who work as support persons and work together.

She believes that non-formal and formal learning could also exchange from each other. Non-formal learning should take more structure and order which we miss. On the other hand, in formal learning we talk about strategy, plans, programmes, which is often too much. In non-formal learning we do not have strategy and plans, but we have goals where we are heading. Formal learning can take the art of being mindful, meaning, being

here and now. Every group of youth and target group we work with, we accept as a new one. The programme that was created three years ago is not relevant today. Youth changes every day.

The common learning space for cooperation needs to be created by ourselves. It is a challenge for formal and non-formal learning to come together and co-create this space. This means that both need to acknowledge the values we carry, unite them together in one space and serve to youth. Nowadays, there is a competition between non-formal and formal learning, which results in youth being overwhelmed by opportunities and getting confused. That common space feels like being at home with the intention to cooperate. There is time for communication and self- exploration. There are no strict borders between support persons like educators, teachers, trainers and youth. All of it is one system. Each member of this common learning space has its role that can be changed. The environment is adaptable. There is no attachment to one form and role, it can be interchangeable. This space is created by youth, educators and other support staff. It is inclusive, supportive, structured with transparent rules. There are common goals, as well as freedom. It is not forced, but voluntarily agreed. It is an opportunity for non-formal and formal learning to co-create. This space creates opportunities for youth to develop, explore and find themselves, to take risks, to challenge their own limitations and their comfort zones. It is not obligatory. They can take time for themselves to make things happen. Young people also have a responsibility to co-create this environment, not just come, take and go away. It is a common learning space.

As this space is a field of opportunity, where different stakeholders with their resources come together for and with youth, it also serves to provide support to youth who are in a NEET situation, or to prevent them from getting there. Through integration of non-formal and formal learning, by bringing together youth workers, educators and all the other support staff and relevant stakeholders, we create a common space which gives a sense of belonging. We develop learning opportunities which would support prevention. We take all the available resources and cooperate to find a way how to include youth in a NEET situation into society.

Our perspective on prevention

Within the context of this project, **a qualitative research was conducted among 60 young people** who had an experience of being in a NEET situation in Latvia, Slovenia and Croatia. As a result, 60 case studies were created and analysed to investigate the patterns which might be risk factors for youth to get into NEET situations. The analysis was focused on five key areas - **health, family and living conditions, education, employment experience, hobbies and interests**. Detailed analysis of the findings and the case studies can be found in the report **Research on Patterns among youth in a NEET situation**.

The findings show that all the cases of youth in a NEET situation were very much different and that a different combination of life circumstances led them to that situation. **Results were categorized into the following six categories of patterns - living conditions, health status, relationships, education, career and work experience**. In terms of **living conditions**, the most common patterns are low income, limited mobility and living in the same household with their parents. Patterns in the category of **health** are addictions, various illnesses of respondents or family members, and poor mental health. In terms of **relationships**, the findings showed frequent conflicts with teachers and peer pressure at school. Furthermore, parents' divorce, influence of family members on decisions about education and career, lack of support from their families, having to provide for their families (parents, siblings or grandparents) and having their own family and children to take care about, has a significant impact on youth to be in a NEET situation. Many of respondents dropped out of **education**, are not interested in finishing or continuing education, while young mothers have limited options for continuing or finishing education now when they have children. In terms of **career**, for many it was and still is difficult to choose a suitable career path which interests them, they have no future vision, and many of them lack suitable competencies to be able to choose a career which interests them. Long periods of unemployment is one of the most common patterns, as well as the fact that getting a desired work experience is limited by lack of suitable qualifications.

The results of the research set the foundation for the development of this Toolkit. Research highlights the areas which might be the most probable risk factors, and in which young people might need support to prevent them from getting into a NEET situation. Educators are those who have direct access to youth while still in the education system. Once they drop out of the educational system, it is already too late for preventative activities. Youth workers work with youth during after school or extracurricular activities, or when they get older and finish their formal education.

When young people get into a NEET situation, we as youth workers and educators can work only with consequences at that point. Thus this project merges the experience and the perspectives of both fields. This **Toolkit was developed as a resource for prevention which aims at supporting young people at risk before they become inactive through fostering social inclusion of youth, especially in rural areas.**

Colleagues who work in Primary school Cirkulane-Zavrč in Slovenia, one of the partner organizations, say the following about the situation of youth in their local community: Primary school Cirkulane-Zavrč is situated in the rural part of Slovenia, near the Croatian border. We have noticed that children from these areas are more likely to get into a NEET situation because of the socio-economic status of their families and the fact that they live in rural areas. Many families in that part of Slovenia face a similar reality - only one parent, usually mother, is at home, while fathers migrate to other countries like Austria and Germany in search of better employment opportunities. In many families there is also violence and alcoholism present on a daily basis.

Educators working within the frame of formal education can notice those learners who need support by being aware of the risk factors that might lead them to a NEET situation, and then work on empowering them to strengthen their inner resources. Youth workers working within the frame of non-formal learning can create spaces for conversations, cooperation, use innovative approaches and methods to support educators, or to work on prevention directly with youth.

The content of this toolkit is a resource for youth workers and educators to work on prevention through:

- **growing self-reliance** in terms of empowering them to rely on their own inner strengths and resources rather than those of others;
- **increasing independence** in terms of being independent as an individual who is free to make own choices;
- **developing a sense of belonging** in terms of working on relationships that are important to them, and which have an impact on their sense of belonging to a family, a school, a social group, a classroom, a community, etc.

Workshops which were developed cover areas and topics which emerged as relevant through the research, and are based on solution focused and systemic approach to working with youth on prevention. They are designed for both fields - formal and non-formal, and can be implemented with students and youth individually or in a group setting to work on their self- reliance, independence and a sense of belonging.

Backbone of the Toolkit Constellation

The foundation of this Toolkit are two approaches for working with youth who are at risk of getting into a NEET situation - **solution focused** and **systemic approach**. Solution focused approach is a reference point for developing **independence and self-reliance in youth**, while systemic approach is the foundation for working with youth on **developing a sense of belonging**. These two approaches were taken as good case practices from previous four international projects which were implemented by the partner organizations between 2017 and 2019. More than 100 youth workers from eight different European countries took part in training courses, and gave feedback on the usefulness of these two approaches for working with youth. Around 1000 young people have been reached through local dissemination activities and daily work with youth. Feedback received from youth and youth workers from previous projects is the foundation for the objectives of this project, as well as for the approaches chosen to develop independence and self-reliance, and a sense of belonging in youth to prevent them from getting into NEET situations.

Solution focused approach

The essence of the solution focused approach is working towards solutions, rather than solving problems. One of the key elements of this approach is an opportunity for youth to explore their desired future and what impact it would have on everyday life. It is a vision towards which they are heading. **It focuses on reaching the desired future, thinking of how to reach it, and detecting what is already working well and supporting the person to reach the goal.** As a result, a person sees more possibilities and options by focusing on his / her own inner resources which can bring him / her closer to the desired future. It includes looking for resources and strengths rather than shortages, exploring possible and a preferred future, discovering what is already contributing to that future, and treating a person who is working as an expert of his / her life. Solution focused approach emerged from the Brief Family Therapy Centre in Milwaukee (1986) from Steve de Shazer and Insoo Kim who focused on two things - discovering how to know when a problem has been resolved and what is already being done about it.

Benefits of using the solution focused approach in work with youth who are in a NEET situation is that it **shifts from problem thinking towards solution, is focused on actions, and is very precise with concrete steps that must be taken.** Youth put

themselves in the centre as the ones who can **define their future vision, describe their preferred future in great detail, find their own solutions, and be active architects of their life, rather than relying on external support,** and being passive due to the limiting life circumstances.

Coaching

Coaching is the main method for implementation of the solution focused approach into practice. **It is a conversation which enables a new future and an optimistic worldview to emerge.** It is based on the belief that the individual is the main resource who has all the answers to their own problems within them. The goal of a coaching conversation is to help youth grow rather than solve their problems. It is a conversation that leads to a desired future. Coaching is based on a belief that all of us have the potential that is currently being unrealised. We all could perform better by making the most of the possibilities that are open to us. A question to ask a young person is - **What do you want to achieve as a result of coming here? Coaching is an art of asking the right questions in order to help people find a true answer to the questions or issues they are dealing with in their personal or professional life.** The important difference from other forms of help is that the coach is not a subject expert, but is rather focused on helping the individual to unlock their own potential to maximise their own performance.

Systemic approach

All of us as individuals belong to wider systems. We are connected and interacting with different groups and systems. An awareness of these interactions helps us see how we connect to others. **By being a part of different systems we develop a sense of belonging. Belonging is one of the deepest human needs.** We belong to different systems / groups, for example, family of origin, present family, work place, a school setting – any group of people with which we share life experiences.

Within this Toolkit we explore one of the principles of the systemic approach - **the principle of belonging. It states that everyone, and everything, has an equal right to belong to a system.** By growing a sense of belonging we mean using experiential learning to investigate relationships within systems we belong to. The purpose of growing a sense of belonging is to include everyone and everything. In result the person is free to reach his / her fullest potential, talents, desired future, and to perform at its best.

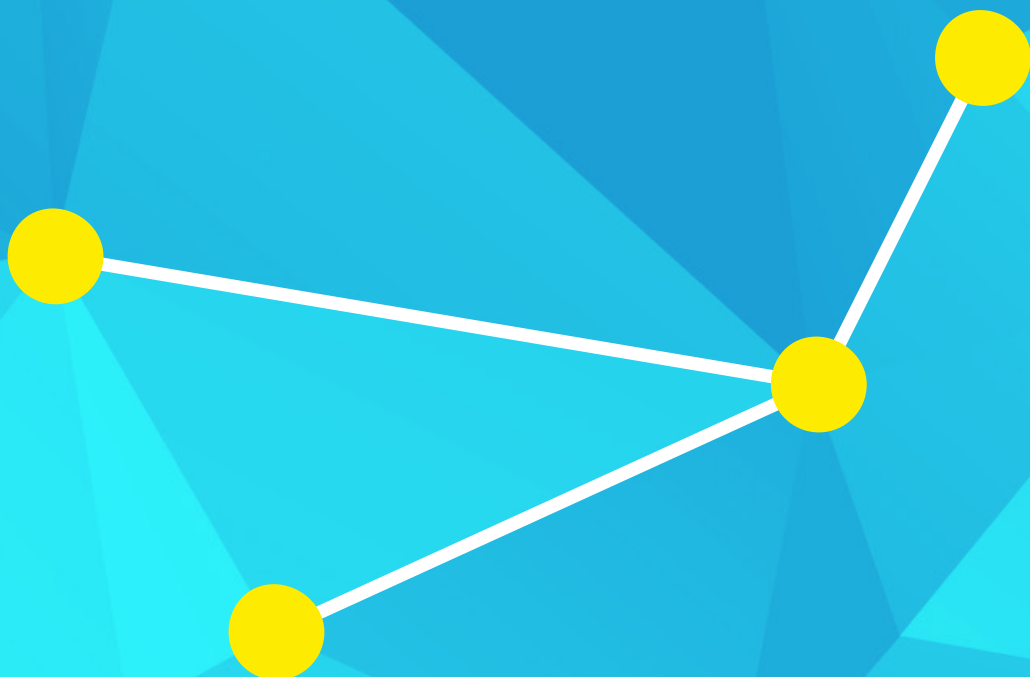
Bert Hellinger (1925-2019) was an educator who observed that human relationships systems are also under the direct impact of systemic principles, and introduced an innovative and out-of-the-box method - constellations. **Constellations enable us to gain insights into systemic principles which are at work in human relationships.** Constellations help each individual to function with ease and grow in their unique way. Constellations establish a balance in human relationships through practical implementation of the method.

By looking at a young person within the context of a system they are a part of, it is easier to understand their current situation, and which factors have an impact on them. The sense of belonging has an impact on one's life. When we **increase a sense of belonging**, a person has **more strength and inner capacity** to handle life circumstances, **an awareness of support**, the courage to ask for support, **an appreciation of and a stronger connection** to the groups they belong to.

CONSTELLATIONS

A **constellation** is a facilitated process through which a person creates a **three-dimensional map**. A constellation represents a specific relationship system - in personal or professional context. It reveals new information and gives fresh insights about the dynamics of a specific relationship system with the goal of providing clarity and coherence. **It increases a sense of belonging to wider systems - family, school, social group, community, work environment, nation, etc., and raises awareness of the influence everything has on an individual or a specific situation they are facing.** As a result, a constellation establishes integrity of relationships in a system. In that way, **everyone is in a position that is good for them, and they are able to reach their desired future, achieve success, manifest goals, be healthy, make their own choices, and be in fulfilling relationships.**

Toolkit **CONSTELLATION**



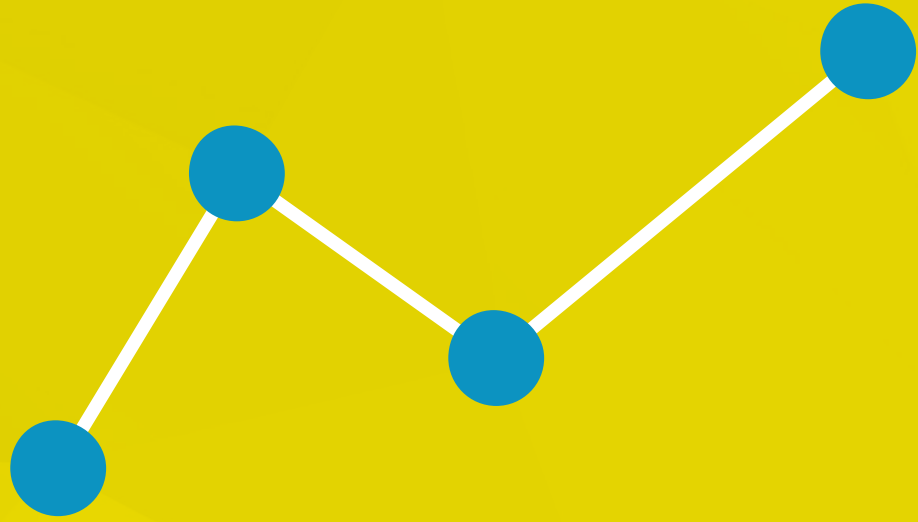
Toolkit Constellation

Toolkit was created within the project 'Constellation' as the 'Intellectual Outcome #02', and consists of **21 workshops**. All workshops are based on the above mentioned approaches and methods. Workshops cover topics which were identified as key areas in which young people need support of educators and youth workers to grow their independence and self-reliance, as well as to develop a sense of belonging. Each workshop can be implemented in formal and non-formal learning spaces, and can be adapted for working with individuals or groups.

Workshops consist of context, key words, aim(s), duration, reference, materials, steps, guidelines for implementation, and worksheets that can be photocopied. Content of the workshops is the result of a year-long development process.

Partner organizations implemented focus groups in Latvia, Slovenia and Croatia with youth, youth workers and educators to explore approaches and methods to receive feedback on what is working, and useful for working with youth to prevent them from getting into a NEET situation. Partner organizations implemented a total of **43 focus groups with 497 young people**, including students in primary and secondary education, and youth older than 18 in youth centres. Additionally, there were **28 focus groups with 199 youth workers and educators** who learned about the approaches and methods, experienced them, and further developed them into workshops.

Workshops in the Toolkit can be easily adapted for working with different age groups, for different topics or for working in groups or one-to-one conversations. Feel free to explore the Toolkit in your own unique way, and further develop the workshops that would fit the reality of young people you work with, either as a youth worker in a non-formal or as an educator in a formal learning environment.



Workshop #1

CIRCLE OF STRENGTH



CONTEXT

Every person acts based on his / her inner strengths like talents, capabilities, previous success stories and experience, interests, passions, hobbies, values. Person's actions can reflect his / her inner strengths.

In order to achieve a balance between a person's inner strengths and outside actions, there is a need for feedback. It is like a mirror from an external point of view. Once a person receives positive feedback, he / she can reflect and increase self- confidence, self-esteem, and self-motivation. Receiving positive feedback supports growth, unleashes personal interests, creativity and abilities. In result, positive feedback creates an added value and increases the use of a person's inner potential.



KEY WORDS

Education, work experience, career choice, interests and hobbies, self-confidence, independence, self-image, self-reliance



DURATION

40 minutes



AIM

of the workshop is to increase self-awareness of inner strengths - capabilities, skills, interests, talents.



REFERENCE

The workshop was developed by Jelgava Local Municipality during focus groups with youth and career advisors within the project Constellation.



MATERIALS

Worksheet 'Circle of Strength', pens, markers, coloured pens, a musical instrument or a sound system (to indicate when participants start and end with feedback)



STEPS

- 1 Invite the participants to stand in a circle and introduce themselves with their names and one positive strength that they have.
- 2 Give an insight into the aim of the workshop - **we need external feedback in order to appreciate and notice our positive inner resources.**
- 3 Give one worksheet 'Circle of strength' to each participant.
- 4 During the next 5-7 minutes, each participant reflects and writes their good and very good qualities, interests, hobbies, achievements, successes, abilities, skills, passions in the inner circle. Maybe something others do not know about her / him. Everything that he / she is proud of himself / herself.
- 5 Divide participants into smaller groups: 3-4 people in one group. Each group finds its place in the room in a way that does not disturb others. Members of the small group sit close to each other.
- 6 In each group one of the participants turns back to others. He / she is close enough to the other two group members so he / she can hear them, but is silent and only listens. He / she is not allowed to comment or interact with others in any way.
- 7 The other two group members share positive strengths, talents, capabilities they have observed about the participant in front of them. If they do not know each other from before then they share observations. For example, **'I noticed that he has a calendar that records future events. He seems to be punctual and manages his time very well'.**
- 8 After two minutes both participants stop sharing, and the person who was listening to positive feedback, turns back to them and only says **'thank you'**, and writes down all the comments in the outer or big circle in the worksheet 'Circle of Strength'.
- 9 Afterwards the roles change, and each participant in a small group has a chance to receive feedback about his / her strengths.
- 10 When all rounds finish, participants reflect for 7 min in small groups:
 - **What did surprise you?**
 - **What did you know already about yourself?**
 - **Did you learn anything new about yourself?**

11

For rounding up the workshop, participants share in the big group by answering the questions:

- **What did you like about the workshop?**
- **How was it to give positive feedback to somebody else?**
- **How was it to receive positive feedback from somebody else?**
- **What did you learn about yourself?**

GUIDELINES FOR IMPLEMENTATION



Participants can use an A4 sheet of paper, and freely draw a small and a large circle instead of using the 'Circle of strength' worksheet,



If there is a small number of participants, they can work in one group instead of dividing them into smaller groups,

