

RE-INCLUSION AFTER ESC

Intellectual Output 01 GUIDEBOOK



Erasmus+
Enriching lives, opening minds.

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Foreword by a Volunteer



Letter from a volunteer after his ESC experience:

"About the considerations, instead, it is how I feel and I felt once back home. Everything changed. I'd like to share because it is the result of 9 months living with you and the others.

I felt horrible (probably nothing outstanding or unexpected). Of course, I miss the atmosphere, the guys, the nice moments, adventures, people from everywhere, feeling free, also the working moments because I like to learn, create, and fix, etc. Also planning and designing with you was engaging too.

Now the main thing is that I see things for what they are for real: maybe it sounds crazy, but I feel I'm part of the movie *Matrix*... I see the streets, the shops, the buildings, everything with another awareness. In Sweden it was different, we were just passing by to shopping centers to buy stuff or for few hours in the city, then we were back again. And the landscapes were still different.

Here, instead, I see why people behave without the need to ask, or the unspoken social frame into which everybody behaves nicely and politely according to rules made to avoid conflicts that would rise just because nobody cares about others or the environment. That is, mainly, that you cannot be honest, say and be who you actually are. Moreover, I cannot stand anymore the shit we believe we need, it's totally unreasonable.

The other day, while walking, a mother said something to her little daughter that made me really sad but even concerned: "Shut up! I want to check the shop windows". I mean she wasn't looking for something in particular, it was obvious, just passing by. And then I realized that she's choosing between her

once in a life moment with the daughter and the goods: the latest wins. Terrible.

I cannot talk about the experience as a volunteer as deeply as I would like, that's why I feel alone, frustrated and sad. I have to just stop at the party/fucking/enjoying nature aspects to maintain the mood, otherwise I would just ruin my meetings with friends. Same bullshit the system is selling to make them believe they're free when they travel. That is why I decided to stop talking about it at all. I mean, if I have to stay shallow, because when it comes to discussion about daily aspects, the life living with many people around, comforts, simple lifestyle, efficiency, resilience, farming your own food, dry toilets, everything I experienced in Sweden (by the way something very useful also in this context, economically and socially), the mood changes and people start to be narrow-minded and not open to discussion anymore. This is what they usually answer: "This is the reality, here is not the place to do it... You can do it in the forest, but not in this context".

Basically, I was really enthusiastic when I came back, to share and to help others avoid wastes and useless expenses according to the possibilities offered by their own context and budget, now I feel caged; at home too. Paradoxically it was better when I was volunteering, people were listening to me much more, and explaining their reasons, etc. There was an exchange of ideas that I miss, regardless of if I was right or wrong.

There are also positive things fortunately. I owe my mentor a great thank you for the working methods he taught us. I feel greatly empowered, and I had an episode that demonstrated it while working with supposed professionals while cutting trees: I saw what three people, all of them professionals in different fields, couldn't see. Probably in my volunteering time they would have already lost their job after what happened.

Plus, I'm really enjoying now what I have at home: I started taking care of tools, garden, spaces, etc. I have to fight hard with my parents to convince them of improper methods or ways I would like to improve the house, water supply, ventilation, etc. but I guess just time is needed. I came back like a cyclone, that was my fault. They are quite old and stuck on their ideas.

Thankfully my mother at least is more open to what's new or unknown and she would like to know more before putting a veto on everything.

In conclusion, I owe to the host and their people so much that it is difficult to evaluate. I couldn't realize it when I was there, probably the comparison of realities was needed. It's just difficult now to come back to what I left; it doesn't fit much anymore.

You should have added a note on the ESC call announcement about it: "Be aware that after this experience nothing will be the same anymore: choose the red pill to go back or the blue one to keep going".



After this letter...

*Do you feel supporting the Re-inclusion process
of a volunteer after ESC
is important?*

Introduction

What is Re-inclusion?

Re-inclusion is the coming back journey a volunteer has to go through after a long-term volunteering, the process of adapting back to their home life after the experience lived. It is a re-adaptation process of the new person the volunteer has become, back to their old and known environment, family, friends, job, community, etc. How the inclusion of the changes produced in their life experience have produced changes in them, changing the old life once they are back home, and how this changes also impact people around them. In this Guidebook we provide guidelines, tools, and resources to ensure a thriving Re-inclusion process for volunteers after a long- term volunteer experience.

Why is Re-inclusion important?

Moving to another country is a great challenge. You need to adapt, learn a new culture, be able to change yourself. However, it can be even more challenging to come back to your country after some time abroad. It should be the same place but it's not. You have changed and your point of view has changed. That's why it can be even more difficult to move on, because we don't recognize the need of adaptation, re-inclusion and manifestation of a new personality that came back to the old place.

That's why we decided to create this guidebook, so it would help you, as a youth worker, to support volunteers in their coming back home process. Here you will find advice, tips, and tools we created or adapted especially for volunteers' needs.

You don't need to know how electricity works to use it. So, if you are interested only in the tools, just go to the page 19 and start your journey. However, if you would like to know more about the Re-inclusion process, feel free to read the introduction and get to know our Re-inclusion model and general picture better.

Who is this manual for?

Because of the amount of work we deal with as youth leaders and dynamics of volunteers' lives after they come back from ESC projects, it might happen that the process of re-inclusion is neglected. There are situations when volunteers do not know about the possibility to talk with their supporting or hosting organization after the project, because often responsibility for post care is not settled between the partners. ESC guide leaves the place for omission here:

A supporting role that entails supporting, preparing and/or training participants before departure, a mediation between them and their host organisations and/or providing support to participants upon return from their activity as well as project management and coordination

This record might be formulated like that as later we read: *In cases where only one organisation is involved, the organisation has to ensure that all the above tasks and responsibilities of both roles are fulfilled.* Nevertheless, we deal with situations when, for whatever reason, some volunteers do not receive support when they need it while going through the re-inclusion process.

Recognising possible cause can help to counteract this problem. One of the causes is lack of relation between volunteer and sending organization which is raising issue in times of covid-19 as numerous meetings are carried online. This form of online meetings limits the tools youth workers can use to work on volunteers' re-inclusion.

Therefore, our answer is this guidebook which provides tools that can be used in both online and offline meetings, while working on re-adaptation of former ESC volunteers. It is a great facilitation for our work as you do not need to prepare the meetings beforehand – we provide ready to use activities to lead you and your volunteer through the process.

Because we based our design on needs after coming back home after ESC that former volunteers shared with us, you can be sure it will be applicable

for every case and volunteering project. Its universalism is also due to the fact, that tools presented can be modified according to your needs.

This manual is intended for a person helping a volunteer in their re-inclusion process after taking part in a volunteering project. You might be a member of a supporting or hosting organization, as well as a person working with youth, who can support volunteers when they come back home.



Our Approach & Model



How to achieve a thriving Re-inclusion?

Our intention is to create a guide for Youth Workers and Youth organizations, based on the research executed during the development and implementation of this project, providing knowledge, tools and resources to support Volunteers in their coming back process after going through their ESC experience. With this guidebook we would like to create the basis that would consolidate a thriving re-inclusion, so that the volunteer's experience gets well integrated and becomes a solid learning in their life. As youth organizations, our intention will be to ensure that the seed planted during the ESC experience continues growing and flourishing in the next steps of the volunteer's life.