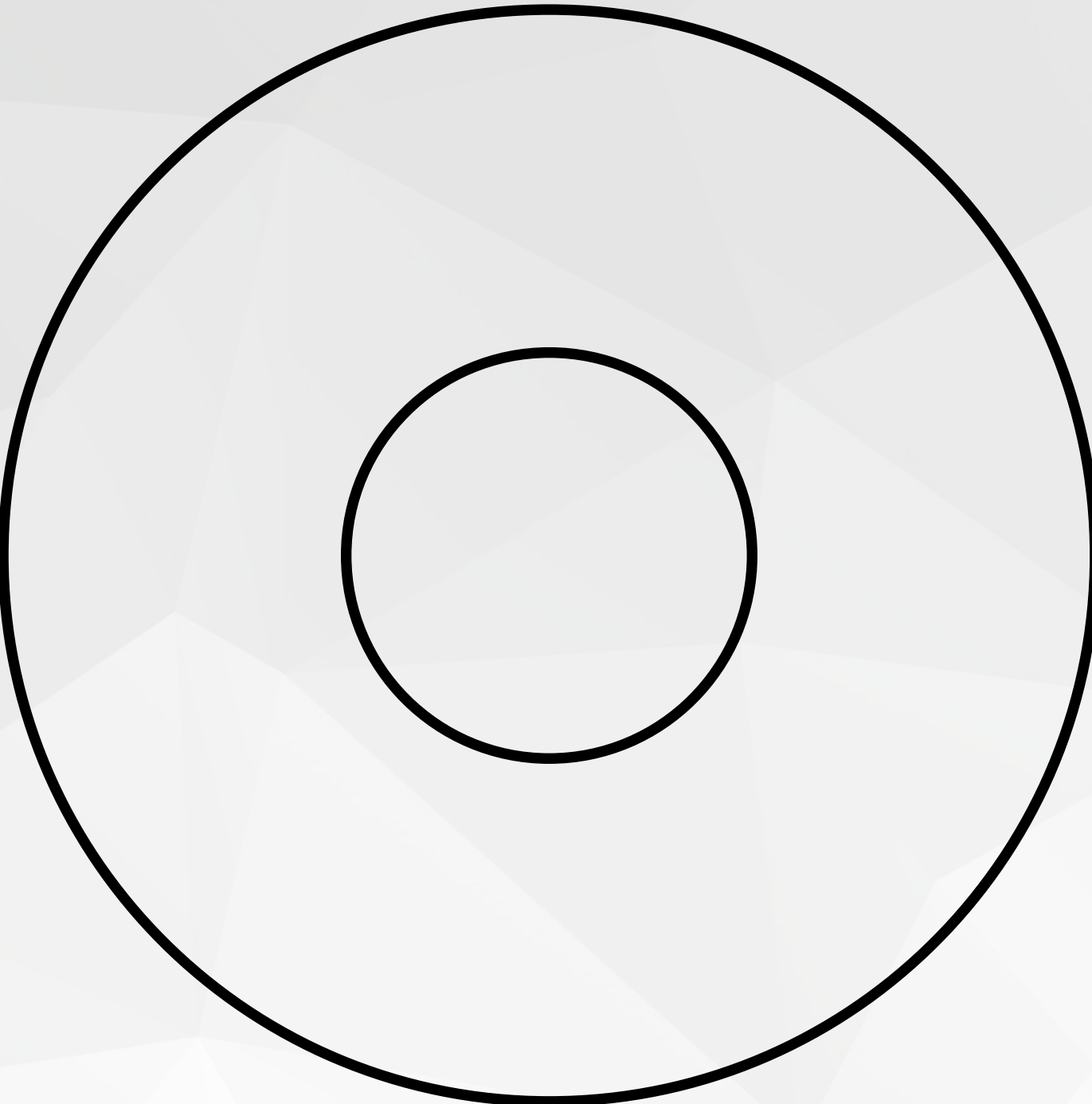


Participants can give feedback without turning backs to each other, but facing each other,



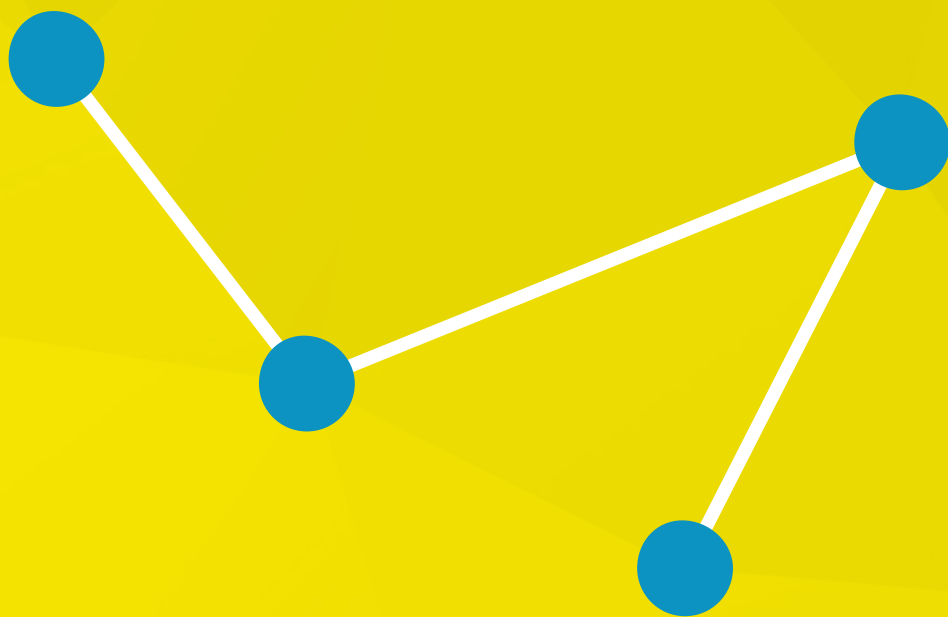
The educator or the support person notes down everything that is shared about the participant in the worksheet.

Worksheet



Workshop #2

YOUR BODY IS YOUR BRAIN





CONTEXT

When our thoughts become too confusing, and when it seems that there is no solution to whatever we are struggling with, we can use the potential of our whole body to gather information to be able to make a decision in times of confusion.



KEY WORDS

Self-reliance, relationships, education, career, employment



DURATION

60 minutes



AIM

of the workshop is to raise awareness of the body's intelligence and how to use its potential in the decision-making process.



REFERENCE

This workshop was developed and tested within the project Constellation by Forum for Freedom in Education during focus groups with educators and students in high schools in Croatia.



MATERIALS

Colourful crayons, copy of the worksheet (one outline of the human body per person) A5 papers (3 per person), markers



STEPS

- 1 Invite the participants to stand in a circle and introduce themselves with their names and a body movement that would represent them.
- 2 Tell them more about the context of the workshop and ask them to sit up in their chair, put everything aside, and close their eyes to experience a short body scan exercise. Lead it very slowly in the following way: **While you have your eyes closed... focus on your breath ... feel the air coming into your body ... and feel it while you are breathing out ... Notice your stomach and chest moving ... Slowly shift your attention to your feet ... and feel the ground under them ... Notice your toes ... lower leg ... upper leg ... feel your sitting bones on the chair ... notice your stomach ... your chest ... arms ... hands ... fingers ... neck ... face ... the top of your head, feel the air around your head ... Notice your whole physical body ... Notice any sensations, feelings and the places in your body where they appear... Let your thoughts come and go ... and focus on your whole body ... Breathe Slowly open your eyes when you are ready ... and notice the people around you ... notice the space and everything in it...put everything aside, and close their eyes to experience a short body scan exercise. Lead it very slowly in the following way: While you have your eyes closed... focus on your breath ... feel the air coming into your body ... and feel it while you are breathing out ... Notice your stomach and chest moving ... Slowly shift your attention to your feet ... and feel the ground under them ... Notice your toes ... lower leg ... upper leg ... feel your sitting bones on the chair ... notice your stomach ... your chest ... arms ... hands ... fingers ... neck ... face ... the top of your head, feel the air around your head ... Notice your whole physical body ... Notice any sensations, feelings and the places in your body where they appear... Let your thoughts come and go ... and focus on your whole body ... Breathe Slowly open your eyes when you are ready ... and notice the people around you ... notice the space and everything in it...**
- 3 When everyone opens their eyes, distribute the outlines of the human body from the worksheet and colourful crayons. Ask them to colour the parts of the body according to the feeling they had while scanning their body, and note down what they noticed and where.
- 4 Continue by saying a bit more about the capacity of the body to process information from the environment, and that **every organ in the body has its own memory and is just another type of the brain from which our body receives information. Our bodies are sending us messages through sensations, temperature, feelings all the time. The answers we are searching**

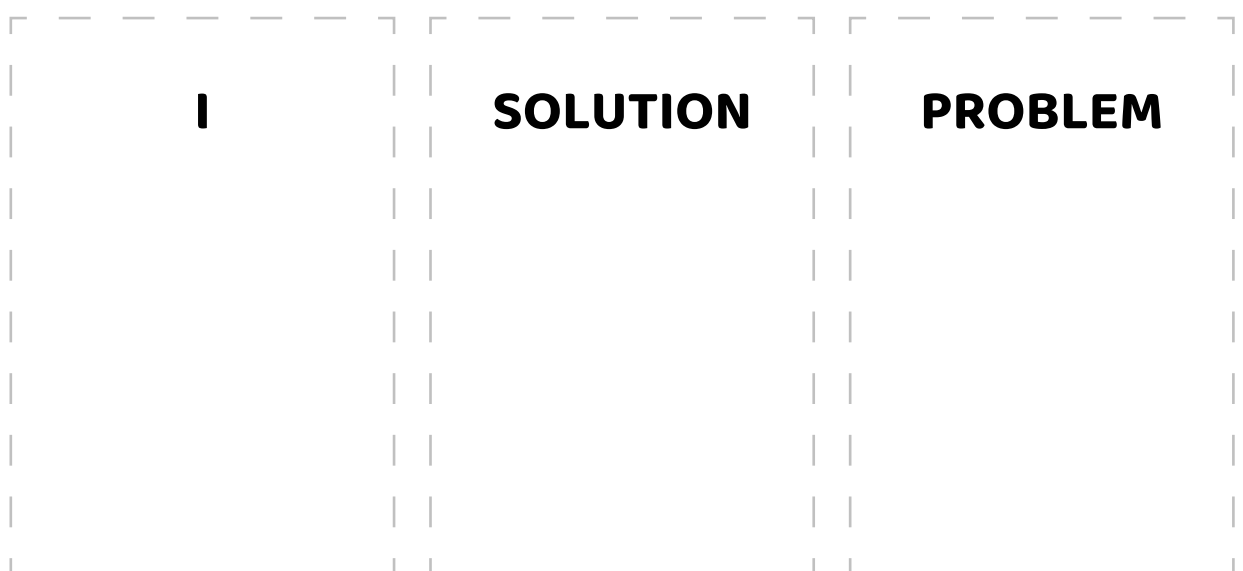
for are usually inside of ourselves (and our bodies). Ask them - Has it ever happened to you that you simply 'know' something without having rational reasons why? Invite them to share, and discuss a bit.

5 Introduce the aim of this workshop: **to raise awareness of the body's intelligence and how to use its potential in the decision-making process**, and ask them to think of a problem that is currently on their mind, something for which they still do not have a solution. It can be about any topic – relationships, education, career, health. They will not share this information with anyone, it is only for them.

6 Once they think of a problem, hand out 3 pieces of paper to each person.

- They write 'I' to represent themselves on the first paper
- They write the word 'PROBLEM' while they are thinking of their problem on the second paper
- They write the word 'SOLUTION' even if they do not have a solution in their mind on the third paper.

7 Once everyone has all three papers, each person finds a place in the space to work alone, and puts all three papers on the floor in the relationship to each other, at a distance that seems appropriate. Everything is done in silence.



8 Invite them to do the first step and stand on the paper 'I'. While they are standing on it, slowly lead the process by saying:
Observe how you feel standing in this position ... where you are looking ... which sensations you have in your body and where... what attracts your

attention ... look at the paper with the word 'PROBLEM' and observe how it seems from this position ... is it too close, too far, or at the right distance ... look at the paper with the word 'SOLUTION' as well, and observe how it seems from this position ... is it too close, too far, or at the right distance ...

9 Invite them to step away from the paper 'I' and step on the paper 'SOLUTION'. While they are standing on it, slowly lead the process by saying:

Observe how you feel standing in this position ... where you are looking ... which sensations you have in your body and where... what attracts your attention ... look at the paper with the word 'PROBLEM' and observe how it seems from this position ... is it too close, too far, or at the right distance ... look at the paper with the word 'I' as well, and observe how it seems from this position ... is it too close, too far, or at the right distance ... If there is any need to move any papers to a different position, feel free to do it ...

10 Invite them to step away from the paper 'SOLUTION' and step on the paper 'PROBLEM'. While they are standing on it, slowly lead the process by saying:

Observe how you feel standing in this position ... where you are looking ... which sensations you have in your body and where... what attracts your attention ... look at the paper with the word 'SOLUTION' and observe how it seems from this position ... is it too close, too far, or at the right distance ... look at the paper with the word 'I' as well, and observe how it seems from this position ... is it too close, too far, or at the right distance ... If there is any need to move any papers to a different position, feel free to do it ...

11 Invite them to step away from the paper, and observe all the papers again. They can change the position of the papers if there is a need. Give them time to write down their thoughts.

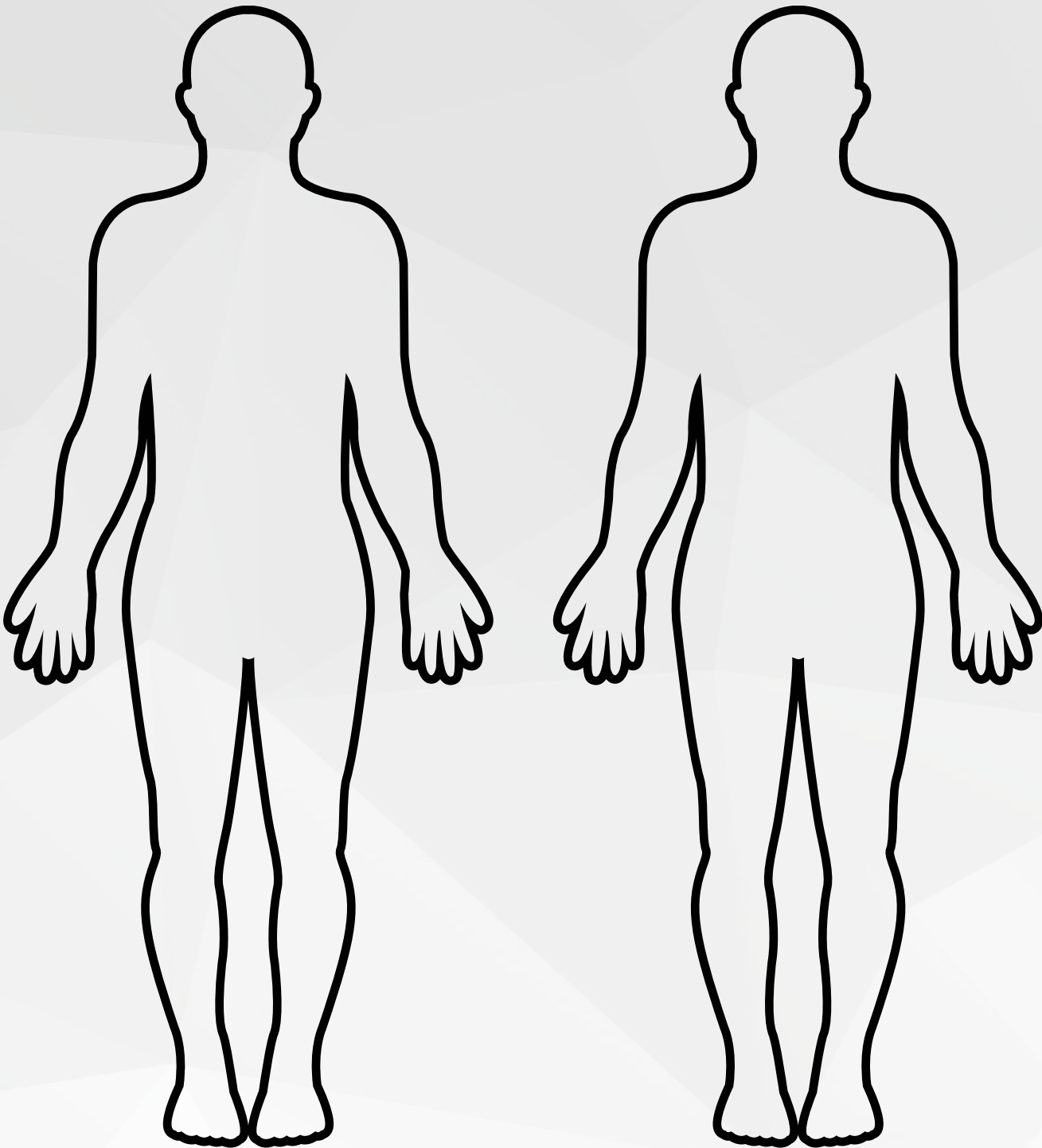
12 To round up this workshop ask questions for reflection and discussion:

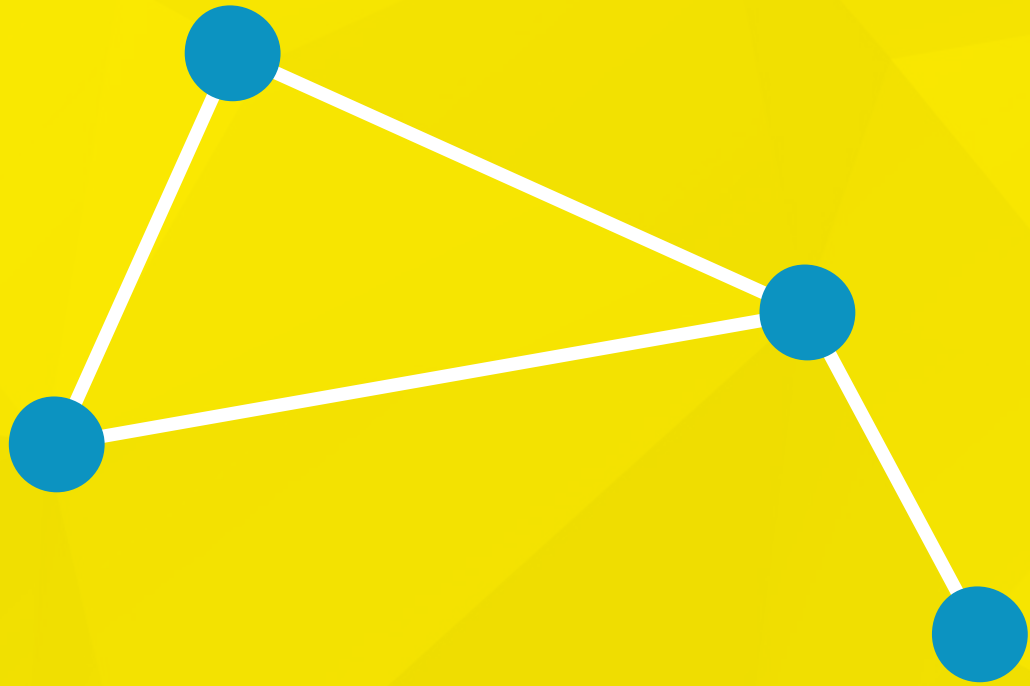
- **How was this workshop for you?**
- **What did you realize about each position – 'I', 'SOLUTION' and 'PROBLEM'?**
- **How was it to use your body as a resource for getting information about the problem and a potential solution?**
- **Has anything changed in you regarding the problem you had on your mind before this exercise?**

GUIDELINES FOR IMPLEMENTATION

- ✓ This workshop can be adapted to specific topics - relationships, education, career, employment, etc.,
- ✓ It can be implemented in a group setting, and used in one-to-one sessions
- ✓ Participants can give feedback without turning backs to each other, but facing each other,
- ✓ If a person has several potential solutions and does not know which to choose, then each of them should be written on a separate piece of paper.

Worksheet





Workshop #3

MY

ACHIEVEMENTS



CONTEXT

Vision of the desired future is like a roadmap that guides us and helps us make important decisions like what to study, which profession to choose, etc. By using our imagination and body awareness, we can predict what kind of achievements we want to reach in our future and put all our strengths to reach them. It empowers us to acknowledge personal and professional desires within ourselves and encourages us to be architects of our own lives.



KEY WORDS

Education, work experience, career choice, interests and hobbies, self-confidence, independence, self-image, success, self-reliance



DURATION

40 minutes



AIM

of the workshop is to envision the desired future, and describe the desired achievements in detail using body awareness.



REFERENCE

The workshop was developed by NGO ideA at Children and youth initiative and education centre of Jelgava Local Municipality during focus groups with youth within the project Constellation.



MATERIALS

Post-it papers, A4 papers



STEPS

1

Invite the participants to sit in a circle and introduce themselves with their names, and answer the question 'What does an **achievement** mean to you?' or 'Imagine, I meet you in 10 years... what would you say that you have achieved in your life?'

2

Briefly introduce the workshop and emphasize the diversity of achievements that people can accomplish in their lives. Give a personal example - what you consider as 'an achievement' and share your 4 main achievements in life.

3

Each participant gets a post-it paper and writes down all the achievements that he / she imagines in the desired future.

4

Afterwards participants choose 4 main achievements from their own list. While they do it, hand out 4 papers per participant.

5

Participants write one desired achievement on each paper.

6

Invite everyone to stand up and find their place in the room in a way that does not disturb others.

7

Participants place their 4 papers with achievements on the floor according to their inner sense and stand next to them. Support participants to pay attention to their body by saying: **Close your eyes... focus on your breath ... feel the air coming into your body ... and feel it while you are breathing out ... Shift your attention to your feet ... and feel the ground under them ... Observe your whole physical body ... Notice any sensations, feelings and the places in your body where they appear... Let your thoughts come and go ... Breathe Slowly open your eyes ... Look at your achievements in life, which one draws your attention the most? Which one looks the most interesting to you?**

8

Each participant chooses one achievement. Guide them by saying: **Once you step on paper with the achievement, imagine that you have reached it. Make a step. The miracle has happened and you have accomplished your achievement.**

- How do you feel about it?
- Focus on the body and notice what kind of sensations you have in your physical body. Which part of the body do you feel the most?
- You have reached your achievement, what is happening in your life right now?

- What else?
- What did you do in order to accomplish this achievement?

9 Then invite the participants to step aside the paper and choose another achievement that draws their attention and again step on it. Guide them by saying: **Once you step on paper with the achievement, imagine that you have reached it. Make a step. The miracle has happened and you have accomplished your achievement.**

- How do you feel about it?
- Focus on the body and notice what kind of sensations you have in your physical body. Which part of the body do you feel the most?
- You have reached your achievement, what is happening in your life right now?
- What else?
- What did you do in order to accomplish this achievement?

10 Then invite the participants to step aside the paper, to choose another achievement that draws their attention and make another step. Repeat the process until they experienced all the 4 achievements.

11 Afterwards encourage participants to take a look at their 4 achievements in life and prioritise them according to importance.

12 In the end of the workshop, participants come back to the circle and briefly share about their achievements by answering the reflection questions:

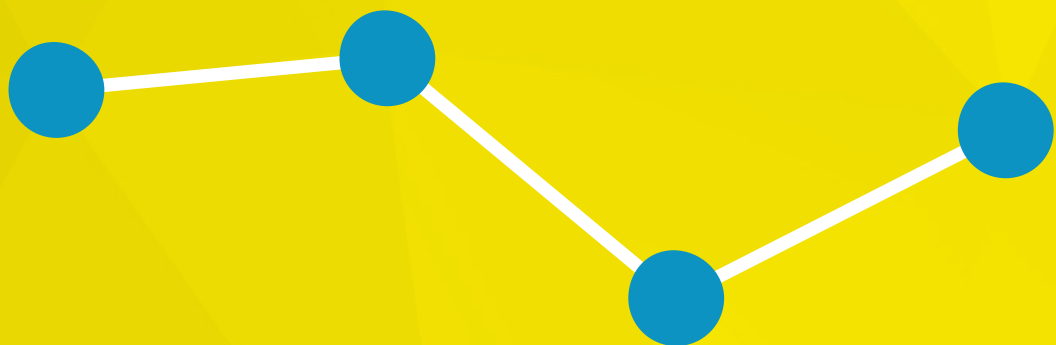
- What was the most surprising for you during this workshop?
- What was most useful for you?
- What did you realize regarding your achievements?

GUIDELINES FOR IMPLEMENTATION

- ✓ This workshop can be adapted to specific topics of achievements - relationships, education, career, employment, etc.
- ✓ It can be implemented in a group setting, and used in one-to-one sessions.

Workshop #4

MAPPING MY CHOICES





CONTEXT

We constantly deal with choices either professional or personal. There can be a lot of uncertainty about how to make a choice, especially when it comes to decisions regarding educational or professional paths. By using our intuition and body awareness we can foresee different opportunities and where they can bring us. It is like a map of choices. Based on a map or a zoom out perspective, we can make better decisions for the future.



KEY WORDS

Independence, self-reliance, choice of career and education



DURATION

40 minutes



AIM

of the workshop is to support decision-making process when faced with multiple choices.



REFERENCE

The workshop was developed by NGO ideA at Sesava primary school during focus groups with youth within the project Constellation.



MATERIALS

Post-it papers, different kinds of objects (stones, wooden pegs, buttons etc.) at least 4-10 elements per participant, post-it papers in shape of arrows



STEPS

1

Invite the participants to sit in a circle and introduce themselves with the names, and answer the questions **Do you have an important choice that you need to make in your life? How do you make a decision?**

2

Briefly introduce the workshop and emphasize the diversity of choices that people face in their lives. Give a personal example - the most difficult choice regarding your path of education or career.

3

Each participant gets a post-it paper and writes down all the choices he / she is currently facing regarding desired education or profession.

4

Then invite the participants to create their own map of choices. Explain that their table is the territory and the border of their map.

5

Encourage participants to choose one object that would represent themselves in the map by saying: **Focus on your intuition and body movement for the purpose of this task. There are no right or wrong ways to create this map. Your map is unique so there is no need to compare with others. Take one object that represents you and place it on a map. Place the object where you sense that it is the right place for it. It can be placed in the middle or on the sides. You can move the object around the table until you stop and it feels like the right spot. Do not analyse with the mind, rather trust your intuition.**

6

Then invite participants to take more objects (buttons, wooden pegs, stones etc.) and post-it papers that would represent their choices. Guide them by saying: **Take one object that represents one of your choices. Sense, where to place it on the map. How far or close it is to the object that represents you. Take the post-it paper, write a keyword of the choice and place it next to the object. Take the second object that represents another choice. Sense, where to place it on the map. How far or close it is to the object that represents you. Take the post-it paper, write a keyword for the choice and place it next to the object, etc.**

7

Invite participants to continue mapping their choices until they have represented all possible options.

8

Then everyone gets post-it papers in the shape of arrows. Guide them by saying: **An arrow represents a direction of attention and focus. Trust your intuition. Start from the object that represents you. What is the direction of**

its attention and focus? Put the arrow that shows this direction. Then take a look at the objects that represent choices, where is their attention and focus? Put the arrows in those directions.

9

When everyone finishes, explain that they will have an exhibition of their maps, and 'visit' each other's maps of choices. **The exhibition starts from the first person who wants to present his / her map. Everyone is welcome to share what they want about their maps – possible choices, doubts, decisions etc. It is important that everyone is focused on the person speaking, not asking questions or commenting. Each person shares only what they feel comfortable with.** When one person has finished, the group moves to another map and listens to a new story until everyone shares something, and the exhibition is closed.

10

When the exhibition is over, and everyone presents their maps, gather in the circle and close the workshop with questions for reflection and discussion:

- **What was the most surprising for you in this workshop?**
- **What was the most useful for you?**
- **What would be the best choice if you look on your map right now?**

GUIDELINES FOR IMPLEMENTATION



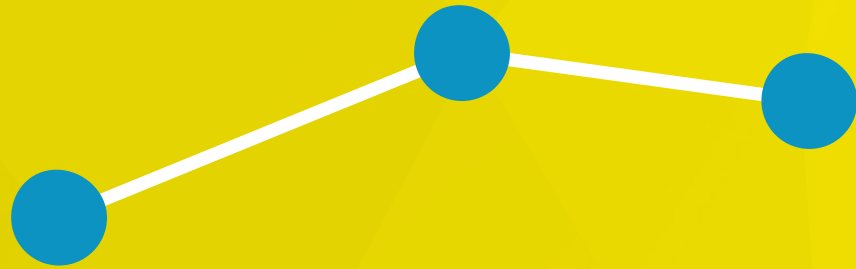
This workshop can be adapted to choices about specific topics - relationships, education, career, employment, etc.



It can be implemented in a group setting, and used in one-to-one sessions,

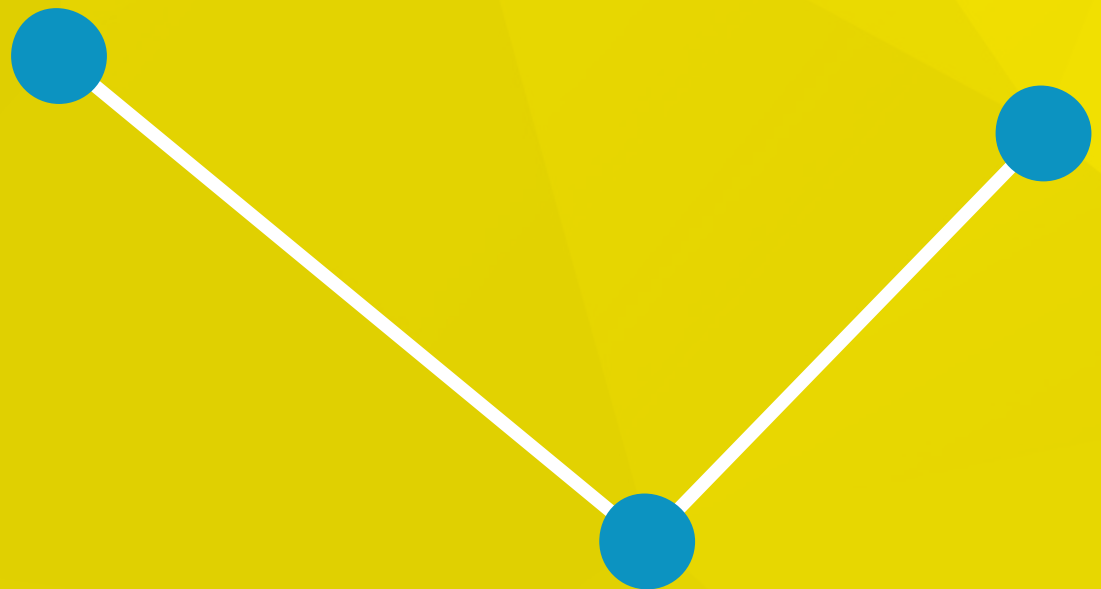


If there are no available post-it papers in the shape of the arrows, participants can draw arrows on their papers.



Workshop #5

WHICH WAY TO GO?





CONTEXT

Dilemma means crossroads, when we need to decide between two choices. It can be very frustrating, especially when it influences the future career or the choice of education. Using our imagination and body awareness, we can look into the future and make the most suitable decision. It involves self-trust and our intuition.



KEY WORDS

Independence, self-reliance, choice of career and education



DURATION

60 minutes



AIM

of the workshop is to support a person to make a decision when she / he has a dilemma.



REFERENCE

The workshop was developed by NGO ideA at Kalnciema high school during focus groups with youth within the project Constellation.



MATERIALS

Post-it papers, pens



STEPS

- 1 Invite the participants to sit in a circle and introduce themselves with the names, and answer the questions - **What does a dilemma mean for you? Do you have an important dilemma that you are facing right now?**
- 2 Briefly introduce the workshop, and emphasize the diversity of choices that people face in their lives. Give a personal example of the most difficult dilemma in your life.
- 3 Each participant gets a post-it paper and writes down the most meaningful dilemma he / she is currently facing.
- 4 Once they think of a dilemma, hand out 4 pieces of paper to each person:
They write 'choice A' and name it on the first paper,
They write 'choice B' and name it on the second paper,
They write the 'choice A+B' and name it (if somehow both choices can happen at the same time and even they do not have a concrete vision in their mind) on the third paper,
They write 'choice neither A nor B' and name it, (if none is chosen and even they do not have a concrete vision in their mind) on the fourth paper.
- 5 Once everyone has all four papers, invite them to stand up, find a place in the room, and place all four papers on the floor in relationship to each other, and at a distance that seems appropriate. Everything is done in silence.
- 6 Support participants to pay attention towards their body by saying: **Close your eyes... focus on your breath ... feel the air coming into your body ... and feel it while you are breathing out ... Shift your attention to your feet ... and feel the ground under them ...Observe your whole physical body ... Notice any sensations, feelings and the places in your body where they appear... Let your thoughts come and go ... Breathe Slowly open your eyes ...**
- 7 Invite participants to look at 'choice A'. Guide them by saying: **Once you step on 'choice A', imagine that you have reached it... Make a step... A miracle has happened and you experience 'choice A'... Others do not exist anymore.**
 - **Which part of the body do you mostly feel?**
 - **What is happening in your life right now? What else?**
 - **What do you like about this choice? What are the pluses?**
 - **What you don't like about this choice? What are the minuses?**

8

Then invite the participants to step away from the paper and step on 'choice B'. Guide them by saying: **Once you step on 'choice B', imagine that you have reached it... Make a step... A miracle has happened and you experience 'choice B'... Others do not exist anymore.**

- **Which part of the body do you mostly feel?**
- **What is happening in your life right now? What else?**
- **What do you like about this choice? What are the pluses?**
- **What you don't like about this choice? What are the minuses?**

9

Participants step aside from the paper and guide them through the other two choices. In result, they experience all 4 choices.

10

Afterwards encourage participants to take a look at their 4 choices, and prioritise them according to their importance.

- **Which choice is the best for you?**

11

In the end of the workshop, participants come back to the circle and briefly share about their dilemma by answering the reflection questions:

- **What was the most surprising for you during this workshop?**
- **What was the most useful for you?**
- **What did you realize regarding your dilemma?**

GUIDELINES FOR IMPLEMENTATION

✓

This workshop can be adapted for working with dilemmas on specific topics - relationships, education, career, employment, etc.,

✓

It can be implemented in a group setting, and used in one-to-one sessions,

✓

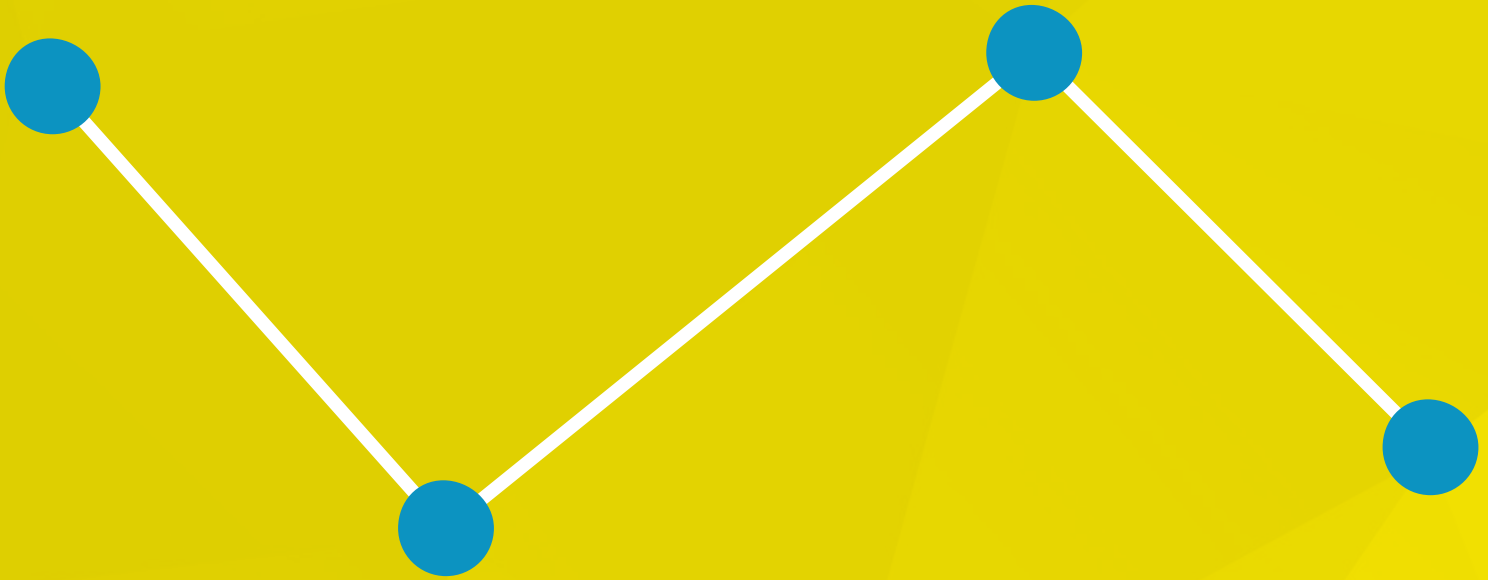
Choices can be replaced by objects like chairs, shoes, etc.,

✓

Choices can be replaced by objects like stones, wooden pegs, buttons etc., and placed on the table without physical movement,

✓

Choices can be represented by other group members.



Workshop #6

A WALK TO THE FUTURE



CONTEXT

Desired future is often in focus of many young people who know what they want to achieve and have a vision, and often do not realize which steps they need to take to reach it. This workshop is a framework for a one-to-one conversation with a young person who is not sure how to reach his / her desired future, and can be adapted to a group context in which participants support each other by changing roles between the person who is leading a conversation, and the one who is working on reaching his / her goal.



KEY WORDS

Self-reliance, independence, desired future



DURATION

60 minutes



AIM

of the workshop is to empower a person to find inner resources to reach the desired future, and to physically walk through the steps he / she needs to take to reach the desired future.



REFERENCE

The workshop was developed by Forum for Freedom in Education during focus groups with youth and educators within the project Constellation. It is based on the solution focused approach.



MATERIALS

Post-its, pens, extra papers



STEPS

1

Start the conversation sitting on the left of the person you are working with, so that both of you look in the same direction, in the direction where the person wants to go.

2

Agree with the person what is the topic of the conversation by asking the following questions:

What is the topic of today's conversation?

What is the desired outcome for you?

Which goal do you want to work on? Which goal is in your desired future?

3

Person writes the desired future on one post-it paper, and you slowly ask his / her the following questions to visualize the desired future:

How does your desired future look like in the smallest details? How would you feel when you would reach it? What changes would it bring to you? What and whom do you see / hear / feel around you when you have reached that desired future? How does your reality look like when your desired future is reality?

4

The next step is to raise awareness of what the person is already doing good that is contributing to reaching his / her desired future. Ask him / her the following questions:

What are you already doing that is contributing to your desired future?

What is working? What is good?

5

Invite the person to stand up and find enough floor space to work on the next part. Tell him / her that they will walk through the steps to reach his / her desired future

6

When the person puts the paper with the desired future in the space, invite him / her to stand on the paper with the desired future, ask the following questions:

Imagine that you have reached your desired future, what capabilities and resources do you notice about yourself now that it is real? What do you do differently? What do others notice about you?