With this focus and intention, we have collected and adapted 3 already tested existing models, well recognized and evidence based, to create a personalized model that would help Youth Workers and Youth organizations consolidate a thriving Re-inclusion after ESC. This Re-inclusion model sets a theoretical framework to develop a set of practical tools that would help consolidate this Re-inclusion process effectively.

These models are the following; *"Dimensions of Wellbeing"*, *"Hero's Journey"* and *"The Growth Model"*.

1. ***"Dimension of Wellbeing"***: We realized during our blended learning course with Youth Workers and Volunteers, that some areas were of great importance and that we would need to take them into account in the evaluation of the re- inclusion to ensure their state of wellbeing.

2. **“Hero’s Journey”:** The ESC experience is a process of transformation, an inner journey, and so is the return from the experience, coming back home. Understanding the stages involved in the process is essential to help the volunteer close that experience adequately and open a new one, with the integration of the process done in a way that it becomes a new resource for the next steps of their lives.
3. **“The Growth Model”:** This coaching model provides a guide through a process of self-inquiry necessary to become aware of ourselves and our reality in this moment, facilitates awareness of our needs and resources we need to put into motion to achieve our goals once they are set. Through powerful questions we can self-inquire and find answers within us to thrive in our lives and find lacks or difficulties that in other ways we would be unaware of, and as a result incapable to take actions needed to cover those needs.



¹ <https://jflowershealth.com/8-dimensions-of-wellness/>

² <https://www.jcf.org/works/>

³ <https://positivepsychology.com/grow-coaching-model/>

Building up our Model for Re-inclusion

Our model is built from 5 different layers that will be explained step by step and that sum up together. This will serve as a map to explore personality, areas of life, processes, and tools, that are useful to consider for accompanying the volunteer in their Re-inclusion process.

1. The ME: My Identity, Values, and Mindset.

The volunteer is a ME, an “I” that comprehends a sense of identity, a scale of values, and a mindset - understood as an attitude of approaching life. To be aware of these layers that conform the “I” is of vital importance to help and support the process. If my goals are against my values, at odds with my identity, or I don’t have the adequate mindset to achieve them, these will be important issues to assess as youth workers for guiding and supporting the volunteer in setting goals and future plans in their life. One of our considerations would be to rise self-awareness and evaluate with the volunteer if their decisions in life are respected. What do they value in their lives? Who are they? What mindset do they have towards it?

Any conflict between these aspects that conform the “I” (ME) will lead us to a difficult road.

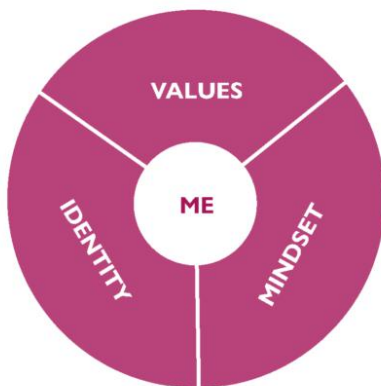


Figure. domains and related subdomains of social and emotional skills
(Adapted from Jones et al., 2019)

VALUES	MINDSET	IDENTITY
The skills, character traits and habits that support us in living and working with others and being a productive member of the society. This requires understanding, caring about, and acting upon core ethical and civic values.	Relates to the perspective of how we understand and approach the world, and interpret and deal with situations. Having a positive mindset can help us overcome challenges, achieve goals and deal with others more successfully.	Having a positive sense of identity includes knowing and feeling that you have a purpose and having confidence in the ability to learn and grow.

2. *Wellbeing DIMENSIONS to explore for a thriving Re-inclusion:*

The state of certain areas in a person's life will be essential to evaluate and ensure their state of wellbeing. Based on the 8 areas of wellbeing, we have selected 12 main areas throughout the project that we believe of great importance to review and evaluate in the Re-inclusion process to ensure and support mental health in volunteers. These 12 areas are the following:

- 1) **Health:** physical, mental, emotional wellbeing.
- 2) **Learnings:** studies, any learning process.
- 3) **Resources:** economy, others.
- 4) **Family:** relationship with my family.
- 5) **Work/Career:** job or career.
- 6) **Shadow:** my fears, things I don't want to see about myself.
- 7) **Relationships:** social and intimate.

- 8) **My role in society** (archetypes⁴).
- 9) **Community**: neighbours.
- 10) **Spirituality**: my transcendence, or higher believes or practices.
- 11) **Purpose/meaning**: what I do for others that gives me meaning.
- 12) **Creativity**: my talents and uniqueness.



Based on the model of wellbeing, 8 of these areas are already reflected as relevant for achieving a state of wellbeing in our lives, and 4 have been added out of our research in this project, as a state of wellbeing and a thriving Re-inclusion are intimately connected for us.

Exploring these areas with the volunteer, evaluating lacks, difficulties, inadequateness, or misuse in any one them will be a guide for youth workers to detect NEEDS and set ACTIONS required to cover them along with the young person.

⁴ <https://conorneill.com/2018/04/21/understanding-personality-the-12-jungian-archetypes/>

3. *PATH for Self-development (The journey):*

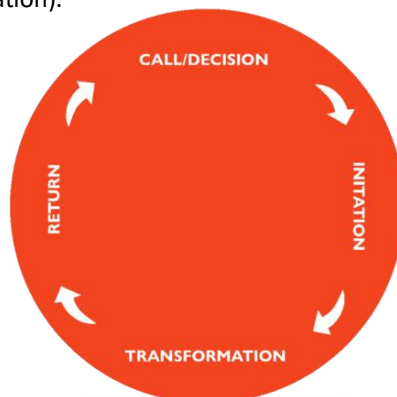
We have divided our journey into 4 stages: The first one is the call for adventure, the decision that take us into action and initiates a journey of transformation where we leave our known world and enter into the unknown.

The second stage is the journey itself with its challenges and circumstances, those experiences that we face once we have put our decision into motion: here comes the learning, unfolding resources to face adversity, challenges, fears, expectations, illusions.

It is through these learnings that we become transformed. We go through a process of change, not knowing where it would lead us.

And the last stage is when we are coming back from the experience, when the challenges have been faced and we have finished our journey. We realize how much we have changed, that we are no longer who we used to be. Now we may have different goals, our sense of meaning has changed. Our experiences have transformed us and now we are somehow different than before. In this stage we are getting back to ourselves with an integrated experience, back into our life, so that we can in any moment begin the cycle again.

The Call (action), the Initiation (learning), the Transformation (changes), and the Return (integration).



4. Powerful Questions to keep Growing in each Dimension:

“If I had an hour to solve a problem and my life depended on the solution, I would spend the first 55 minutes determining the proper question to ask, for once I know the proper question, I could solve the problem in less than five minutes.”

—ALBERT EINSTEIN

The usefulness of the knowledge we acquire and the effectiveness of the actions we take depend on the quality of the questions we ask. Questions open the door to dialogue and discovery. They are an invitation for creativity and breakthrough thinking. Questions can lead to movement and action on key issues. By generating creative insights, they can initiate change.

Some key questions we found meaningful for the Re-inclusion process:

- 1.1. What is my **Reality** in this area?
 - How do I feel?
 - Are there any obstacles?
- 1.2. What are my **needs and goals**?
- 1.3. How **will** I **achieve** each one?
- 1.4. What are my **options**?