7

Continue with asking where his / her current position would be in relationship to that desired future. He / she puts a post-it on the floor to mark the current position (the present moment). Once both papers are on the floor - current position and desired future, invite the person to walk between these two points to feel if the distance is right, or if there is something that needs to be changed.

8

Ask the person what first step he / she needs to take to come closer to the desired future. He / she writes it on the post-it and puts it on the floor. When he / she describes the step, invite him / her to step on it, and ask him / her the following questions:

- **What difference do you start to notice being one step closer?**
- **What resources do you have now, that you did not have before?**
- **How do you act or think differently now?**
- **What else do you notice about being at this point?**
- **What is the next step you would like to explore?**

9

Invite the person to take another step, and step on the next post-it. Ask again the previous questions, and add some of the following:

- **What differences do you notice now?**
- **What do you do differently?**
- **What do other people around you notice?**
- **What have you discovered about yourself by this point during this walk?**

10

Invite the person to take as many steps as he / she needs to take to reach the desired future. When he / she reaches the paper with the desired future, ask the person to look back to the walk they walked to reach the desired future and ask them:

- **How do you feel now?**
- **What have you learned so far?**
- **What are you especially proud of until now?**
- **How did you manage to do that and what helped you?**
- **What change do you notice in yourself now when your desired future is your reality?**

11

Invite them to draw or write about the experience to close the process.

GUIDELINES FOR IMPLEMENTATION

✓

Be minimalistic with speaking, ask questions slowly, and hold space for the person to speak about their desired future as much as possible, resist from giving advice,

✓

If the person stops at any point and does not know what to say ask: **What else?**

✓

Person can add as many steps on the walk as necessary to reach the desired future,

✓

Movement is very important, especially moving forward.



Workshop #7

VISION PATH



CONTEXT

Many children in elementary school already know who they want to become in their future in terms of a profession, and choosing an educational path might be easy. Still, for many it is not easy to choose which way to go. They might have several visions of what they want to do in the future, but do not know how to get there.



KEY WORDS

Independence, self-reliance, education, choice of educational path



DURATION

60 minutes



AIM

of the workshop is to empower a person to find inner resources to reach the desired future, and to physically walk through the steps he / she needs to take to reach the desired future.



REFERENCE

The workshop was developed by Entrepreneurship Movement Club (EMC) and Jelgava Local Municipality during the Constellation partner meeting in Croatia. It is based on the solution focused approach.



MATERIALS

Pens, papers, post-its



STEPS

- 1 Invite the participants to think of their desired choice of a school or university, and write down their options. They choose two options that they would like the most, and write 'study option A' on one paper, and 'study option B' on another paper.
- 2 First they put the paper with 'study option A' on the floor, and somewhere in the distance they put another paper to represent their desired career in that field, and write 'career in option A'. The path between 'study option A' and 'career in option A' is their 'Vision path A'.
- 3 Parallel to the first Vision path, 2-3 meters apart, they put the paper with 'study option B' on the floor, and also another paper in the distance with 'career in option B'. This is their 'Vision path B'.
- 4 Explain to the participants that the aim of this activity is for them to **raise awareness of the opportunities each path brings, as well as potential changes or efforts they will have to make to reach the desired career option.**
- 5 We invite them to step on the 'study option A' first, and to imagine that now they are already studying in this field. Ask them how it feels to be there.
- 6 Ask them - **What is the next step in your studies that would bring you closer to 'career in option A'?** When they define what the next step is, they move forward, and again imagine that they have also reached that point. Ask them how it feels.
- 7 Continue by asking about further steps until they arrive at the paper with 'career in option A'. Ask them how it feels to reach that point and to have that career.
- 8 Once they finish with the 'Vision path A', they move to the parallel 'Vision path B', and they repeat the same process there with the 'study option B' until they reach the 'career in B' to see how it would be to choose this path.
- 9 When they experience both 'Vision paths', invite the participants to return to the beginning of 'Vision path A', and ask them **how it feels to be there, what and who they see, how it is to see the 'Vision path B' from the 'Vision path A'. What is better on this path compared to path B? Which option makes you**

happier? Which obstacles would you face? How would you feel at the end of the studies in 'career in option A'?

10

Participants move to 'Vision path B' and think how it feels to be there, what and who they see, how it is to see the 'Vision path A' from the 'Vision path B'. What is better on this path compared to path A? Which option makes you happier? Which obstacles would you face? How would you feel at the end of the studies in 'career in option B'?

11

This process can be repeated as many times as necessary for participants to think of as many points there are for both paths.

12

Finish the workshop with questions for reflection and discussion:

- **How was this workshop for you?**
- **What did you discover about your desired study and career choices?**
- **How do you feel now about your options?**

GUIDELINES FOR IMPLEMENTATION

✓

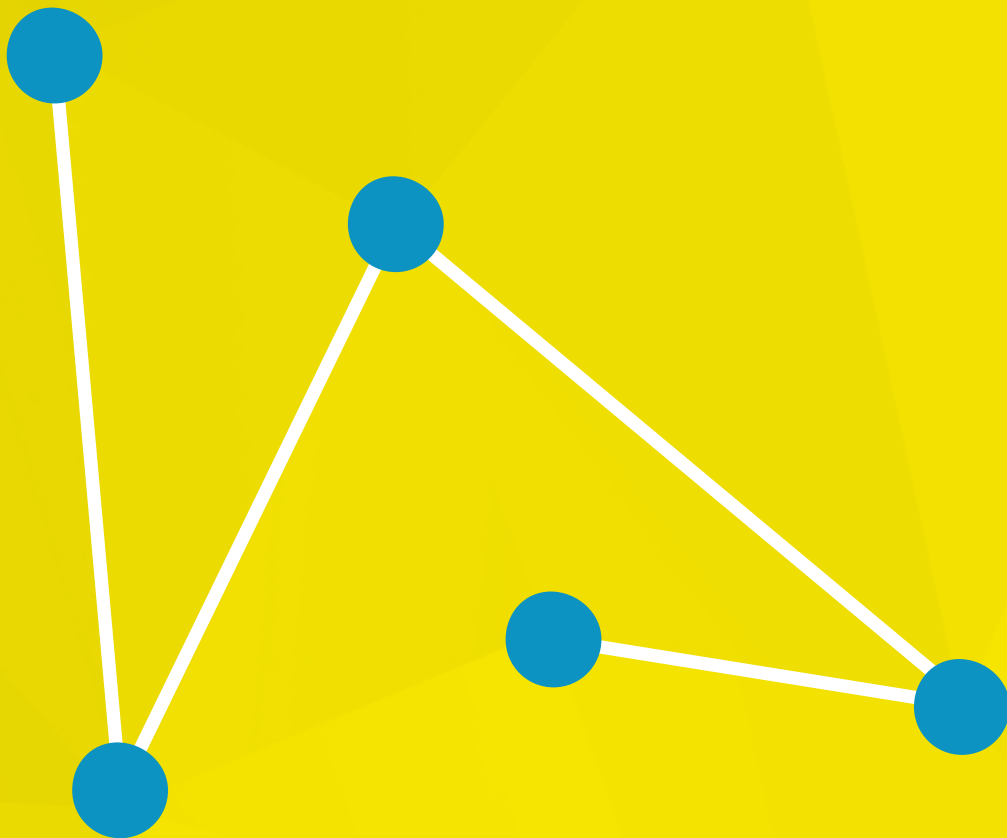
This workshop offers opportunities for many different variations of jumping from different points of 'Vision path A' to many different points of 'Vision path B' and vice versa, and can be further developed for a specific group or individual learners,

✓

This workshop is designed for working with youth who are in transition periods between levels of education when they need to choose their next steps in education (elementary to high school, high school to university). It can be adapted to others who might be outside of formal education, and want to change their career path.

Workshop #8

CAREER PATH





CONTEXT

Students need to make a decision about their career path already after primary school. Depending on their envisioned future career they need to decide what and where to study at secondary school or at university. Such an important choice causes a lot of inner pressure and tension as there is lack of knowledge about possible professions, experience in desired profession, unclear future vision, family and peer pressure etc.



KEY WORDS

Career choice, self-reliance, independence, communication, group work, self-respect, self-image, recognition of professions, active listening, pair work, solution



DURATION

60 minutes



AIM

of the workshop is to support youth envision their career path.



REFERENCE

The workshop was developed by OŠ Cirkulane-Zavrč during focus groups with youth within the project Constellation.



MATERIALS

Post-it papers, A4 papers



STEPS

- 1 Invite the participants to sit in a circle and introduce themselves with the names, and answer the question what are the best hopes about their career path?
- 2 Make a brief introduction about the workshop and emphasize the diversity of career paths that can be taken. Give a personal example - how did you decide to become a teacher, youth worker, support person etc.
- 3 Hand out a post-it paper to each participant and give them 2 minutes to write down all the future career paths that they imagine in their lives.
- 4 Divide participants into pairs, and invite participants to share with a partner the career paths that they wrote down for next 5 min.
- 5 After the sharing invite the participants to choose from the list only two career paths which they would like to explore into details.
- 6 Give to each participant two pieces of paper and they write one career path on each of the papers.
- 7 Participants write down the answers to the following questions on each paper: 'Imagine, you choose the first career path and you are very successful.....'
 - **How many years do you study at school?**
 - **Where is your school located?**
 - **Do you pay for the studies?**
 - **Where do you work after graduating from school?**
 - **How many hours do you work per day?**
 - **How much money do you earn a month?**

'Imagine, you choose the second career path and you are very successful.....'

 - **How many years do you study at school?**
 - **Where is your school located?**
 - **Do you pay for the studies?**
 - **Where do you work after graduating from school?**
 - **How many hours do you work per day?**
 - **How much money do you earn a month?**
- 8 After writing down the vision of both career paths, each participant chooses one career path they like the most.

9 Divide participants into groups of three in such a way that they sit in a circle and face each other.

10 While they are sitting in trios, one participant names a career path he / she really likes and briefly shares his / her future career vision by using the adjectives below and answering the question **How do I feel when I choose this career path?** (at the moment).

11 Other two participants give a positive feedback, what they like about his / her career path.

12 Participants change the roles after 5 min of sharing.

13 In the end of the workshop ask participants to create a common circle and share:

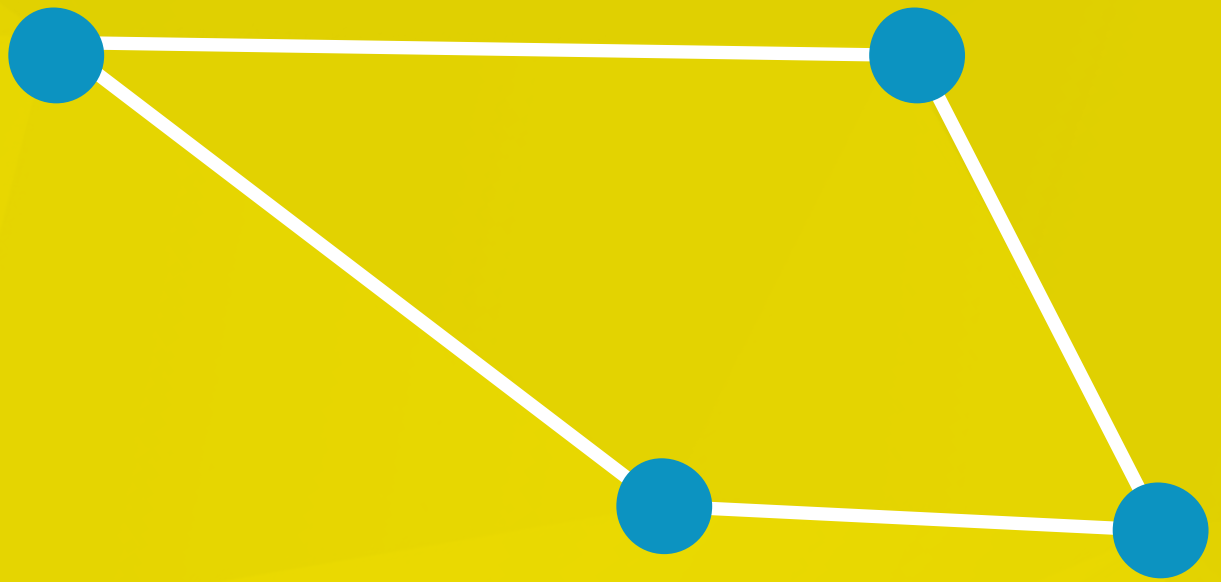
- **How was this workshop for you?**
- **One thing that was useful for you within this workshop?**
- **What did you discover about your desired career?**
- **How do you feel now about your career path?**

AGE 8-10

Nice
Friendly
Fast
Slow
Happy
Clever
Great
Brave
Good
Bad

AGE 10+

Hardworking
Intelligent
Talkative
Thinking
Practical
Gentle
Polite
Nervous
Clumsy
Lazy



Workshop #9

POCKET

PORTFOLIO I



CONTEXT

When young people envision their future career mixed feelings might arise. Some might face challenging emotions and feelings such as confusion, insecurity, uncertainty etc. Others might face inspiration, excitement, security etc. The following 4 workshops (Pocket Portfolio I, II, III, and IV) are connected with the aim to motivate participants to create their own Pocket Portfolio, and to discuss their future career.



KEY WORDS

Career, independence, self-reliance



DURATION

40 minutes



AIM

of the workshop to develop awareness of emotions, interests and talents regarding the future career.



REFERENCE

The workshop was developed by Jelgava Local Municipality during focus groups with youth and career advisors within the project Constellation.



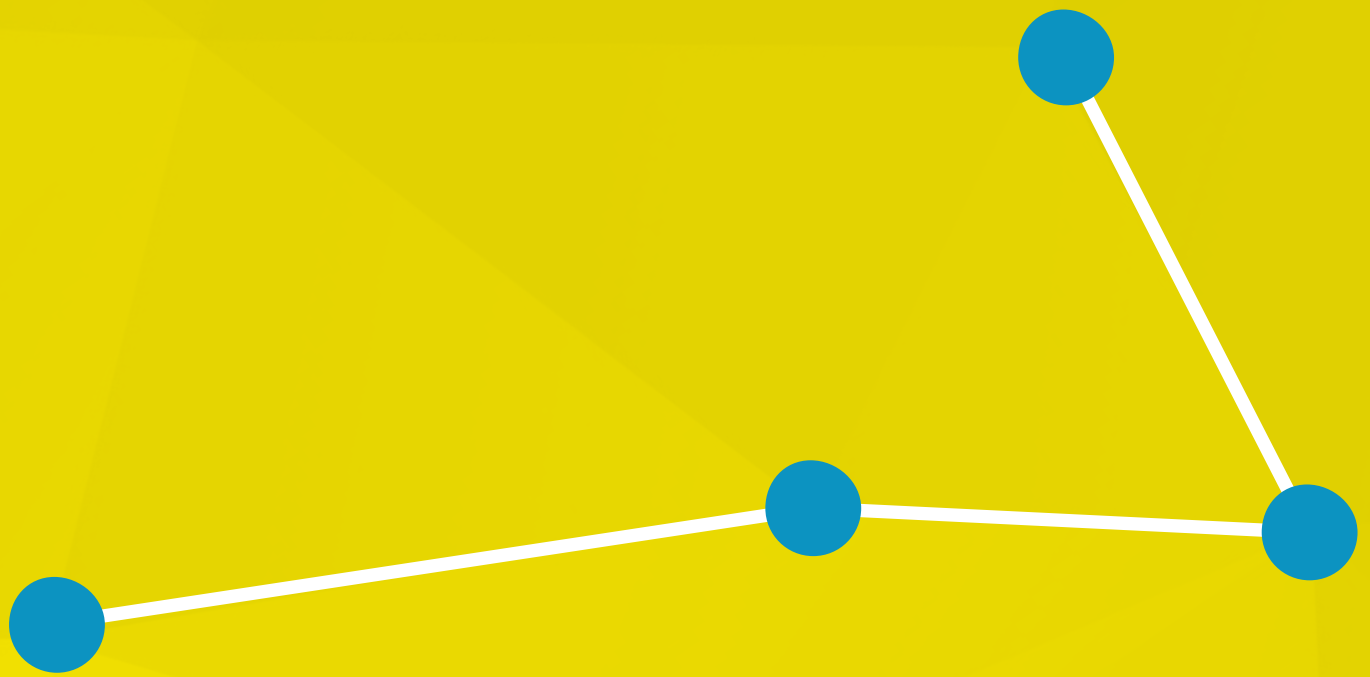
MATERIALS

Emotion Cards, A4 sheets of paper in different colours, markers



STEPS

- 1 Invite the participants to sit in a circle and introduce themselves with their names, and to share how they feel when they envision their future career.
- 2 Give an insight into the workshop - **when young people envision their future career mixed feelings might arise. Some might face challenging emotions and feelings such as confusion, insecurity, uncertainty etc. Others might face inspiration, excitement, security etc.**
- 3 Open a conversation about themselves by asking: **How do you recognize and handle your emotions in the context of career choice?**
- 4 At the same time give out Emotion Cards, and invite the participants to **find the card which reflects their emotions about career choices in the future.**
- 5 Hand out papers and give them 5 minutes to write down these emotions. Support participants to express themselves freely by saying: **Let the hand write down the words that come to your mind. Do not analyse them, rather trust yourself and your hand.**
- 6 Then invite participants to find the card which describes their strengths. Open the conversation with the question: **Why did you choose this card specifically?**
- 7 Continue with saying **Choose three cards, which highlight your interests the most and arrange them in order according to their importance. Write down at least 10 interests.**
- 8 When participants write down their interests, ask them to **find a card which corresponds to their doubts and career choices in their life. Write down all the doubts they face.**
- 9 In the end of the workshop ask participants to create a common circle and share their thoughts about the following questions:
 - **What emotions do you have when you describe your future career?**
 - **How do emotions support you to reach your desired future career?**



Workshop #10

POCKET

PORTFOLIO II



CONTEXT

Most of the young people have access to some kind of a smart device that can be used for keeping track of their own personal growth in the form of a digital portfolio that is always in their pockets. By participating in this workshop, young people will start to work on digital versions of their personal growth portfolios in which they can include certificates, materials, documents, activities, creative artwork, etc. This portfolio serves as a record of their personal growth after graduating from school.



KEY WORDS

Career, independence, self-reliance



DURATION

80 minutes



AIM

of the workshop is for the participants to create and manage their own digital personal growth portfolios by collecting all the information about themselves and their achievements in one place.



REFERENCE

The workshop was developed by Jelgava Local Municipality during focus groups with youth and career advisors within the project Constellation.