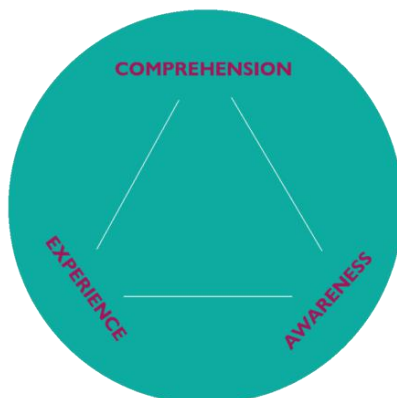


5. Learning process: Experiment, observe (Awareness) and comprehend (Wisdom).

We have used ancient Shaman's wise knowledge to record this experience from 3 different perspectives that will conform us. We are subjects living the EXPERIENCE through our senses, being here and now. We also have the capability of being AWARE of our experience as its observers, experiencing consciousness, living, and witnessing our own lives. And finding COMPREHENSION, meaning and deep understanding of what this experience brings us.

We are integral beings, sensing through our bodies and emotions, observing from our minds and getting a relational comprehension of what we live through.

What have you experienced?
What have you become aware of?
What have you understood?



Our Re-inclusion Model



Our Re-inclusion Model, is a “map” that can guide us as Youth Workers.

How?

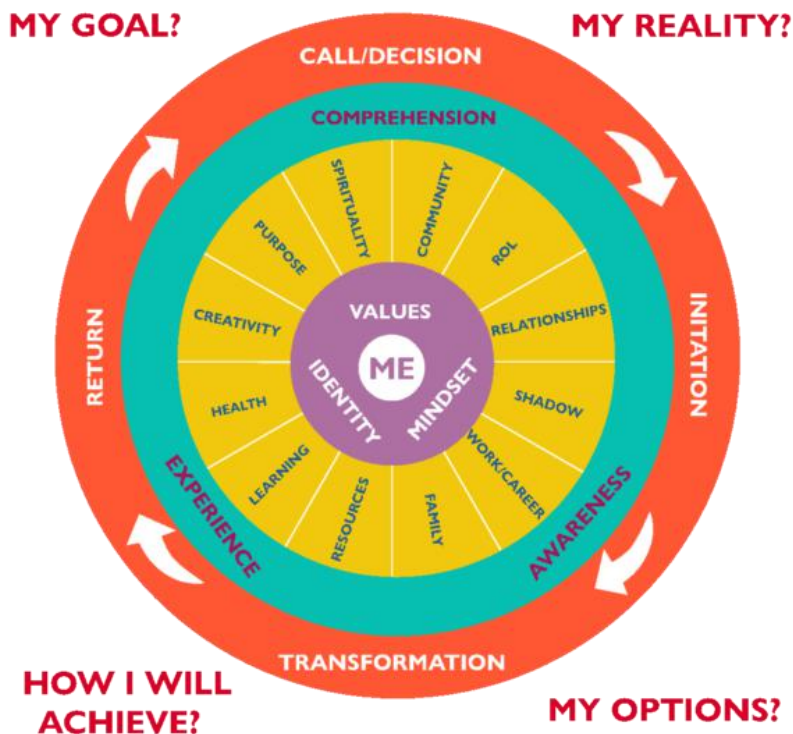
We would consider the “ME” as the volunteers’ values (see Annex 4), mindset, and self-identity.

We have 12 areas of life that can be evaluated through powerful questions to acknowledge the state of wellbeing and mental health - detecting in which way these relevant areas are covered, or on the contrary if they are lacking. Working with the volunteer we will be able to detect their needs and establish action plans to achieve them.

We pose 4 core questions to explore the situation in different areas. Questions that will rise self-awareness and comprehension from the experience.

We know there are 3 important aspects in a learning experience that we’ll need to consider: Experience, Awareness, and Comprehension of that experience.

We know the ESC experience is a transformational journey, the volunteer has taken a journey that has changed them with diverse experiences and challenges, creating a new Self, a new identity. This new Self is ready now to come back home, come back into the old world, make an impact and change it in a way it was not possible before this transformation occurred.



This map serves as a guide for youth workers to support volunteers in a thriving Re-inclusion. Be creative, flexible, and curious in using it, as it's created will all the ingredients we feel are needed to achieve a thriving Re-inclusion and fulfil the coming back process from a transformative journey.

Practical Tools

To make the most out of the volunteering period once it's over, we want to provide Youth Workers with practical tools that will help and support them to start a new stage in life. With these practical tools we'll provide some resources to support the young Volunteer, so that they do not stand alone and can find needed support to integrate back home after the full experience.

These tools and exercises will serve Youth Workers to guide ESC volunteers in moving towards their new goals.

These previously developed and described set of practices is sustained by our Re-inclusion Model that will serve as a theoretical map to thrive in the re-inclusion process while implementing the practical tools.

Attitude to foster as a Youth Worker

We would like you to take into consideration certain attitudes that should be fostered to accompany young Volunteers in a supportive way.

Real commitment. Demonstrate that you really care for the young people you're working with. Take into account their rhythms and limits and support them with acceptance and real commitment. The relationship needs to be built in truthful acceptance of the other, letting go of any personal goals or results.

Be Present. Be in the present moment as much as you can, aware of your body, your emotions, and also the thoughts passing by here and now. It's the only possible way of taking responsibility of yourself and changing anything. All you sense, feel, and think, is yours, and only by acknowledging it you will be able to step away from it.

Create a safe space. Physical, emotional, and mental safety is needed for young people to open up and trust you. Create a space of openness and non-judgement, where they can explore and express their emotions and feel supported.

Putting limits is essential for building healthy relations, setting clear boundaries of what is permitted and what not will help us create a safe space and invite an attitude of respect and freedom in the group.

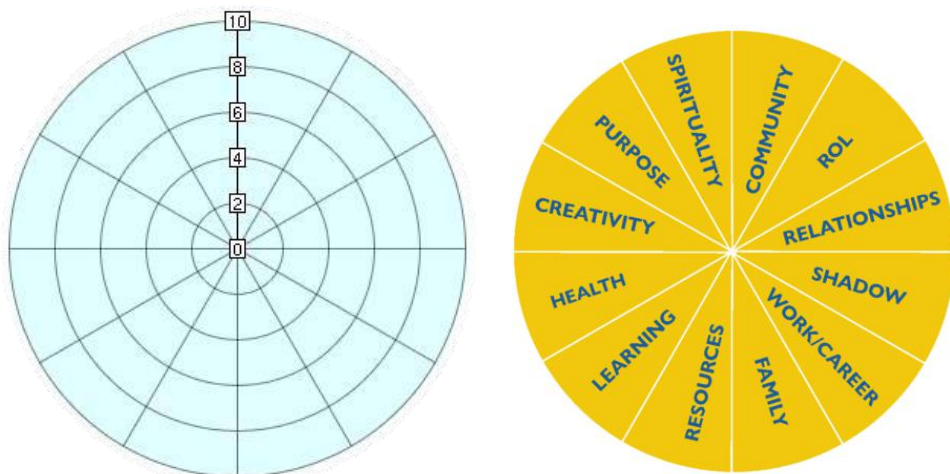
Heart centred. Authenticity is a referential guide. Undertake a path of self-knowledge to show and express your unique individuality. “To be authentic, we must cultivate the courage to be imperfect and vulnerable. We have to believe that we are fundamentally worthy of love and acceptance, just as we are. I’ve learned that there is no better way to invite more grace, gratitude and joy into our lives than by mindfully practicing authenticity.”⁵

Be reflective yourself. Reflection is an introspective act in which, individually or with a group, we go through a process of integrating a new experience, making sense of what happened. Reflection is much more than a logical cause and effect process, as it is a holistic process concerned with feelings and beliefs. Reflection is intended to explore subtle inner and relational processes, with the aim of revealing causes and personal triggers, and is an essential process of learning from any experience.