MATERIALS

Emotion Cards, a smart device (smartphone, computer or tablet with the option to download application software 'Notebook', available in Google Play Store), application (App) 'Notebook'



STEPS

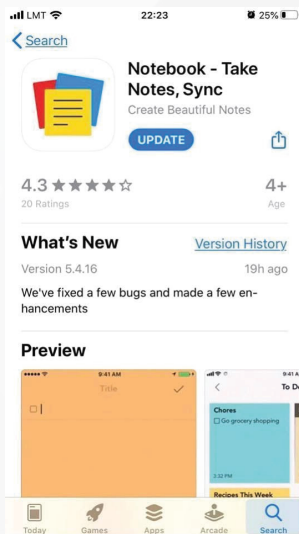
- 1 Start the workshop with introducing the aim of the workshop. Introduce the **personal growth portfolio** and say how this portfolio can be used as an acknowledgement of their personal and professional achievements, as a record of their abilities, skills, certificates, etc. (e.g. designers, super models, artists, confectioners etc. use portfolios to keep track of their abilities).
- 2 Continue the workshop with explaining the components of a personal growth portfolio by giving some examples:

Business card: basic information about the person,
Self-exploration: tests (of interests, personality, proper profession etc.); creative tasks,
Achievements: on a daily basis, at competitions, events outside of school, awards, medals, certificates, certificates of appreciation etc.
Activities: events, social groups of interests, leisure time activities,
Materials: informative and educative materials, publications, handouts, creative artwork.
- 3 Continue the conversation by pointing out the availability of smart devices – smartphones are almost always in our pockets. Ask the questions: **Why are smartphones so meaningful nowadays? Do you always have your smartphone with you? Are you aware how much you use your smartphone?**
- 4 Start the discussion by saying that **smartphones can easily replace the function of a notebook, an event or diet planner, a sports coach, a clock, a wallet and a personal growth portfolio**. Invite the participants to share about options smartphones offer to structure information, plan events and manage career development.
- 5 Invite the participants to download the app 'Notebook' (for free) to create their own personal growth portfolios based on the given structure, and to adapt the content according to their needs.
- 6 Once they have the app, they can rename folders or add new ones to create their own personal digital POCKET PORTFOLIO.

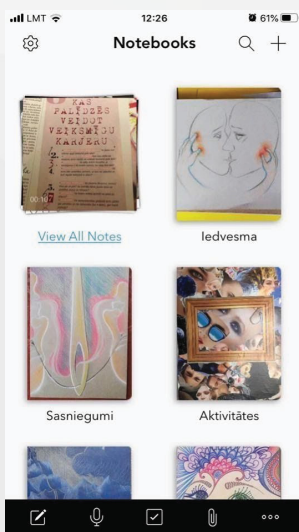
GUIDELINES FOR IMPLEMENTATION

- ✓ It is important to leave space for creativity of each participant,
- ✓ To personalize the design of their portfolios, participants can choose Emotion Cards as cover photos of their folders by uploading them into the app. These pictures would connect the emotion with their life goals, achievements, talents, self-exploration, etc.
- ✓ Participants can change their design and adjust it if their emotions change later.

Example of a digital POCKET PORTFOLIO

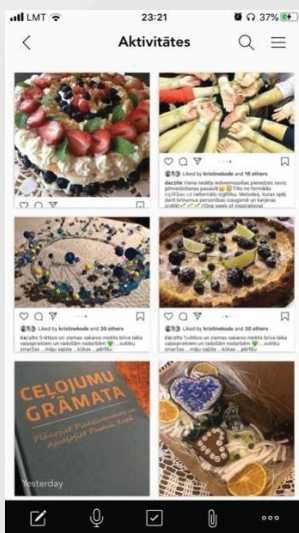


Free application (App) 'Notebook'



Personal growth portfolio, created in the App 'Notebook' – a digital POCKET PORTFOLIO

Emotion cards are used for the design of folders.

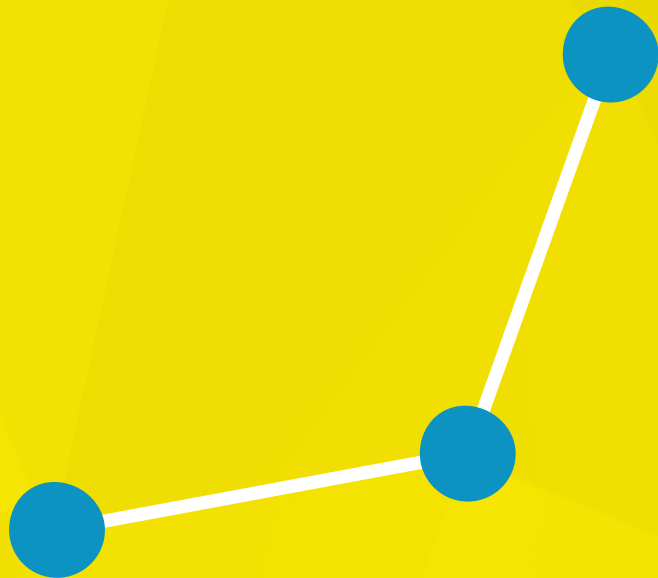


Personal growth portfolio created in the App 'Notebook' – a digital POCKET PORTFOLIO

Content collected step by step.

Workshop #11

POCKET PORTFOLIO III





CONTEXT

Participants continue to work on their digital Pocket Portfolios by adding other relevant information and documents such as a business card, certificates, materials, documents, activities, creative artwork etc. This portfolio serves as a record of their personal growth after graduating from school.



KEY WORDS

Career, independence, self-reliance



DURATION

40 minutes



AIM

of the workshop is to develop motivation for self-improvement, setting goals, making choices in the learning process and personal life.



REFERENCE

The workshop was developed by Jelgava Local Municipality during focus groups with youth and career advisors within the project Constellation.



MATERIALS

A digital portfolio, A4 sheets of paper in different colours and thickness, magazines, glue, scissors, markers



STEPS

- 1 Start the workshop by introducing a business card, and give examples of how professionals use business cards to present themselves. **A business card is a reminder for professionals after a meeting. There are different kinds of business cards in terms of format and design. Various information can be put on the card. A person can represent himself / herself through professional skills, character, qualities, and communication skills. Different kinds of business cards leave different first impressions of a person.**
- 2 Share with the participants that they will create two different kinds of business cards during this workshop, which they will later digitalize and upload to a folder of their POCKET PORTFOLIO.
- 3 Invite the participants to divide themselves into groups of three. Share that we are used to gossiping about each other – sometimes good things, sometimes more negative. This time their task is **to gossip about one member of the group while he / she is present, and can hear every word, but does not get involved in the conversation. They have 3 minutes for gossiping and should say only the positive thoughts about the person.**
- 4 One or two gossipers create a business card for the third one, as they are gossiping about him / her (by drawing, writing, etc. Participants shift after three minutes until each participant receives a business card. Suggest some of the following topics for gossiping:
 - **Strengths**
 - **Talents and things they are the best at**
 - **Compliments**
 - **Memories of positive situations, which the person was involved in (if they know each other from before).**
- 6 After the gossiping has finished, and each person has a business card which was created by other people, they also create their own version of a business card for their future profession - including all the necessary information about the person, profession and company.
- 7 Hand out all the available resources and tell them that they have 20 minutes to create their own business card (**colourful paper in different thickness, magazines, glue, scissors, markers**).

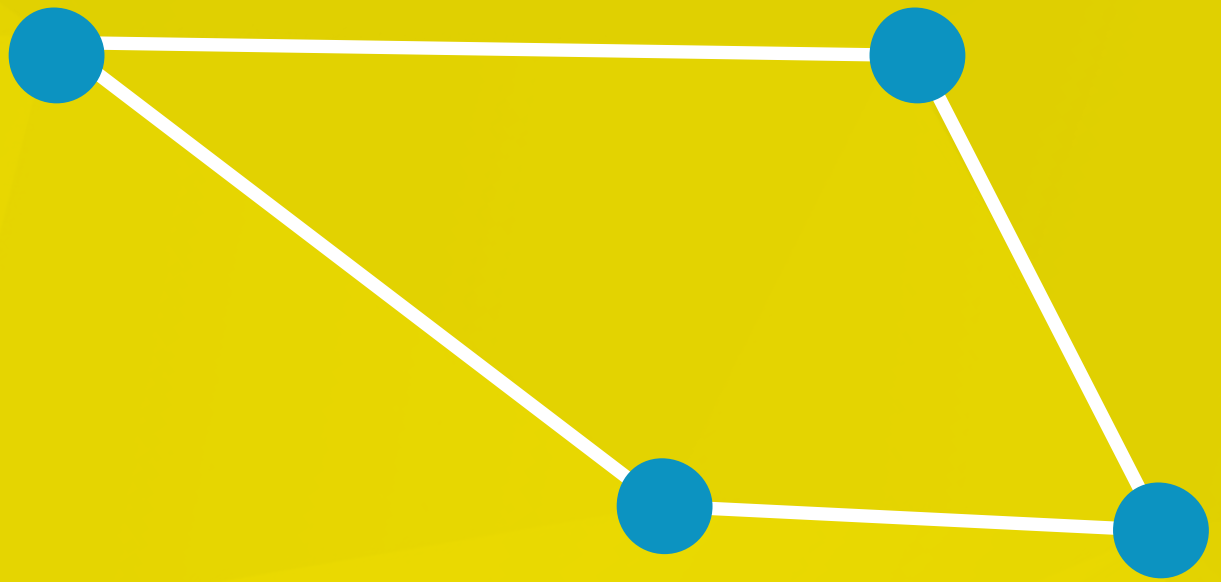
8

In the end, each participant takes a photo of their business card or scans it, and adds it to his / her digital POCKET PORTFOLIO.

GUIDELINES FOR IMPLEMENTATION



Inspire the participants with several examples of business cards in the beginning of the workshop.



Workshop #12

POCKET

PORTFOLIO IV



CONTEXT

Participants continue to work on their Pocket Portfolios, and the desired future career choice. Through this workshop, which is the last one of the four workshops about the portfolio, they explore their desired future career, and the steps they need to make to reach it by writing down emotions connected to each step, resources that would support them in reaching it, and feedback they would receive from other people around them when they achieve their desired career goal.



KEY WORDS

Career, independence, self-reliance



DURATION

40 minutes



AIM

of the workshop is to develop motivation for self-improvement, setting goals, making choices in the learning process and personal life.



REFERENCE

The workshop was developed by Jelgava Local Municipality during focus groups with youth and career advisors within the project Constellation.



MATERIALS

The pocket portfolio, A4 sheets of paper in different colours and thickness, markers, Emotion Cards



STEPS

- 1 Invite participants to set one desired future career goal (e.g. to apply for studies in a high school or at a university, to find a summer job, to apply for a volunteering job within the Erasmus+ programme in Croatia after graduating from high school etc.).
- 2 Continue by asking them to choose one card with the emotion which would describe their desired future career goal. Involve participants in a short discussion about the steps needed to about reach the goal by asking the questions:
 - **Imagine that you have reached the desired career goal. How do you feel about it?**
 - **How can you help yourself to reach this goal? What kind of support do you need to reach it? How important is self-discipline to reach this goal?**
- 3 Say to the participants that **it is helpful to visualize the path towards the future desired career goal**. Hand out A4 paper in different colours and thickness, markers and wooden figures.
- 4 Lead the participants through the following steps:
 - a Draw a scale from 1 to 10 on one A4, so that it covers the whole page.
 - b '10' is your desired career goal, and write the goal next to it.
 - c Mark the number on the scale between 1 and 10 that represents the step where you are at the moment.
 - d Write down the following: 1) emotions about that step (E); 2) resources - everything that supports you to reach the goal at this step (R); 3) feedback (F) – what others would notice about you when you reach this step.
 - e Write down the next step closer to your desired goal. Repeat the same process for each step, and write down (1) emotions for that step (E); 2) resources - everything that supports you to reach the goal at this step (R); 3) feedback (F) – what others would notice about you when you reach this step.
 - f When the desired goal is reached, take an Emotion Card that describes your reached goal the best.

5

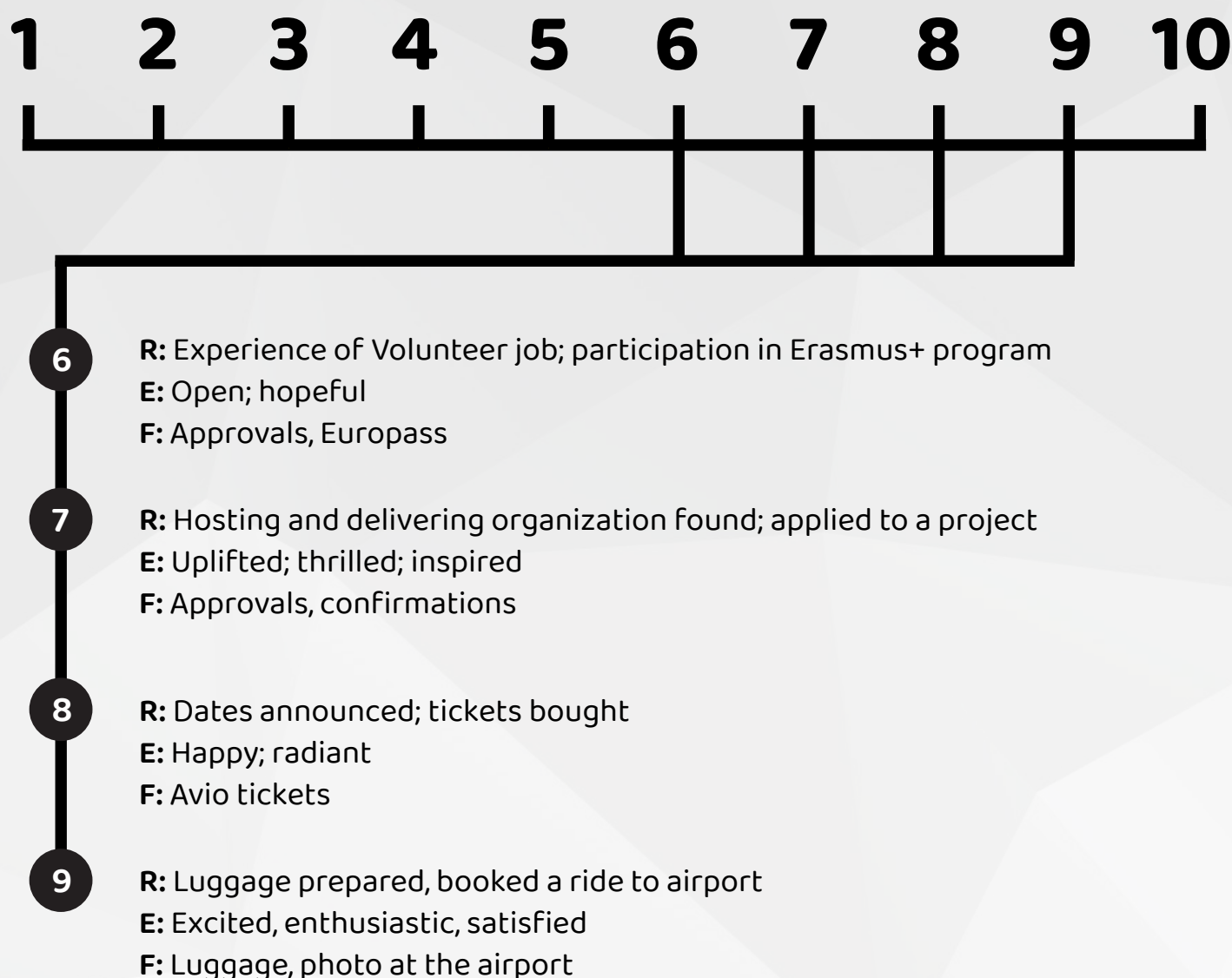
Invite each participant to share something about the card they chose, and how it describes their reached desired future career goal.

6

In conclusion participants add their **visualized path towards the future desired goal** (by taking a photo or making a scan) to a folder in their POCKET PORTFOLIO.

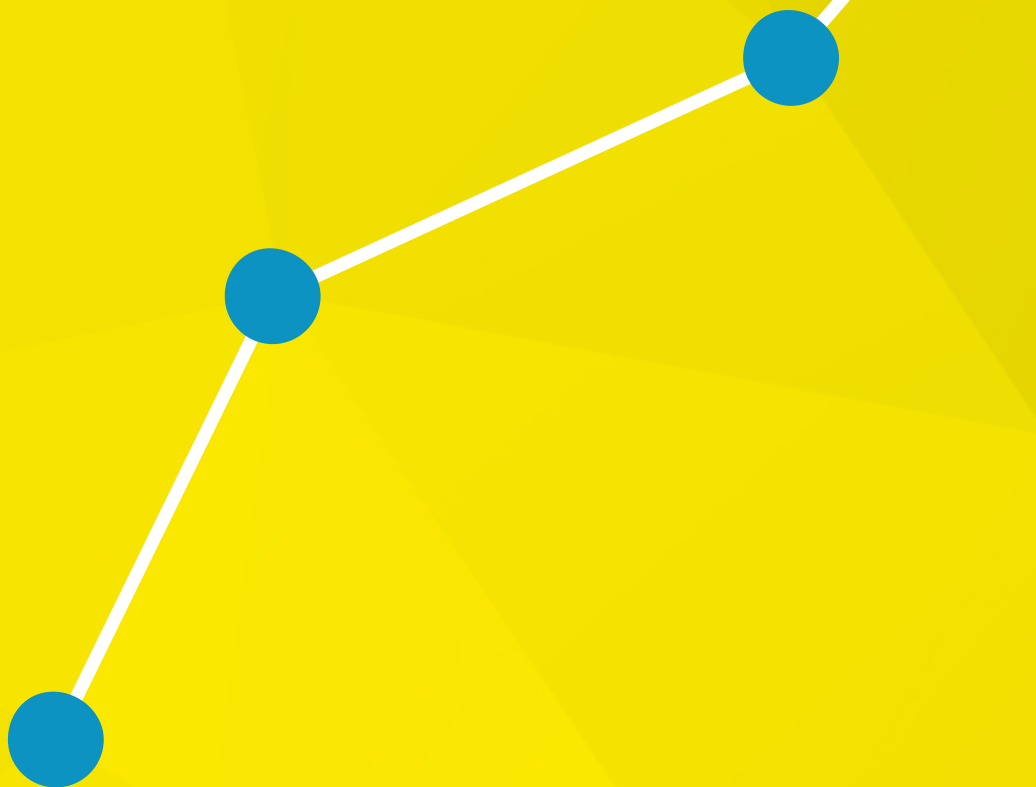
Worksheet

Example of path towards the desired future career goal



Workshop #13

RELATIONSHIP SPACESHIP





CONTEXT

For relationships we need distance - the right relation between us and the other person. To maintain healthy and balanced relationships it is important to have other people at the right distance, so that a person has a sense of peace and balance in each relationship.



KEY WORDS

Relationships, independence, self-reliance



DURATION

60 minutes



AIM

of the workshop is for a person to make order in his / her relationships, and to place himself / herself at the right distance to the important people in his / her life.



REFERENCE

The workshop is based on the exercise created by Savina Atai ('**Put your relationships in order from 1 to 10**'). It was further tested and developed by Entrepreneurship Movement Club (EMC) during focus groups with youth within the project Constellation



MATERIALS

2 copies of the worksheet per person ('relationship spaceship'), pens, extra papers, post-its



STEPS

- 1 Introduce the context and aim of this workshop.
- 2 Invite participants to take a sheet of paper, and make a list of all the people that they are in relationship with - friends, relatives, classmates, schoolmates, co-workers, teachers, mentors - all the people that come to their minds **(optional: they can write the names on post-its).**
- 3 Hand out one copy of the worksheet with the 'relationship spaceship', and invite them to write their name in the first circle in the centre of the 'spaceship'.
- 4 Invite participants to go through the list of the people they wrote down, and to write their names in other circles, depending on how close they are to them at the moment, how much influence (wanted or unwanted) they have on them and their decisions. Tell them to listen to your inner feelings. **(optional: they can place post-its with the names of people in the circles).**
- 5 Once they finish with this step, hand out another copy of the 'relationship spaceship' and tell them that the next step is to write their name in the middle of the circle, and place everyone else where it feels good for them so that they feel the balance of giving and receiving, at a distance that feels safe, comfortable, and in balance with them. **(optional: if they did the exercise with the names on the post-its, they skip step 5, and just start moving post-its around until they feel satisfied, and that everyone is at the right place).**
- 6 They can repeat this exercise every time they feel off balance, when they have a feeling that they give too much or not enough, when they feel overwhelmed or pushed into something, when someone is invading their personal space or crossing their boundaries. They can also do it when they feel lonely and want company. It is a good way to raise awareness of who are the people they really enjoy spending time with. Or to move a person from their 'spaceship', and put them 'on hold' for some time.