⁵ Brene Brown

Tools Description

1. WHEEL OF LIFE.



Main focus: (& Objectives)

The Wheel of Life is a simple but powerful tool that helps you visualize all the important areas of your life at once and evaluate your level of satisfaction in those areas. It is often used by life coaches to give their clients a "bird's eye" view of their lives. By looking at a visual representation of all the areas of your life at once, the wheel helps you to understand better which parts of your life are flourishing and which ones need more work.

Activity description:

There are online assessment tools that are easy to use.

One can also do it “analog” - just print out the empty picture of the wheel of life (picture). The user colors/covers each area up to the level they feel/think they are at right now in their life (from 1 to 10). Level five means that it is fairly “OK”, while level one means catastrophe and a really depressive state. Level ten means totally perfect and no room for improvement.

Note that this is “self-assessment” and not “the truth”. How it “feels” and how it really “is” can be different.

It is, of course, very rewarding to do this exercise before an ESC and then right after, as well as a follow up a few months later.

How long does it take to fill out my wheel?

This can be done in a couple of minutes.

After that, one can choose to discuss the values, and that may take a long time if a good trustful conversation can be created.

Are there any follow up questions to the wheel of life?

One can choose to discuss the values/results. This can be done more or less personal.

Suggested questions:

- Does anything surprise you when you look at all your answers?
- What has improved or decreased during the ESC?
- Does any field make you sad or concerned?
- The ones that have a good result - do you know what put you in this favorable situation?
- What do you want to focus on changing? What should you prioritize?
- What are your resources / possibilities to make this change?

You could move on and discuss “how” to reach these goals and set up short term goals and deadlines etc., but that could be another exercise.

One could move on to the ikigai concept and ask if there is an occupation/activity that:

- One loves to do

- One gets paid for
- The world needs
- You are good at

<https://ikigaitest.com>

Areas in your life:

- 1) Health (physical, emotional, mental)
- 2) Learnings
- 3) Resources (economy, other)
- 4) Family
- 5) Work/Career
- 6) Shadow (not seen fears)
- 7) Relationships (social, intimate)
- 8) My ROLE in Society (archetypes⁶)
- 9) Community (neighbours)
- 10) Spirituality
- 11) Purpose/meaning
- 12) Creativity (talents, uniqueness)

Comments on areas:

- 1) **Health.** Feeling of strength and vitality, also including mental health, feeling stable, in control. Do you have any addiction? Do you do enough exercise? How healthy are your meals?
- 2) **Learnings.** What are you learning at this moment?
- 3) **Resources.** Do you have enough, or do you (really) need more?.
- 4) **Family.** Do you have strong family bonds? Do you feel supported by your family?
- 5) **Career/work.** Are you doing something meaningful, that pays enough, that feels developing and important. Do you like what you are doing for living?

⁶ <https://conorneill.com/2018/04/21/understanding-personality-the-12-jungian-archetypes/>

- 6) **Shadow.** What are your fears? What do you reject about yourself?
- 7) **Relationships.** Do you have enough friends that are close with you? Do you have a partner or a romantic relationship?
- 8) **My Role in society.** What is your role for others at this moment? What do you want it to be?
- 9) **Community.** Where do you feel you belong?
- 10) **Spirituality.** Do you have any practice that helps you to transcend? Do you know who you are?
- 11) **Purpose and Meaning.** Does your life on the whole feel like you are living it fully and going somewhere? Are you doing something for others that makes you fulfilled?
- 12) **Creativity.** Are you expressing who you are?

Approach behind:

*The wheel of life concept was originally **created** by Paul J. Meyer.*

2. CHECK IT OUT!

After ESC questionnaire

Main focus (& Objectives):

It aims to evaluate Volunteer's state of mind and emotions after coming back from their volunteering project, as well as closing ESC experience and planning the future.

Approach behind:

This tool should support Youth Workers while evaluating Volunteers' ESC from their development point of view, as well as to get a background on their re-inclusion process and needs they met after coming back home.

It is important to make sure that all of the questions that are crucial to evaluate will appear during the process, which is easy to miss during non-structured conversation. Therefore, this tool should introduce a proposition of structure for interviewing Volunteers.

Activity description:

This activity is constructed as a questionnaire, which consists of space for drawing/mapping, open questions, and rating questions. Different possibilities of expression answer the need for the form to be suitable for people who prefer written, graphic, and oral communication or process of thinking.

Structure:

- ESC project evaluation
- My world after coming back from ESC
- Me now
- Needs and plans for future

There are two ways to work with the questions:

1. Including them in conversation
2. Asking the Volunteer to write down the answers and then to share them

-> (they can choose not to answer any of the questions and to share only the parts they want to)

Second opinion will be more suitable for meeting with a group of volunteers.

Materials needed:

Questionnaire: **(See in Annexes)**

<https://drive.google.com/file/d/1og93pQgv9NsC3IWfBNobAQ5yqq-Rptq5/view?usp=sharing>

Guidebook, printed questionnaire form, extra paper and pen.

Other resources:

Tips about approach to volunteers

<https://www.markeluk.com/articles/8-tips-to-motivate-volunteers>

Inspiration on what to do after volunteering

<https://www.goabroad.com/articles/volunteer-abroad/after-volunteering-abroad>

Inspirational quotes

<https://www.volunteerhub.com/blog/quotes-inspire-volunteers/>

Suggestion for implementation:

We recommend checking up on volunteers right after they come back home, but for the sake of full picture of their readaptation process, this tool will be best to use at least 2 weeks after the end of the project.

At the beginning of the meeting, start a casual conversation to break the ice. Inform the volunteer about the aim of the meeting and that part of it will be evaluating their experiences but there will be no judgement or rating of their performance during ESC. Underline organizational aspects of the meeting - gaining information that will help prepare future volunteers and build better projects for them.

It is good to offer the Volunteer something to drink and make them feel comfortable as well as make sure that you can focus only on them. You can also agree on muting your cell phones.

! If you don't feel prepared for active listening or you are not capable of dealing with somebody's emotions at the moment - reschedule the meeting or ask someone else to do it.



3. “POWERFUL QUESTIONS”

“Know yourself and you would know the Universe”

Main focus: To Self-inquire and self-reflect.

(& Objectives)

- Enhance personal empowerment
- Rise self-confidence
- Discover inner resources
- Bring self-awareness
- Help to set goals
- Bring mind clarity and focus

Approach behind:

Coaching Model

Activity description:

Ask a set of powerful questions regarding the dimension or area of life you are working with. (See areas in the Re-inclusion model.)

The Youth Worker can ask the questions and give the ESC Volunteer some time to respond. It can be done by journaling or with an interview, depending on trust or the Volunteer’s needs and their relationship with the Youth Worker.

It is recommended to set these questions and invite the vVolunteer to go and reflect on them in nature. This practice should be done with time, not looking for a quick and easy answer from the mind, but from a more profound space within, as an invitation for self-exploration and searching for an inner truth.

It’s very important to have plenty of time to reflect, and not interfere in what the young person is sharing when it is done as an interview.

The answers, in case they are done by journaling, can be shared if the Volunteer wants to, just reflecting on the main insights.

By journaling we mean answering the questions in a notebook while reflecting on them.

Materials needed:

Pen and paper.

Other Resources: links

Grow model:

<https://positivepsychology.com/grow-coaching-model/>

SET of powerful questions. (See in Annexes.)

Suggestions for implementation:

Implement it in nature to help inspire the reflection process.

Have active and empathic listening.

Hold the space to let emotions arise and be expressed.

Sustain a non-judgmental attitude.

Be present for the young person.

Ask with real curiosity and open mind.

4. “LET’S MEET” (Empty Chair)

Main focus: To integrate a conflict of any kind.
(& Objectives)

- Enhance personal Empowerment
- Lower stress, anxiety, and tensions
- Face fears and conflicts
- Rise self-awareness
- Emotional expression

Approach behind:

Gestalt Psychology and Therapy

Description of the activity:

We will guide you as a Youth Worker on how to suggest and accompany a Volunteer through this practice. Working with the young person find a conflict they are having. It could be with a *person*, with a *part of themselves* or even with a *situation*. Take 20 minutes to seat in front of an empty chair and have a dialogue with that person, situation, or part of themselves.

Before you start, tell the Volunteer to sit in a chair and breathe deeply, and to connect with their body’s sensations.

Tell them to express how they are feeling towards the situation, what their body sensations are, what emotions are rising, what thoughts are coming up, what they need to express to that situation.

Invite them not to judge or repress any words, thoughts, or emotions that need to come out in the dialogue. Invite them to express freely. Expressing with freedom and non-judgment is already releasing a lot of tension and helps us to become aware of what we are feeling and our difficulties in that moment. Becoming aware is the first step to transformation.

Once you have done this part, sit in the empty chair that is representing this situation and give it a voice.

How does this situation feel? Describe it. What is actually happening? What are the sensations of this situation? What does this situation say to me? What does this situation need from me?

You can have this dialogue changing from one chair to the other several times, until you find both parts have listened to each other and have made some kind of integration encountering each other.

The questions that can guide you in this journey from chair to chair are:

1. Who am I here in this chair? How do I feel? What do I need to express?
2. What do I need from the other chair? (person/situation/part of myself)
3. What do I value in the other chair?
4. What would I need to find peace with on the other side? Do I need to ask anything?

Materials needed:

Some space and two chairs.

Other Resources: links

Bibliography, articles and documents on:

The Gestalt Therapy, work with Polarities.

The importance of embodying learning through theatre.

Photos or pictures of someone or the situation to put on the chair.

Suggestion for implementation:

Be aware that you can only accompany someone if you can manage those emotions or sensations yourself. If you judge, you won't be able to be there for the other. A personal development path should be taken first with yourself to hold your own emotions of sadness, anger, or any other, to be able to accompany others in their emotional expression.

Do the practice yourself and go deep into it before you apply it to others.

You can do it alone or ask for the support of a colleague.

5. MESSAGE FROM THE FUTURE

Main focus: Creating who I want to be in the future.

& Objectives

- Rise self-awareness
- Emotional expression
- Enhance personal Empowerment
- Rise creativity

Approach behind:

Gestalt Approach

Activity Description:

Just before the ESC experience is over, we can invite the volunteer to record a video and speak to themselves from future (in 6 months' time).

The Re-inclusion model could serve as a tool for exploring how they would like to see themselves in 6 months, selecting some areas they feel are important for them in this moment of their life.



How would I like my life to be in 6 months...?

In relation to my relationships...

In relation to my work or career...

In relation to my family...



Taking this time to speak to oneself in the future is a creative act that can impact you in a profound and meaningful way.

Tell the Volunteer to take the time to think and feel what is important for them and how they would like their life to be in 6 months' time. They can take a moment to reflect on the 12 different areas of our Re-inclusion model. Then tell them to record a video that would be a message to themselves, and that they would see it in 6 months' time.

As Youth Workers, we can meet the volunteer in 6 months, after they have seen the recording, and have a session to share reflections on the experience. For this part, you can use some meaningful questions already presented in this guidebook to help the volunteer to explore and self-inquire.

The steps to implement the practice are the following:

- Record a video speaking to your future self (in 6 months).
- Watch this video after 6 months.
- Record another video answering to yourself from the past and watch it.
- Share the experience with your Youth Worker and reflect on it.
- You can repeat this process again - record a new video for your future self in some months.

Tell the volunteer to be spontaneous in their video, and let anything that is inside come out, whatever they would like to be expressed to them in the future.

Materials needed:

Mobile Phone to record a video.

Suggestion for implementation:

We recommend to do this activity before ending the ESC experience or right at the moment when the volunteer arrives home. The idea would be to have a meeting with the volunteer 6 months after to reflect and share the experience of listening to themselves from the past, and discuss all the emotions and thoughts that arose in the volunteer while doing this process. We can ask questions out of curiosity. We can use the powerful questions practice, as an additional resource that will help to ask meaningful questions during this process.

6. PAINTING FROM FEELINGS

Main focus:

- To integrate the ESC experience from a meditational state.
- To discern how I want my after-ESC process to be from a meditational state.

& Objectives:

- Self-awareness
- Self-expression
- Creativity
- Increase motivation
- Foster intuition and trust
- Self-reflection

Approach behind:

Art-therapy

Gestalt Therapy

Activity description:

The main instruction is to sense and feel during this practice. It's an invitation to work with both hemispheres, the rational and the creative, the conscious mind and the unconscious mind. It can be done with two different focusses. The recommendation is to do one (1) and after some time the other (2).

1. To integrate the ESC experience before ending it. To prepare the ground for what's coming next in our lives. To give us the possibility to express and integrate the experience before taking next steps into our lives.
2. To become aware from a meditational state, what is important for us in our coming back process. What we want our next steps to be.

The steps to implement the practice are the following:

1. Explain the intention of the practice.

2. Select some nice music with the volunteer that is significant to their ESC experience. Ask the volunteer to sit or lay down comfortably and with eyes closed.
3. The instructions are:

Session 1: Guided by the music, to go through the ESC experience from the arrival and see where it takes you. You just need to set the intention and let the mind travel with the music. There's no need to control the experience, as the music will take you to the places you need to go to.

Session 2: Select the music for the coming back process. Guided by the music set the intention of "what do I want my coming back home process to be?" What do you desire? What do you need? How do you want to feel? Who do you want to be with? What do you want to do?

4. Right after the music ends: give the Volunteer some paper and crayons, and invite them to draw the experience inspired by the music.
5. Observe and watch out for any details, what is drawn first, the colours, explore from an attitude of curiosity, from a place of not knowing and wanting to discover. Just observe from outside and accompany the person.
6. When the drawing is finished tell them to give it a title.
7. Finally, tell the Volunteer to show you the drawing and to explain anything they want.
8. In this process of showing you the drawing remain attentive, curious, and open. In case there's not much being said, start asking question based on objective things from the drawing. For example: What is this? What does this colour represent to you? How does this make you feel when you see it? What emotions are reflected here? Do you find any needs in your drawing? What values does it represent?
9. If something catches your attention ask for more information about it. In case you see something relevant for the volunteer in the drawing, ask to foster self-reflection.