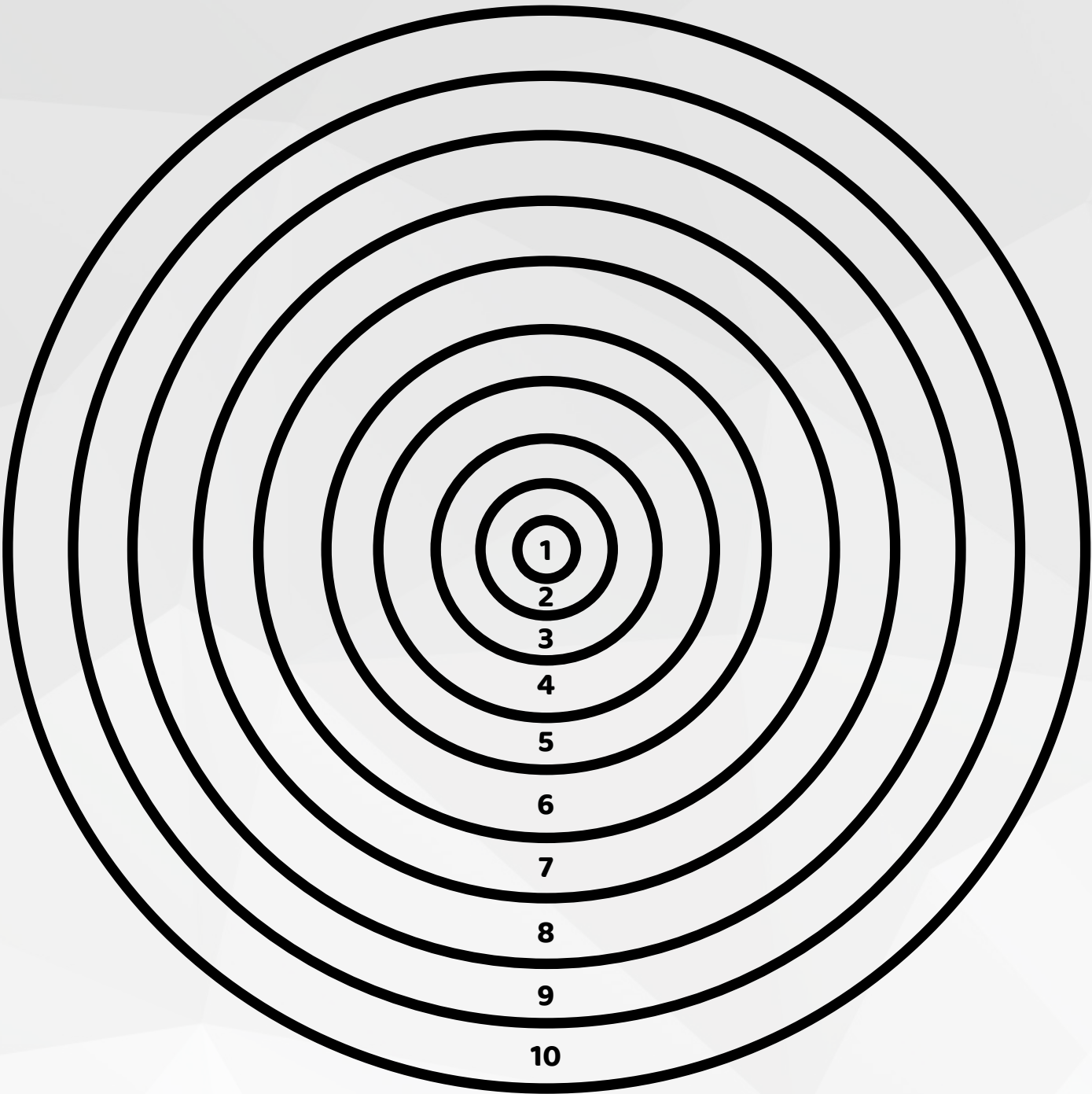
GUIDELINES FOR IMPLEMENTATION



Share with the participants one of the following two stories as examples, if you find it relevant:

- A smart, cool and entrepreneurial twenty-year-old woman had troubles in relationships with women who are her age. They were gossiping about her behind her back, and excluding her from their company. When doing this exercise, she placed some people she liked, but lost touch with, closer to her. She got the courage to contact them and they were happy to hear from her! They met in person, had a good time together and renewed their friendship.
- A young woman had troubles in a relationship with her mother and brother. She felt over responsible for them and their happiness. When doing this exercise, she felt like they were in her circle and there was no space for her. She decided not to include them in any of the circles, and to put them 'on hold' for some time. She felt a bit guilty about it, but listened to her inner feelings anyway. Surprisingly, the relationship with her mother and brother improved, it became easier for them to peacefully communicate with each other.

Worksheet





Workshop #14

WHERE DO I BELONG?



CONTEXT

Belonging has a very strong impact on individuals and their identity. In some cases we belong to groups of people, communities or places by choice, and sometimes we belong by default - by being born into a specific country, nation, region, culture or family.



KEY WORDS

Sense of belonging, relationships, family



DURATION

90 minutes



AIM

of this workshop is to deepen the sense of belonging to a family by learning who belongs to a family and exploring one's place inside of it.



REFERENCE

This workshop was developed and tested with youth in elementary and high schools in Croatia by Forum for Freedom in Education within the project Constellation.



MATERIALS

Post-it papers, colourful pens or markers, two copies of the worksheet per student, scissors, one A3 paper per student, glue



STEPS

- 1 Invite the participants to stand in a circle and introduce themselves with their names and where they come from (**e.g. I am Anna, and I come from Berlin**).
- 2 Tell the participants more about the context of the workshop and ask them what belonging means for them.
- 3 Continue by asking them to write on post-it papers where they belong (**e.g. in which relationships, in which communities, in which social groups, in which geographical locations, etc.**).
- 4 Then invite them to present what they wrote one by one, and stick it on the wall.
- 5 After everyone has presented, ask them to answer the following question connected to what they wrote on post-its: **Where do you belong by choice? Where do you belong by birth?** Have a short discussion about these two ways of belonging.
- 6 Ask them how it is to belong to a family - what they like about it and what they do not like. Continue explaining that **everyone is born as a part of some family, and each family is unique and has its own special form that was created as a consequence of many events through several generations**. Share a bit of your own personal family story (who belongs, what happened, who lives where) if you wish.
- 7 Tell them that **the goal of the workshop is to explore their belonging to the family in which they were born, and the task is to create a portrait of their family using the shapes from the worksheet**. They cut out the shapes, and use one shape to represent one family member. They write functions (mother, father, brother, etc.) or names of family members on each shape. The point of the shape shows the direction in which someone is looking, while size of the shapes depends on the age of family members. Family members with the same function (parents, grandparents, etc.) can have the same size of the shape despite their age.
- 8 Continue with saying who are the basic members who belong to a family and can be included in their portrait: **I, parents, brothers and sisters, step-brothers and step-sisters, grandparents, great-grandparents and all the parents from previous generations, aunts, uncles, previous or new**

partners of their parents and grandparents, cousins, adoptive parents (if someone was adopted). All of them belong even if someone died, is not known or nobody talks about them. All family members belong by their function and by being born into the family equally.

9 Give participants time to cut out shapes, and create their own portrait of the people who belong to their families. Let them choose who they will include in their portrait. Each person works with one A3 paper on which they glue shapes of the family members who are a part of their families to create their unique **family portrait**.

10 If there is time, let them decorate their portraits with colours, shapes, symbols, etc.

11 When everyone finishes, explain that **they will have an exhibition of their family portraits, and 'visit' each other's families. The exhibition starts from the first person who wants to present his / her family portrait. Everyone is welcome to share what they want about their portraits – who is there, what they do, where they live, family stories, etc.. It is important that everyone is focused on the person speaking, not asking questions or commenting. Each person shares only what they feel comfortable with.** When one person has finished, the group moves to another portrait and listens to a new story until everyone shares something, and the exhibition is closed.

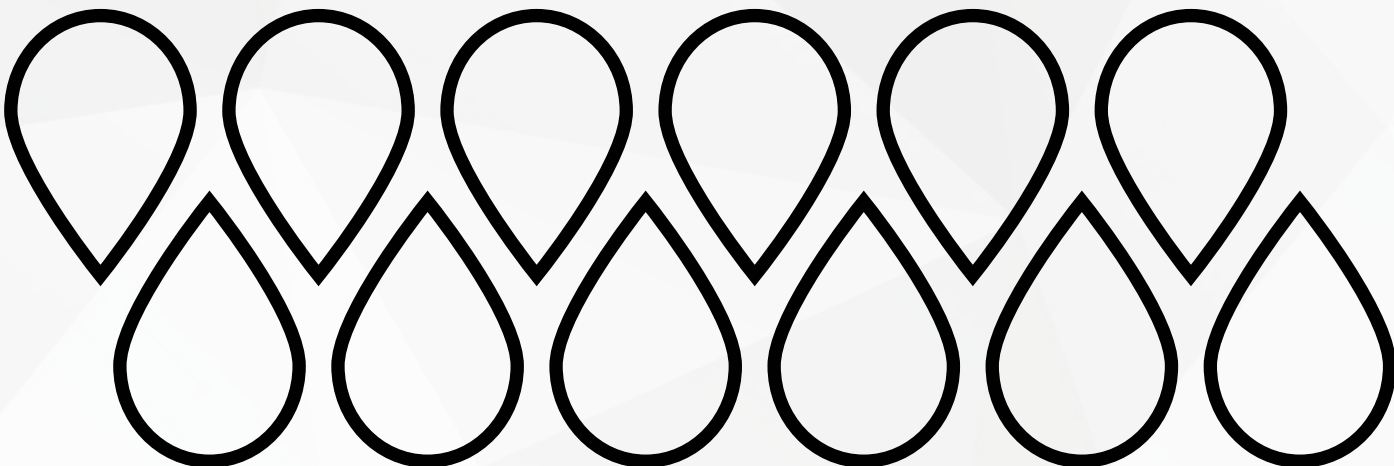
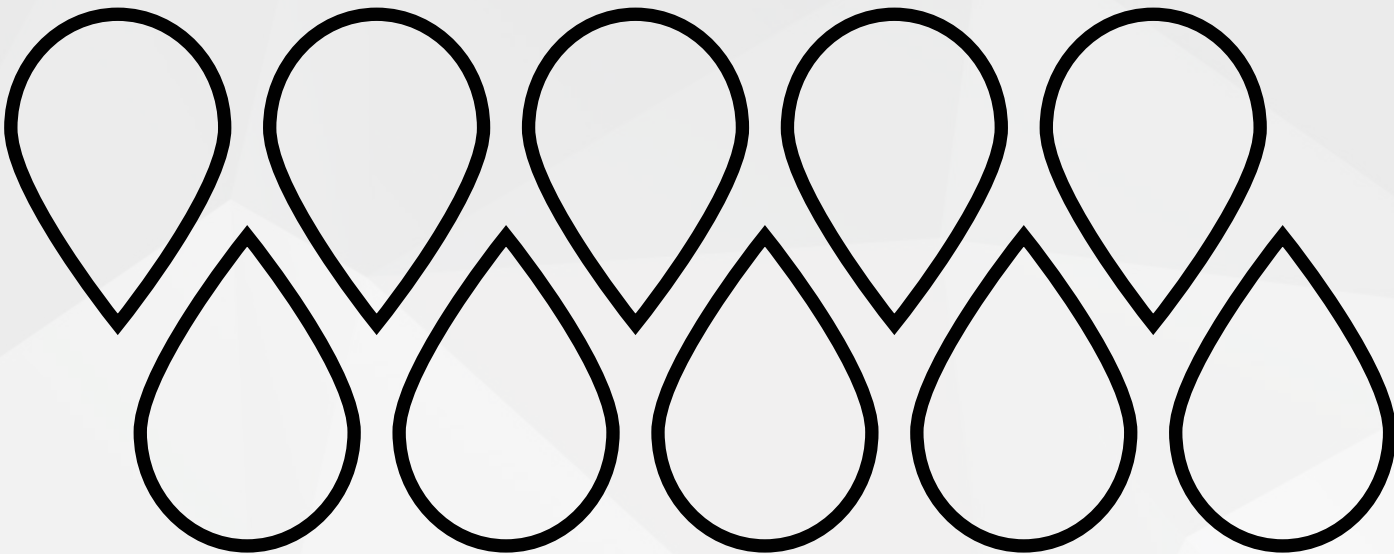
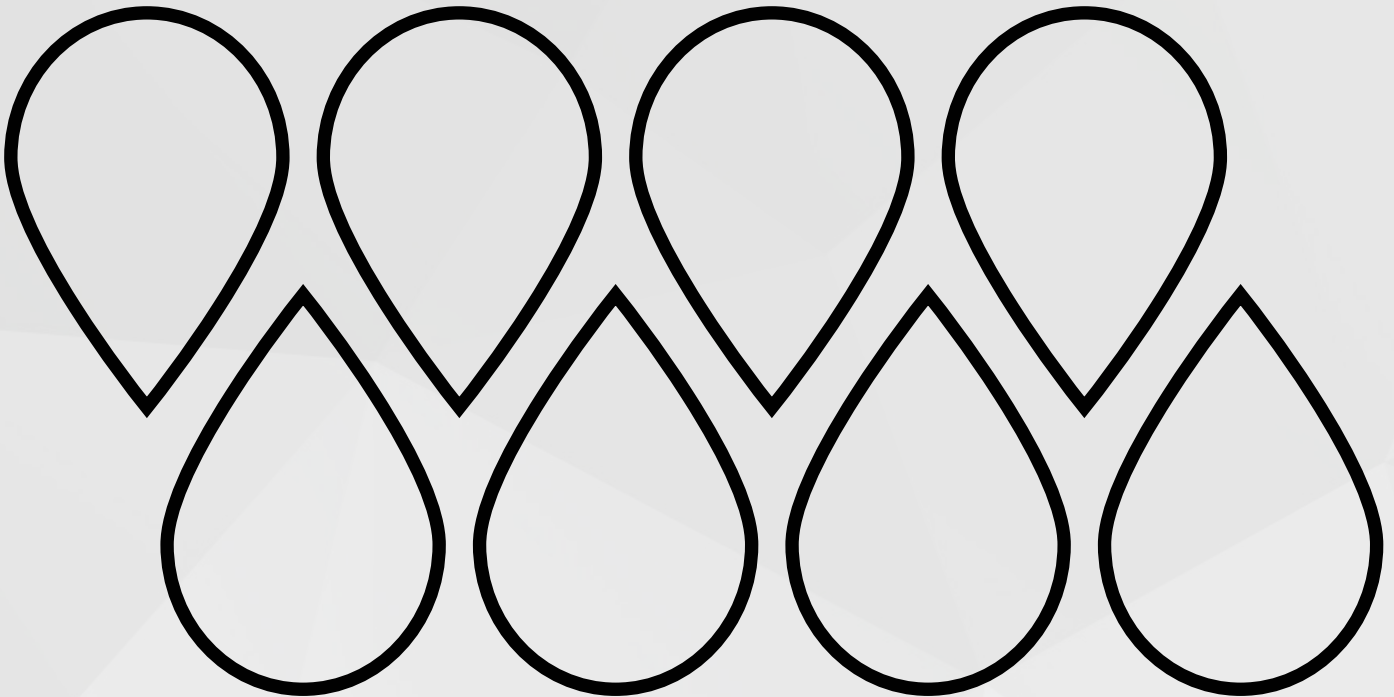
12 When the exhibition is over and everyone has presented their portraits, gather in the circle and ask questions for reflection and discussion:

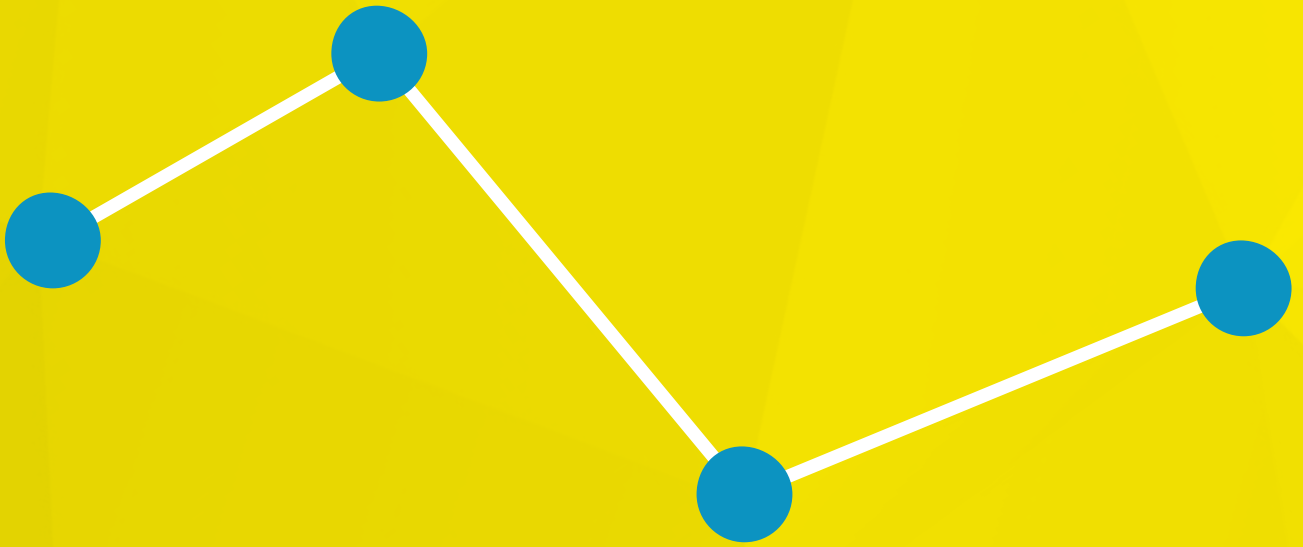
- **How was this activity for you?**
- **What did you learn from creating your own family portrait?**
- **What did you learn from seeing other portraits and listening to different family stories?**

GUIDELINES FOR IMPLEMENTATION

- ✓ Give the participants a preparation task several days before this workshop (if possible), and tell them to conduct research about their family and ancestors,
- ✓ Allow participants to explore this activity on their own as well, and allow them to go as far or as deep as they feel comfortable,
- ✓ Other materials and objects can be used instead of shapes from the worksheet (dolls, arrows, stones, buttons, drawings, cups, papers, etc.).

Worksheet





Workshop #15

**A MAP IS NOT
A TERRITORY**



CONTEXT

We live in a world with many cultures and nationalities which live on the same territory and interact on a daily basis. Some of us might have been born in one country and now live in a different one, or moved from one region / city / village to another. Some may have parents, grandparents, great-grandparents, and more distant ancestors who originated from different regions, cities, countries or cultures. Being a part of a community, a village, a region, a nation, a race or a culture has an impact on an individual's sense of belonging. Awareness of the nations, countries, cultures, regions, cities, villages, etc. which are a part of one's family across generations, gives strength to an individual and creates a sense of belonging to a wider community.



KEY WORDS

Sense of belonging, nation, culture, territory



DURATION

90 minutes



AIM

of this workshop is to develop a sense of belonging to a wider community by creating a map of nations, countries, cultures, territories, regions, cities or villages that belong to a family system of an individual.



REFERENCE

This workshop was adapted from the Booklet 'Systemic Approach to Inclusive Learning' (Velfl, 2020) and tested and further developed within the project Constellation with youth in a high school in Croatia.



MATERIALS

A3 papers, colourful pens or markers, colourful pencils



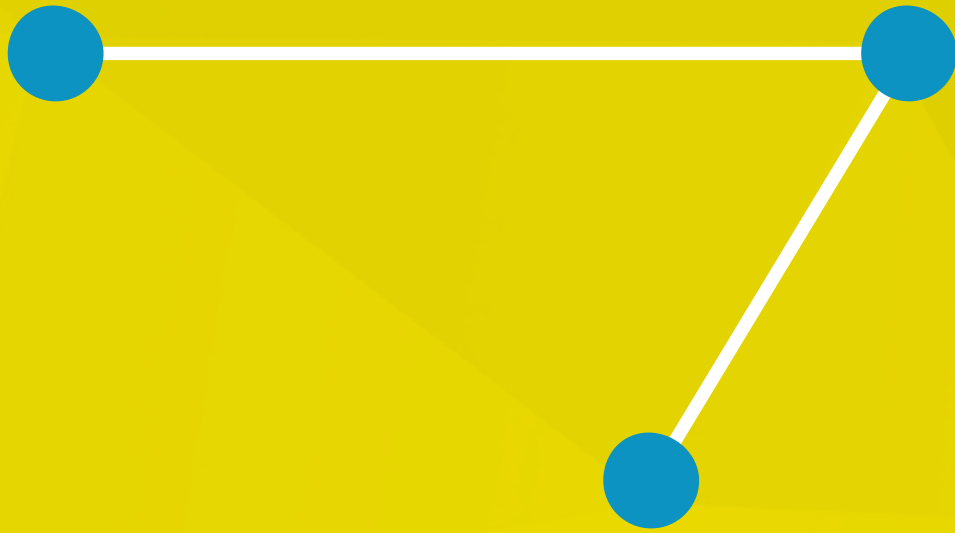
STEPS

- 1 Invite the participants to stand in a circle and introduce themselves with their names and where they come from (e.g. **I am Anna, and I come from Berlin**).
- 2 Tell them more about the context of the workshop and ask them **where they come from what it means for them to belong to a country, a nation, a race, a region, a village, a community, etc.** Give them enough time to share.
- 3 Explain how **belonging to a nation, a country, a culture, a region, etc. has an impact on the identity of an individual, and that most people have mixed origins because their ancestors belonged to different communities, nations, countries, cultures, races, regions, etc.** To learn more about their origins and identity, their task is to create a visual map of all the countries, nations, cultures, regions, races, regions, villages, communities that have belonged to their family over the last several generations.
- 4 Give them examples of what can be included in the map:
 - A place (country, region, city, etc.) where they were born, places where they lived before, and the place where they live now (if different),
 - Places (countries, regions, cities, villages, etc.) where their parents were born, where they lived before, and where they live now (if different),
 - Places (countries, regions, cities, villages, etc.) where their grandparents and other ancestors were born, where they lived before, and where they live now (if different),
 - Places (countries, regions, cities, villages, etc.) which are connected to their family through some historical events which has some kind of an impact on the whole family,
 - Places (countries, regions, cities, villages, etc.) which attract them even if they do not have any conscious explanation why that is so.
- 5 Each person takes one A3 paper and creates a map of places (countries, regions, nations, cultures, cities, villages) which belong to their family. Everyone chooses how they will draw their maps, which colours they will use, and which shapes they will draw. A map can be drawn in any way that is meaningful for them.

- 6 Give them at least 30 minutes to draw their maps. When everyone finishes, gather in the circle and invite each person to present their map and share something that is meaningful for them.
- 7 When everyone has finished presenting, tell the participants to think about the place (a country, a territory, a region, a city, a village) which is the most important for them and what makes it so meaningful. When one person is sharing, others are listening, until everyone has shared their story.
- 8 To round up this workshop ask some questions for reflection and discussion:
 - **How was this activity for you?**
 - **What did you learn from drawing your map?**
 - **What did you learn from listening to others, their stories and presentations?**

GUIDELINES FOR IMPLEMENTATION

- ✓ Give participants a preparation task several days before this workshop (if possible), and tell them to conduct a research about the origins of their family members and ancestors,
- ✓ Allow participants to explore this activity on their own as well, and allow them to go as far or as deep as they feel comfortable,
- ✓ All the maps can be displayed in the space where the group comes together to acknowledge origins of all the people in the group.



Workshop #16

MY

**CONSTELLATION
ABOUT HEALTH**



CONTEXT

The 'Research on Patterns among Youth in a NEET Situation' shows that there are six significant categories of factors in the life of young people which might put them at risk to end up in a NEET situation. Those categories include health situation, living conditions, relationships in family, education, employment, career choice. Empowering them in these six areas will boost their independence, self-reliance and a sense of belonging, and prevent them from getting in a NEET situation in the long run. This workshop offers a space for participants to create their own constellation on the topic of health.



KEY WORDS

Independence, self-reliance, a sense of belonging, desired future, health



DURATION

40 minutes



AIM

of the workshop is to support youth reaching their desired future taking into account health.



REFERENCE

The workshop was developed during the international partner meeting in Zagreb (January, 2020) in cooperation with ideA and Forum for Freedom in Education.



MATERIALS

One copy of worksheet per person (4 cards per person)



STEPS

- 1 Invite the participants to stand in a circle and introduce themselves with their names, and answer what 'health' means for them.
- 2 Make a brief introduction on different types of 'health' like physical and mental, and the importance of taking care of themselves.
- 3 Hand out one set of cards per person connected to health from the worksheet.
- 4 Invite participants to place and arrange 4 cards on the floor in the room.
- 5 Participants stand on the paper 'I'. Guide the participants with the following questions:
 - **Where is your focus?**
 - **How do you feel in this position?**
 - **Do you have any movement?**
 - **How do you feel towards 'my desired future' from this position?**
 - **How do you feel towards 'limiting health conditions'?**
 - **How do you feel towards 'health'?**
- 6 Participants are invited to change the place and stand on the card 'My desired future'. Guide the participants with the following questions:
 - **Where is your focus?**
 - **How do you feel in this position?**
 - **Do you have any movement?**
 - **How do you feel towards 'I' from this position?**
 - **How do you feel towards 'limiting health conditions'?**
 - **How do you feel towards 'health'?**
- 7 Participants are invited to step away and stand on the card 'limiting health conditions'. Guide the participants with the following questions:
 - **Where is your focus?**
 - **How do you feel in this position?**
 - **Do you have any movement?**
 - **How do you feel towards 'I' from this position?**
 - **How do you feel towards 'my desired future'?**
 - **How do you feel towards 'health'?**
- 8 Participants are invited to step away and stand on the card 'health'. Guide the participants with the following questions:

- Where is your focus?
- How do you feel in this position?
- Do you have any movement?
- How do you feel towards 'I' from this position?
- How do you feel towards 'my desired future'?
- How do you feel towards 'limiting health conditions'?

9

To round up the workshop 'My Constellation' participants are invited to step away and look from a distance on a personal constellation, and asked questions for reflection and discussion:

- How was it to experience your own constellation?
- What was useful?
- What changes did you observe within yourself after this workshop?

GUIDELINES FOR IMPLEMENTATION



Topics and words on the cards can be changed or adapted to a specific context or situation.

Worksheet

I

HEALTH

**LIMITING
HEALTH
CONDITION**

**MY DESIRED
FUTURE**

Workshop #17

**MY
CONSTELLATION
ABOUT CAREER**





CONTEXT

The 'Research on Patterns among Youth in a NEET Situation' shows that there are six significant categories of factors in the life of young people which might put them at risk to end up in a NEET situation. Those categories include health situation, living conditions, relationships in family, education, employment, career choice. Empowering them in these six areas will boost their independence, self-reliance and a sense of belonging, and prevent them from getting in a NEET situation in the long run. This workshop offers a space for participants to create their own constellation on the topic of the desired career choice, and interests.



KEY WORDS

Independence, self-reliance, desired future, desired career, confusion, lack of future vision, choice of career, personal interests



DURATION

40 minutes



AIM

of the workshop is to support youth to reach their desired career.



REFERENCE

The workshop was developed during the international partner meeting in Zagreb (January, 2020) in cooperation with ideA and Forum for Freedom in Education.



MATERIALS

One copy of worksheet per person (4 cards per person)



STEPS

- 1 Invite the participants to stand in a circle and introduce themselves with their names, and answer what 'career' means for them.
- 2 Make a brief introduction on different types of 'career' - professional and personal one and emphasize uniqueness of each career path.
- 3 Hand out one set of cards per person about career from the worksheet.
- 4 Invite participants to place and arrange 4 cards in the room on the floor.
- 5 Participants stand on the paper 'I'. Guide the participants with the following questions:
 - **Where is your focus?**
 - **How do you feel in this position?**
 - **Do you have any movement?**
 - **How do you feel towards 'my desired career' from this position?**
 - **How do you feel towards 'confusion'?**
 - **How do you feel towards 'personal interests'?**
- 6 Participants are invited to change the place and stand on the card 'my desired career'. Guide the participants with the following questions:
 - **Where is your focus?**
 - **How do you feel in this position?**
 - **Do you have any movement?**
 - **How do you feel towards 'I' from this position?**
 - **How do you feel towards 'confusion'?**
 - **How do you feel towards 'personal interests'?**
- 7 Participants are invited to step away and stand on the card 'confusion'. Guide the participants with the following questions:
 - **Where is your focus?**
 - **How do you feel in this position?**
 - **Do you have any movement?**
 - **How do you feel towards 'I' from this position?**
 - **How do you feel towards 'my desired career'?**
 - **How do you feel towards 'personal interests'?**
- 8 Participants are invited to step away and stand on the card 'personal interests'. Guide the participants with the following questions:
 - **Where is your focus?**

- How do you feel in this position?
- Do you have any movement?
- How do you feel towards 'I' from this position?
- How do you feel towards 'My desired career'?
- How do you feel towards 'Confusion'?

9

To round up the workshop 'My Constellation' participants are invited to step away and look from a distance on a personal constellation and asked questions for reflection and discussion: How was it to experience your own constellation? What was useful? What changes did you observe within yourself after this workshop?

GUIDELINES FOR IMPLEMENTATION



Topics and words on the cards can be changed or adapted to a specific context or situation.

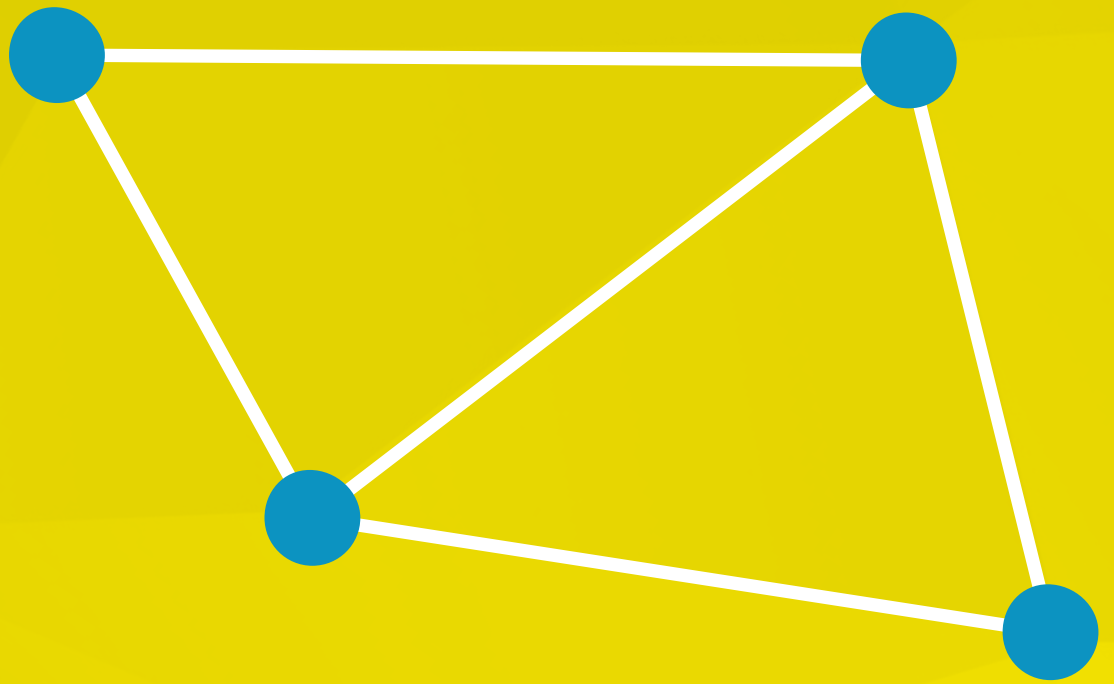
Worksheet

I

**MY DESIRED
CAREER**

CONFUSION

**PERSONAL
INTERESTS**



Workshop #18

MY

CONSTELLATION

ABOUT

EDUCATION



CONTEXT

The 'Research on Patterns among Youth in a NEET Situation' shows that there are six significant categories of factors in the life of young people which might put them at risk to end up in a NEET situation. Those categories include health situation, living conditions, relationships in family, education, employment, career choice. Empowering them in these six areas will boost their independence, self-reliance and a sense of belonging, and prevent them from getting in a NEET situation in the long run. This workshop offers a space for participants to create their own constellation on the topic of their desired job and required education.



KEY WORDS

Independence, self-reliance, desired future, confusion, lack of motivation, required education, needed qualification, personal interests



DURATION

40 minutes



AIM

of the workshop is to support youth reaching their desired job by gaining required education.



REFERENCE

The workshop was developed during the international partner meeting in Zagreb (January, 2020) in cooperation with ideA and Forum for Freedom in Education.



MATERIALS

One copy of worksheet per person (4 cards per person)



STEPS

- 1 Invite the participants to stand in a circle and introduce themselves with their names, and answer what 'education' means for them.
- 2 Make a brief introduction on different opportunities of educational paths like high school, vocational school, night school, university and emphasize uniqueness of each educational path.
- 3 Hand out one set of cards per person about education from the worksheet.
- 4 Invite the participants to place and arrange 4 cards in the room on the floor.
- 5 Participants stand on the paper 'I'. Guide the participants with the following questions:
 - Where is your focus?
 - How do you feel in this position?
 - Do you have any movement?
 - How do you feel towards 'my desired job' from this position?
 - How do you feel towards 'lack of motivation'?
 - How do you feel towards 'required education'?
- 6 Participants are invited to change the place and stand on the card 'my desired job'. Guide the participants with the following questions:
 - Where is your focus?
 - How do you feel in this position?
 - Do you have any movement?
 - How do you feel towards 'I' from this position?
 - How do you feel towards 'lack of motivation'?
 - How do you feel towards 'required education'?
- 7 Participants are invited to step away and stand on the card 'lack of motivation'. Guide the participants with the following questions:
 - Where is your focus?
 - How do you feel in this position?
 - Do you have any movement?
 - How do you feel towards 'I' from this position?
 - How do you feel towards 'my desired job'?
 - How do you feel towards 'required education'?
- 8 Participants are invited to step away and stand on the card 'required education'. Guide the participants with the following questions:

- Where is your focus?
- How do you feel in this position?
- Do you have any movement?
- How do you feel towards 'I' from this position?
- How do you feel towards 'my desired job'?
- How do you feel towards 'lack of motivation'?

9

To round up the workshop 'My Constellation' participants are invited to step away and look from a distance on a personal constellation and asked questions for reflection and discussion:

- How was it to experience your own constellation?
- What was useful?
- What changes did you observe within yourself after this workshop?

GUIDELINES FOR IMPLEMENTATION



Topics and words on the cards can be changed or adapted to a specific context or situation

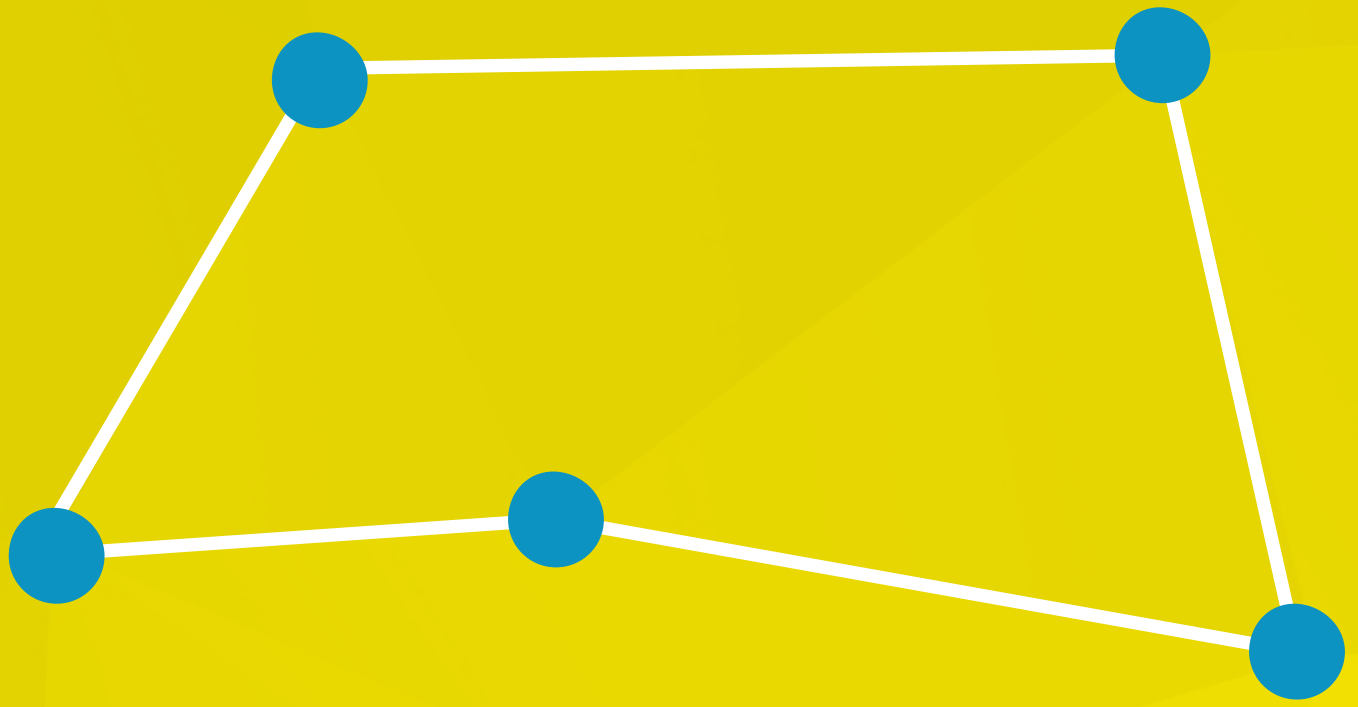
Worksheet

I

**MY DESIRED
JOB**

**LACK OF
MOTIVATION**

**REQUIRED
EDUCATION**



Workshop #19

MY

CONSTELLATION

ABOUT

EMPLOYMENT



CONTEXT

The 'Research on Patterns among Youth in a NEET Situation' shows that there are six significant categories of factors in the life of young people which might put them at risk to end up in a NEET situation. Those categories include health situation, living conditions, relationships in family, education, employment, career choice. Empowering them in these six areas will boost their independence, self-reliance and a sense of belonging, and prevent them from getting in a NEET situation in the long run. This workshop offers a space for participants to create their own constellation on the topic of a desired job and financial independence.