Materials needed:

Speakers for music, paper to draw on, crayons.

Other Resources: links

List of values

<https://drive.google.com/file/d/1J9azJKaS8HuF19GN37kchrn-qpqW71DA/view?usp=sharing>

List of emotions

https://drive.google.com/file/d/1rYuRSMQTA21zzKJfkVz0ISAsWy1_IQ-Q/view?usp=sharing

Suggestion for implementation:

The main focus is to be guiding the volunteer within themselves, to favour self-reflection and self-awareness, to find the inner answers and internal resources, both to close the ESC journey and to be ready for the coming back home process, finding what's important inside, becoming oneself the reference.

The best way of doing it is with an attitude of curiosity and openness. Leave your opinions on the side, unless it's something that could be useful.



7. EMOTIONAL BODY SCULPTURES

Main focus: Working with uncomfortable emotions through body sculptures.

(& Objectives)

- Self-perception
- Self-awareness
- Self-expression
- Body awareness
- Self-reflection

Approach behind:

Gestalt theatre

Step by step activity description:

Firstly, show an example yourself, so that they know what and how to do it. Before leading the practice, take some time to do it yourself, so that you may detect any difficulties that can arise and be able to guide the volunteer while doing it.

- Tell the volunteer to make a list of fears they have related to the process of ending ESC and coming back home. Give them time to reflect, play some soft instrumental music to accompany the reflection process.
- Once they have the list of those fears, make them choose the most relevant one for them, a one that seems stronger. Ask them to write down an antidote for each fear next to it, a quality that would overcome the fear.

First sculpture: the representation of the fear

1. With a sentence that *represents that fear*, tell them to experiment with their body, slowly looking for a body sculpture that represents it. This movement has to be done not from thinking, but from sensing and feeling the body. For this reason, they need to go slowly and take the time to follow the body until it can express how they feel with that fear.

2. Once they have the body sculpture, tell them to hold it and feel it. Ask them how they feel? Is it comfortable? What body parts are tense/relaxed? Can they hold that sculpture for long?

Tell them to speak from there. Would the sculpture speak? What would it say? Who is it? How is it feeling? What is its purpose?

You can take a picture of the sculpture so they can see it from the outside later.

3. Tell them to let go of the sculpture. (You can also omit this step and from this body sculpture search for the next one, the sculpture that would overcome that fear.)

Second sculpture: the absence of fear.

Now tell them to look for a sculpture that would *overcome that fear* following the same instructions as before (slowly feeling the body sensations - step 1). And follow from step 2 until the end in the same way you did with the first sculpture.

Give this second sculpture more time, sense its positive qualities and ask questions while representing it, so that they anchor the sensations as experience of the inner resources they have available whenever they need them.

Representing our feelings and emotions with our bodies helps us to anchor the experiences in our reality.

Sharing the experience:

Have some moments on reflecting and sharing the experience with the Volunteer.

How did you get to the second picture? What was the first movement you did?

What happened or what did you do, to come to the absence of the fear?

Materials needed:

Space to move

Paper and pen

Suggestion for implementation:

This practice is based on sensing and feeling the body, listening to the wisdom of the body and accessing more unconscious information and powerful resources that would give us insights on what we need. It's important to take time and not rush on while doing it. If you don't take the time, the result could come from the rational mind and the value of it could be missed.



⁷ Erasmus+ Connect Project workshops.

Recomendations

When to facilitate?

As experienced hosts and sending organizations, and after the research done during this project, we will give some recommendations we deem important in the moment of supporting the Re- inclusion process after a long volunteering experience. These recommendations do not mean this process cannot be done in a different way, adaptations can be made considering the organizations' and volunteers' needs and situation. We are providing resources, tools, and experienced suggestions to help organizations, Youth Workers, and Volunteers in this process.

We recommend the re-inclusion process to begin at the end of ESC experience before coming back home, and end it at least 4 months after. In case this is not possible, because the support won't be done by the host organization, it can start when the volunteer is already back home.

Rising awareness of the Volunteer, not only about the finalization of the ESC journey, but about the challenges they will find when they get back home, could be of great importance. This awareness will start preparing them to face this new stage of life where the old and the new meet, and will bring something new to what was already in us.

This transition stage, to support them in detecting their feelings and needs, and what actions they feel they need to take to cover those needs, and what resources are available for them to archive their desires, will prepare the ground for flourishing of the ESC experience back into their old life.

Getting together with other groups of volunteers in their home areas, looking for places that will foster what they have already learned and experienced, finding people that share new ways of being, understanding and seeing life, becoming aware how their change can impact others.

All the exploration, experiential, and reflective work that can be done before the ESC experience ends will give the young person awareness and resources to face the new beginning in their life. They have become a new Self, built up during a year of diverse experiences they will carry with them

from now on. A planted seed inside, which with some water, sun, and soil will bring transformation to themselves and those around. Realizing that not only they have changed, but in changing themselves their familiar world has somehow changed too.

Who should facilitate?

A trustful relationship is needed to support the volunteer during this process. In case there's no trustful relationship we would recommend several online sessions to build up this relationship. The online sessions focused on creating a space of trust together, considering the attitude we have described a Youth Worker should foster (page 20). This trustful relationship will set the basis of the journey to be taken for a thriving Re-inclusion process of the volunteer. Without this trustful relationship it would be difficult for the volunteer to open up and express or deal with their struggles and difficulties and receive the needed help to get through this new phase.

The recommendation is that the mentor or tutor who has been accompanying the volunteer during the whole year, who knows the experience they went through during the year, their needs, struggles, and longings, should be the one to support them in this transition process and act as a bridge between the "new" and the "old" in the process of coming back home.

The tutor from the host organization has spent many months with the volunteer and formed a trustful relationship that is stronger than the sender organizations, which has almost no relationship at all. This trustful and safe relationship, and the support of someone who knows what you have been through, would be an ideal support the Volunteer needs. Actually, what we are pointing out in this project, is the focus on the importance of accompanying the volunteer, not only through the ESC experience, but also during at least 3 months of adaptation coming back home. We should continue this mentor support until we see that the adaptation is fulfilled and

the volunteers gets all the support needed to consolidate their whole journey and achieve this adaptation without being left alone to deal with it.

To have this space of sharing, reflecting, and exploring through a set of practices delivered in this Guidebook, or any other that can be useful for this follow up process, will be of great support for the Volunteer, to not feel alone and without resources of support to make this adaptation as thriving as possible.

In case the host cannot take this role of support for the volunteer, the sending organization, or anyone who has built this trustful relationship with the Volunteer, can do it. It is essential for us, as hosts or sending organizations, to be aware of the importance of creating this *trustful relationship to be able to support in the Re-inclusion process*.

Access our E-learning tool - resources, tools, knowledge to support volunteers on achieving a thriving re-inclusion.

<http://afteresc.eu>

Quotes from ESC Volunteers

These are some of the quotes collected from volunteers after their ESC experiences. We can see some of their needs, hopes and struggles in there.

"Find myself and stay true to myself. Be less afraid of things. To do the stuff I love. To travel and become a yoga teacher after my studies."

"I learnt to say "no" when I feels "no" inside."

"I am afraid the world will end before I fulfil my dreams."

"My aim is now to be in peace with myself, to be in harmony with the world, nature and people."

"My aim is not to hate myself."

"I want to fall in love."

"I need more confidence."

"I must get out of depression."

"This ESC was one of the best experiences of my life."

"This was amazing, I'm grateful to have been a part of it and it really did change my life."

"I have to say that taking part in this event made me think about the way I view society and social interactions."

The Project

The Re-inclusion Project answers the needs of young people returning from their short-term and long-term ESC Volunteer Projects, as well as the needs of their supporting organizations, allowing them to perform their role in a more effective way.

Through its actions, the project has empowered young Volunteers and Youth Workers in the process of Re-inclusion, and consequently also their local communities and policy makers.

A booklet on the importance and relevance of a thriving re-inclusion process after ESC is available in an online version.

An E-learning tool to support youth organizations, Youth Workers and Volunteers in their Re-inclusion process after ESC experience.
<http://afteresc.eu>

The whole concept has been piloted with 12 staff from the partner organisations, working with 50 young Volunteers and Youth Workers during two training courses developed in Poland and Spain.

All project results are accessible through the partners' websites and the dissemination platform of the European Union.

The Partners

Youth Matters Now

YOMN is a non-governmental, independent organisation for the support of youth and adult learning, professional and personal development of people with fewer opportunities. We promote experiential learning, volunteering service and social inclusion projects.

Our mission is to foster social change by inspiring and stimulating human potential through a holistic and Humanistic approach, arising awareness on emotions through music and body expression, combining Gestalt and theatre, Mindfulness and working on Non-Formal Education.



Laura.yomn@gmail.com
www.youthmattersnow.org

Hastekasen



We are an eco-collective organized in a non-profit, non-governmental association located on a farm on the countryside on the west coast of Sweden. We do small scale farming, forestry, animal keeping, natural building, teaching and experiments, and adventure and personal development. Our aim is to spread competence in the field of self-sustainability through an evolving learning center.

We are looking for new ways to re-settle the countryside. We experiment with new and traditional ways of farming and building, using natural material. Our activities include personal growth and also adventure activities related to nature. Lately we have been working a lot with community building, leadership training and storytelling/adventure as a method. We have several hundred visitors each year, and an ever-growing network.

info@hastekasen.se
www.hastekasen.se

Association Europe4Youth



Europe4Youth was established in order to create a platform for young people for participation in civil society on the local, national and European level. Our aim is to broaden their horizons and to help in their self-development by enabling youth to participate in national and international projects, and also encouraging them to organize such projects by themselves.

Doing that we use non formal methods of learning, including boarding games and LARPs. We take part in Structural Dialog and European Youth Policy.

info@europe4youth.eu
europe4youth.eu

Foundation Institute Poland-Ukraine



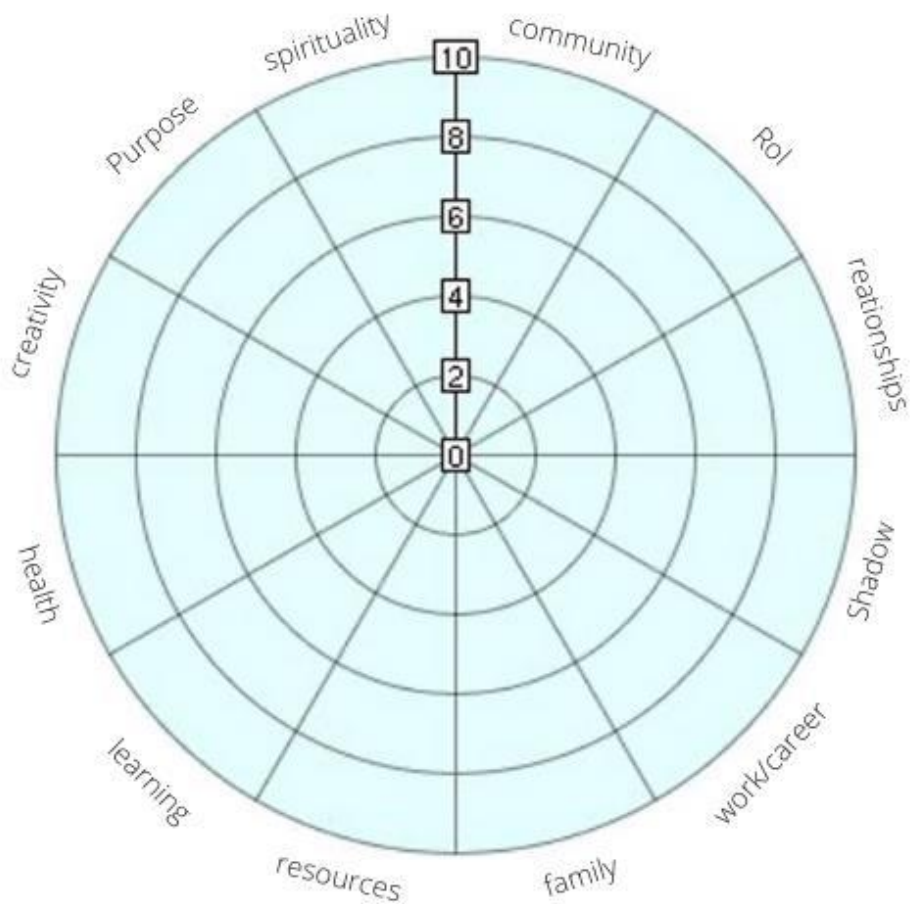
Foundation Institute Poland-Ukraine is a community organization that helps and supports Ukrainians in Krakow and Poland. The main activity of the foundation is running the local information portal UAinKrakow.pl. We inform migrants about the most important things for foreigners about life in Poland, such as legalization of staying and work, healthcare, news etc. We work with migrants and help them to integrate and get involved in the society, to find the necessary information, to adapt and develop.

We also take part in educational programs to make the educational process for them more inclusive.

fundacja.polukr@gmail.com
uainkrakow.pl/

Annexes

1. Wheel of life template:



2. Check it out Questionnaire:

Check it out!

questionnaire for meeting with volunteer coming back from ESC project



During ESC				
What was ESC project about / volunteer's tasks	What did you learned?	How did you developed?	How was your host for you?	What were relations with other volunteers?
Your social life during ESC	Cultural experience / cultural shock	Health, legalization of stay, etc.	Language learning	Conflicts
Highlights	Downfalls	Habits / things that I changed	Values that changed	Most memorable lesson
After ESC				
What surprised you back home?	Do you fell understood?	Battles you needed to fight	What made you happy?	What was easier?
What was harder?	Did you struggled psychologically?	New possibilities you discovered	Things you want to change in your local community	Do you feel that you have support system?

- ❓ What could have been done better?
- ❓ What did you gain or change in yourself because of the experience?
- ❓ What changed in the area of?
 - attitude,
 - skills
 - knowledge
- ❓ Did the experience make you change your attitude towards?
 - society
 - friends and family
 - yourself
- ❓ Did you make any close relationships?
- ❓ What was the influence of project's place and country on you?
- ❓ Did you learned anything new that was not strictly connected with your ESC project?
- 📝 List 5 most important skills/abilities you acquired during your ESC:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
- ❓ Do you have contact with people from your ESC? Do you want to maintain it?
- ❓ What are you missing the most?
- ❓ What are you missing the least?
- ❓ Will you recommend your project to others?
- ❓ Will you recommend ESC experience in general?