KEY WORDS

Independence, self-reliance, desired job, confusion, motivation, financial independence, personal interests, lack of suitable and desired job places



DURATION

40 minutes



AIM

of the workshop is to support youth reaching their desired job.



REFERENCE

The workshop was developed during the international partner meeting in Zagreb (January, 2020) in cooperation with ideA and Forum for Freedom in Education.



MATERIALS

One copy of worksheet per person (4 cards per person)



STEPS

- 1 Invite the participants to stand in a circle and introduce themselves with their names, and answer what 'employment' means for them.
- 2 Make a brief introduction on different opportunities of professional paths like being employer or employee.
- 3 Hand out one set of cards per person about employment from the worksheet.
- 4 Invite the participants to place and arrange 4 cards in the room on the floor.
- 5 Participants stand on the paper 'I'. Guide the participants with the following questions:
 - **Where is your focus?**
 - **How do you feel in this position?**
 - **Do you have any movement?**
 - **How do you feel towards 'my desired job' from this position?**
 - **How do you feel towards 'lack of desired jobs'?**
 - **How do you feel towards 'financial independence'?**
- 6 Participants are invited to change the place and stand on the card 'my desired job'. Guide the participants with the following questions:
 - **Where is your focus?**
 - **How do you feel in this position?**
 - **Do you have any movement?**
 - **How do you feel towards 'I' from this position?**
 - **How do you feel towards 'lack of desired jobs'?**
 - **How do you feel towards 'financial independence'?**
- 7 Participants are invited to step away and stand on the card 'lack of desired jobs'. Guide the participants with the following questions:
 - **Where is your focus?**
 - **How do you feel in this position?**
 - **Do you have any movement?**
 - **How do you feel towards 'I' from this position?**
 - **How do you feel towards 'my desired job'?**
 - **How do you feel towards 'financial independence'?**
- 8 Participants are invited to step away and stand on the card 'financial independence'. Guide the participants with following questions:

- Where is your focus?
- How do you feel in this position?
- Do you have any movement?
- How do you feel towards 'I' from this position?
- How do you feel towards 'my desired job'?
- How do you feel towards 'lack of desirable jobs'?

9

To round up the workshop 'My Constellation' participants are invited to step away and look from a distance on a personal constellation and asked questions for reflection and discussion:

- How was it to experience your own constellation?
- What was useful?
- What changes did you observe within yourself after this workshop?

GUIDELINES FOR IMPLEMENTATION



Topics and words on the cards can be changed or adapted to a specific context or situation.

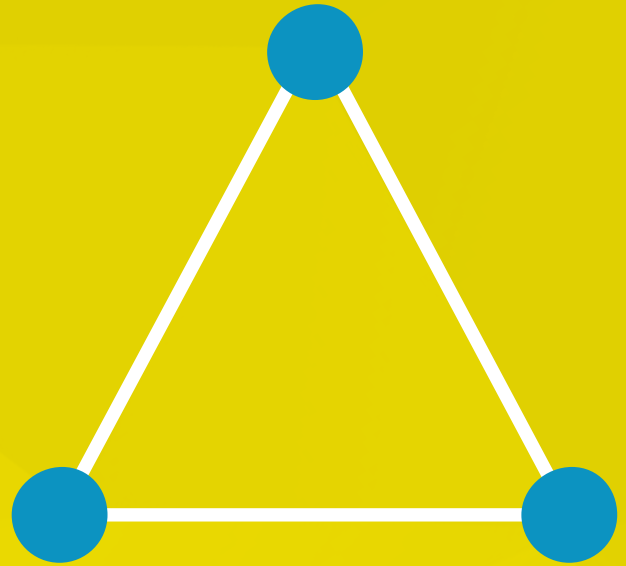
Worksheet

I

**MY DESIRED
JOB**

**LACK OF
DESIRED
JOBS**

**FINANCIAL
INDEPENDENCE**



Workshop #20

MY

**CONSTELLATION
ABOUT FAMILY
RELATIONSHIPS**



CONTEXT

The 'Research on Patterns among Youth in a NEET Situation' shows that there are six significant categories of factors in the life of young people which might put them at risk to end up in a NEET situation. Those categories include health situation, living conditions, relationships in family, education, employment, career choice. Empowering them in these six areas will boost their independence, self-reliance and a sense of belonging, and prevent them from getting in a NEET situation in the long run. This workshop offers a space for participants to create their own constellation on the topic of family relationships, their desired choices and expectations of family members.



KEY WORDS

Independence, self-reliance, sense of belonging, personal choices, expectations, confusion, motivation, personal interests



DURATION

40 minutes



AIM

of the workshop is to support youth reaching their desired future.



REFERENCE

The workshop was developed during the international partner meeting in Zagreb (January, 2020) in cooperation with ideA and Forum for Freedom in Education.



MATERIALS

One copy of worksheet per person (4 cards per person)



STEPS

- 1 Invite the participants to stand in a circle and introduce themselves with their names, and answer what 'relationship in family' means for them.
- 2 Make a brief introduction on uniqueness of each family and relationship that occur among family members by giving a personal example what are meaningful relationship in family.
- 3 Hand out one set of cards per person about family relationships from the worksheet.
- 4 Invite participants to place and arrange 4 cards in the room on the floor,
- 5 Participants stand on the paper 'I'. Guide the participants with the following questions:
 - **Where is your focus?**
 - **How do you feel in this position?**
 - **Do you have any movement?**
 - **How do you feel towards 'my desired future' from this position?**
 - **How do you feel towards 'expectations of family members'?**
 - **How do you feel towards 'my desired choice'?**
- 6 Participants are invited to change the place and stand on the card 'my desired future'. Guide the participants with the following questions:
Where is your focus?
 - **How do you feel in this position?**
 - **Do you have any movement?**
 - **How do you feel towards 'I' from this position?**
 - **How do you feel towards 'expectations of family members'?**
 - **How do you feel towards 'my desired choice'?**
- 7 Participants are invited to step away and stand on the card 'expectations of family members'. Guide the participants with the following questions:
 - **Where is your focus?**
 - **How do you feel in this position?**
 - **Do you have any movement?**
 - **How do you feel towards 'I' from this position?**
 - **How do you feel towards 'my desired future'?**
 - **How do you feel towards 'my desired choice'?**

8

Participants are invited to step away and stand on the card 'my desired choice'. Guide the participants with the following questions:

- **Where is your focus?**
- **How do you feel in this position?**
- **Do you have any movement?**
- **How do you feel towards 'I' from this position?**
- **How do you feel towards 'my desired future'?**
- **How do you feel towards 'expectations of family members'?**

9

To round up the workshop 'My Constellation' participants are invited to step away and look from a distance on a personal constellation and asked questions for reflection and discussion:

- **How was it to experience your own constellation?**
- **What was useful?**
- **What changes did you observe within yourself after this workshop?**

GUIDELINES FOR IMPLEMENTATION



Topics and words on the cards can be changed or adapted to a specific context or situation.

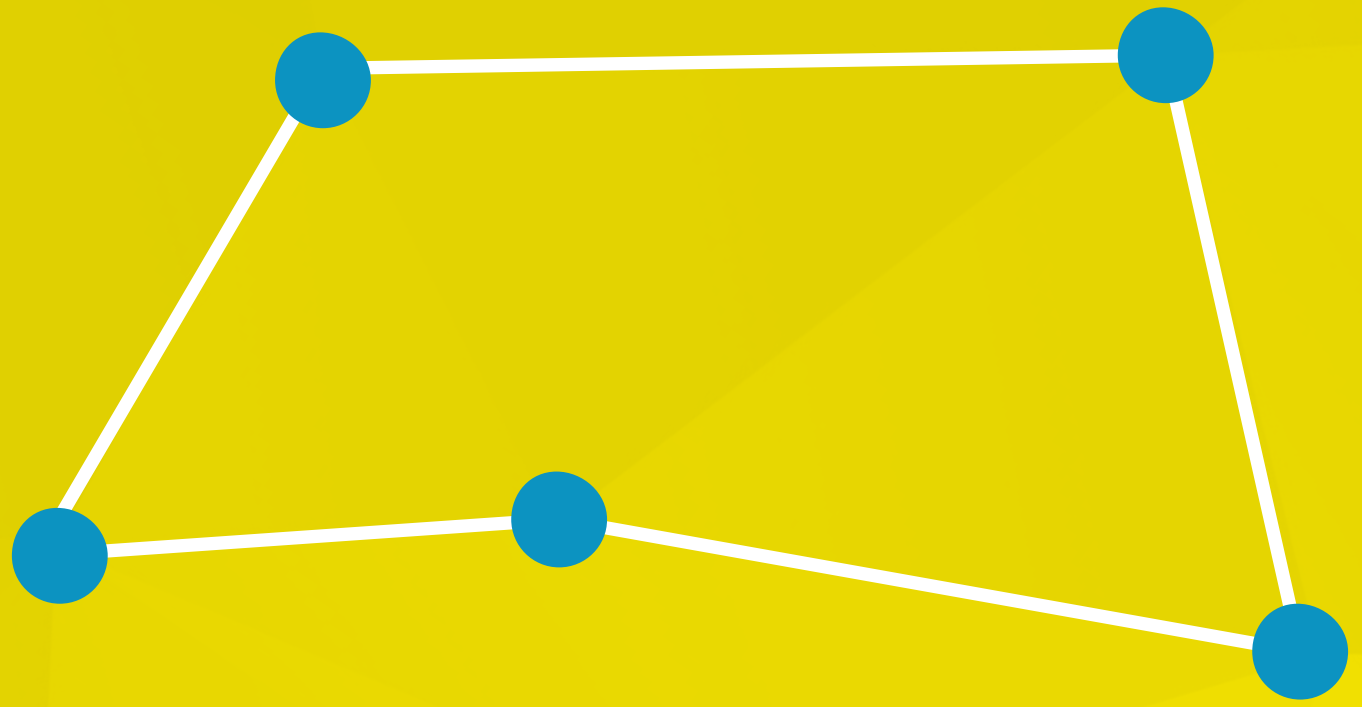
Worksheet

I

**MY DESIRED
FUTURE**

**EXPECTATIONS
OF FAMILY**

**MY DESIRED
CHOICE**



Workshop #21

MY

CONSTELLATION

ABOUT

EMPLOYMENT



CONTEXT

The 'Research on Patterns among Youth in a NEET Situation' shows that there are six significant categories of factors in the life of young people which might put them at risk to end up in a NEET situation. Those categories include health situation, living conditions, relationships in family, education, employment, career choice. Empowering them in these six areas will boost their independence, self-reliance and a sense of belonging, and prevent them from getting in a NEET situation in the long run. This workshop offers a space for participants to create their own constellation on the topic of desired living conditions.



KEY WORDS

Independence, self-reliance, sense of belonging, future-oriented vision, appreciation of current living conditions, solutions



DURATION

40 minutes



AIM

of the workshop is to support youth reaching their desired future.



REFERENCE

The workshop was developed during the international partner meeting in Zagreb (January, 2020) in cooperation with ideA and Forum for Freedom in Education.



MATERIALS

One copy of worksheet per person (4 cards per person)



STEPS

- 1 Invite the participants to stand in a circle and introduce themselves with their names, and answer what 'living conditions' mean for them.
- 2 Make a brief introduction of the uniqueness of each community and invite to discuss, what do they appreciate in their community?
- 3 Hand out one set of cards per person about living conditions from the worksheet.
- 4 Invite participants to place and arrange 4 cards in the room on the floor.
- 5 Participants stand on the paper 'I'. Guide the participants with the following questions:
 - **Where is your focus?**
 - **How do you feel in this position?**
 - **Do you have any movement?**
 - **How do you feel towards 'my desired living conditions' from this position?**
 - **How do you feel towards 'existing living conditions'?**
 - **How do you feel towards 'advantages of existing living conditions'?**
- 6 Participants are invited to change the place and stand on the card 'my desired living conditions'. Guide the participants with the following questions:
Where is your focus?
 - **How do you feel in this position?**
 - **Do you have any movement?**
 - **How do you feel towards 'I' from this position?**
 - **How do you feel towards 'existing living conditions'?**
 - **How do you feel towards 'advantages of existing living conditions'?**
- 7 Participants are invited to step away and stand on the card 'existing living conditions'. Guide the participants with the following questions:
 - **Where is your focus?**
 - **How do you feel in this position?**
 - **Do you have any movement? H**
 - **ow do you feel towards 'I' from this position?**
 - **How do you feel towards 'my desired living conditions'?**
 - **How do you feel towards 'advantages of existing living conditions'?**

Participants are invited to step away and stand on the card 'Advantages of existing living conditions'. Guide the participants with the following questions:

- **Where is your focus?**
- **How do you feel in this position?**
- **Do you have any movement?**
- **How do you feel towards 'I' from this position?**
- **How do you feel towards 'my desired living conditions'?**
- **How do you feel towards 'existing living conditions'?**

9

To round up the workshop 'My Constellation' participants are invited to step away and look from a distance on a personal constellation and asked questions for reflection and discussion:

- **How was it to experience your own constellation?**
- **What was useful?**
- **What changes did you observe within yourself after this workshop?**

GUIDELINES FOR IMPLEMENTATION



Topics and words on the cards can be changed or adapted to a specific context or situation.

Worksheet

I

**MY DESIRED
LIVING
CONDITIONS**

**EXISTING
LIVING
CONDITIONS**

**ADVANTAGES
OF EXISTING
LIVING**

Project **Partners**



Biedriba 'ideA' (Non-governmental organization 'ideA')

Biedriba 'ideA' as a non-governmental organization was founded in March 2007 in the middle of Latvia – Jelgava county, Platone parish. Target group of the organization is rural society, including different society groups, mostly focused on youth. Objectives of the organization include: development of civil society in rural areas; development of lifelong education in rural areas; implementation of non-formal education projects; promotion of motivated, confident, creative and democratic new generation in rural areas; providing information and experience exchange. Organization is experienced in the implementation of the EU programmes Youth in Action since 2008 and Erasmus+ Youth in Action since 2014, as a sending and hosting organization in different actions: youth initiatives, youth exchanges, youth democracy project, training courses. They were also a partner organization in the lifelong learning program Grundtvig, through which they worked with storytelling as a tool for teachers working with pupils in countryside schools. The first goal of the organization is to encourage rural civil society to participate in decision-making and to promote the participation in local government and public life with focus on young people's involvement and participation. The second goal is the creation of a motivated, self-confident, creative and democratic new generation of youth. Biedriba 'ideA' cooperates with local municipality (Jelgava Local Municipality) in promotion of youth participation in local activities and non-formal education as a tool in education together with formal education. All members of the organisation are volunteers - local youngsters, youth workers and youth leaders.



Jelgavas novada pašvaldība - Izglītības pārvalde (Jelgava Local Municipality- The Department of Education)

Biedriba 'ideA' as a non-governmental organization was founded in March 2007 in the middle of Latvia – Jelgava county, Platone parish. Target group of the organization is rural society, including different society groups, mostly focused on youth. Objectives of the organization include: development of civil society in rural areas; development of lifelong education in rural areas; implementation of non-formal education projects; promotion of motivated, confident, creative and democratic new generation in rural areas; providing information and experience exchange. Organization is experienced in the implementation of the EU programmes



Youth in Action since 2008 and Erasmus+ Youth in Action since 2014, as a sending and hosting organization in different actions: youth initiatives, youth exchanges, youth democracy project, training courses. They were also a partner organization in the lifelong learning program Grundtvig, through which they worked with storytelling as a tool for teachers working with pupils in countryside schools. The first goal of the organization is to encourage rural civil society to participate in decision-making and to promote the participation in local government and public life with focus on young people's involvement and participation. The second goal is the creation of a motivated, self-confident, creative and democratic new generation of youth. Biedriba 'ideA' cooperates with local municipality (Jelgava Local Municipality) in promotion of youth participation in local activities and non-formal education as a tool in education together with formal education. All members of the organisation are volunteers - local youngsters, youth workers and youth leaders.

Klub Podjetniškega Gibanja (Entrepreneurship Movement Club - EMC)

Entrepreneurship Movement Club (EMC) is a Non-Governmental Organisation based in Slovenia. It was established in 2015 to meet a growing demand for international entrepreneurship youth work services. EMC's team, which consists of coaches and trainers, offers interactive and customised training, coaching and capacity building in entrepreneurial development and leadership skills. EMC's goal is to support young people in becoming successful entrepreneurs, leaders and positive role models in their local and international communities through boosting their self-esteem, confidence, entrepreneurial, communication and social skills. EMC's members have previously been actively involved in the Entrepreneurship & Youth sector since 2005 and have a long tradition of working with economically and socially deprived communities. EMC's mission is to empower youth by providing opportunities to develop their own businesses enterprises. EMC designs projects to engage young people into entrepreneurship and does so by using coaching as a main method of achieving their mission, by providing support and activities which develop young people's skills, capacities and capabilities, by creating conditions favourable for professional growth of youth to discover their outstanding individual talents.



Osnovna šola Cirkulane - Zavrč (Primary School Cirkulane - Zavrč)

Primary school Cirkulane – Zavrč is located in the Northeast part of Slovenia. It is one school with one principal and the same teachers with two school buildings in two villages, in two municipalities. There is also a kindergarten which exists in both locations. The institution in Zavrč was founded in 1888, which was later partially destroyed in an earthquake. Today's building was built in 1997. The school building in Cirkulane, which is around 20 kilometres away from Zavrč, was built in the 20th century. Nowadays, the school employs 65 professionals and is attended by 280 students who come from different social backgrounds. All the students also have different learning abilities, which is sometimes a great challenge for the teachers. Teachers are always at disposal to help the students in any way. It does not matter if the problem they have is an educational one or not, teachers try to reach out to them and be there for them. One of the aims of the school is to support students in finding the right path for themselves so that they do not get into a NEET situation later in life. Participation in Erasmus+ is one of the ways how we are working on making that happen.



Forum za slobodu odgoja (Forum for Freedom in Education)

Forum for Freedom in Education is a well-recognized civil society organisation active since 1992. It works on harmonising the educational system in Croatia with the educational standards of modern democratic societies, guided by the principles of choice and equal access to education that enables the self-realisation of a person. Our innovative, high-quality programmes provide support to teachers and schools, children and youth, university lecturers and professionals working with children and youth in the educational and the social welfare systems. The programmes of teaching advancement, civic and health education, skills of non-violent conflict resolution and improvement of school management are designed for those stakeholders. Forum's goals are achieved through professional training seminars and educational activities, studies and analyses, campaigns and creative competitions, as well as through direct work with teachers and schools. Publishing plays an important role in disseminating best practices by way of compendia and other publications available on the organisation's web site. Forum's strengths as a partner organization are reliability,



implementation of high-quality and recognized programmes and projects, motivated team, a wide network of trainers and experts, years of managing EU projects and a wide network of reliable partner organizations.

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