My world after coming back

use the space below to map your world after ESC experience, mark:



important places



people



connections between them

What was your state of mind, emotions right after coming back from ESC?



What was different when you went back?

How were relations with your family, friends, peers?

How was your communication? Did you understand each other?

What challenges did you have to face?



Was it easy to adapt? Why?

Do you have any essential worries (influencing your everyday life, ex. money)?

After coming back, what were you proud of? What was meaningful for you?



Were there areas where you felt like you were not doing good enough?

Did you have moments which felt like you cannot do it, you cannot go through it alone?



Go back to this moment, what do you need?



Me now

- ❓ Do you feel like you are equipped with tools allowing me to go through life?
- ❓ Do you have more or less clear goals about the coming year of your life?
- ❓ Do your plans feel meaningful?
- ❓ What would be your main fears and worries about the future?
- ❓ Do you want to continue doing something related to your ESC year?
- ❓ Have you found resources back home to do it?

Rate your performance in following categories [1-10 points]:

Dream score:

planning	☆☆☆☆☆☆☆☆☆☆	
helping others	☆☆☆☆☆☆☆☆☆☆	
communication	☆☆☆☆☆☆☆☆☆☆	
vision and mission fulfilment	☆☆☆☆☆☆☆☆☆☆	
local community involvement	☆☆☆☆☆☆☆☆☆☆	
cooperation	☆☆☆☆☆☆☆☆☆☆	
creativity	☆☆☆☆☆☆☆☆☆☆	
development and education	☆☆☆☆☆☆☆☆☆☆	
resolving conflicts	☆☆☆☆☆☆☆☆☆☆	
other	☆☆☆☆☆☆☆☆☆☆	

Needs and plans for future

design your dream or perfect but possible future, think about:



where do you want to be



people you want in your life



occupation



Make inventory of your resources (skills, character features, attitudes, etc.).



Think how you can use them to fulfill your dream.



Set up concrete goals (you can use SMART technique for that).



Start the realization process!



Let the tutor know what are your needs. Do you search for information? Places? Institutions that can help you with your future steps? Maybe you want to be involved in your supporting organization?



Remember, there are plenty ways how you can get involved in your local community, even if you don't have lots of time. The smallest change can bring joy and fulfillment into your life.



Do you want to support/be involved in your host organization? You can help by producing social media content, promoting them or simply by commenting their content.





3. Powerful questions SET

Anticipation

What is possible?
 What if it works out exactly as you want it to?
 What is the dream?
 What is exciting to you about this?
 What is the urge? What does your intuition tell you?

Assessment

What do you make of it?
 What do you think is best?
 How does it look to you?
 How do you feel about it?
 What resonates for you?

Clarification

What do you mean?
 What does it feel like?
 What is the part that is not yet clear?
 Can you say more?
 What do you want?

Elaboration

Can you tell me more?
 What else?
 What other ideas/thoughts/feelings do you have about it?

Evaluation

What is the opportunity here?
 What is the challenge?
 How does this fit with your plans/way of life/values?
 What do you think that means?
 What is your assessment?

Example

What is an example?
 For instance?
 Like what?
 Such as?
 What would it look like?

Exploration

What is here that you want to explore?
 What part of the situation have you not yet explored?
 What other angles can you think of?
 What is just one more possibility?
 What are your other options?

For Instance

If you could do it over again, what would you do differently?
 If it had been you, what would you have done?
 How else could a person handle this?
 If you could do anything you wanted, what would you do?

Fun as Perspective

What does fun mean to you?
 What was humorous about the situation?
 How can you make this more fun?
 How do you want it to be?
 If you were to teach people how to have fun, what would you say?

History

What caused it?
 What led up to it?
 What have you tried so far?
 What do you make of it all?

Implementation

What is the action plan?
What will you have to do to get the job done?
What support do you need to accomplish it?
What will you do?
When will you do it?

Integration

What will you take away from this?
How do you explain this to yourself?
What was the lesson?
How can you make sure you remember what you have learned?
How would you pull all this together?

Learning

If your life depended on taking action, what would you do?
If you had free choice in the matter, what would you do?
If the same thing came up again, what would you do?
If we could wipe the slate clean, what would you do?
If you had it to do over again, what would you do?

Options

What are the possibilities?
If you had your choice, what would you do?
What are possible solutions?
What will happen if you do, and what will happen if you don't?
What options can you create?

Outcomes

What do you want?
What is your desired outcome?

If you got it, what would you have?

How will you know you have reached it?
What would it look like?

Perspective

When you are ninety-five years old, what will you want to say about your life?
What will you think about this five years from now?
How does this relate to your life purpose?
In the bigger scheme of things, how important is this?
So what?

Planning

What do you plan to do about it?
What is your game plan?
What kind of plan do you need to create?
How do you suppose you could improve the situation?
Now what?

Predictions

How do you suppose it will all work out?
What will that get you?
Where will this lead?
What are the chances of success?
What is your prediction?

Resources

What resources do you need to help you decide?
What do you know about it now?
How do you suppose you can find out more about it?
What kind of picture do you have right now?

What resources are available to you?

Starting the Session

What's occurred since we last spoke?
What would you like to talk about?
What's new/the latest/the update?
How was your week?
Where are you right now?

Substance

What seems to be the trouble?
What seems to be the main obstacle?
What is stopping you?
What concerns you the most about ... ?
What do you want?

Summary

What is your conclusion?
How is this working?
How would you describe this?
What do you think this all amounts to?
How would you summarize the effort so far?

Taking Action

What action will you take?
And after that?
What will you do? When?
Is this a time for action? What action?
Where do you go from here?
When will you do that?
What are your next steps? By what date or time will you complete these steps?



4. Painting from feelings:

List of 230 Personal Core Values

Acceptance	Courage	Genius	Optimism	Smart
Accomplishment	Courtesy	Giving	Order	Solitude
Accountability	Creation	Goodness	Organization	Spirit
Accuracy	Creativity	Grace	Originality	Spirituality
Achievement	Credibility	Gratitude	Passion	Spontaneous
Adaptability	Curiosity	Greatness	Patience	Stability
Alertness	Decisive	Growth	Peace	Status
Altruism	Decisiveness	Happiness	Performance	Stewardship
Ambition	Dedication	Hard work	Persistence	Strength
Amusement	Dependability	Harmony	Playfulness	Structure
Assertiveness	Determination	Health	Poise	Success
Attentive	Development	Honesty	Potential	Support
Awareness	Devotion	Honor	Power	Surprise
Balance	Dignity	Hope	Present	Sustainability
Beauty	Discipline	Humility	Productivity	Talent
Boldness	Discovery	Imagination	Professionalism	Teamwork
Bravery	Drive	Improvement	Prosperity	Temperance
Brilliance	Effectiveness	Independence	Purpose	Thankful
Calm	Efficiency	Individuality	Quality	Thorough
Candor	Empathy	Innovation	Realistic	Thoughtful
Capable	Empower	Inquisitive	Reason	Timeliness
Careful	Endurance	Insightful	Recognition	Tolerance
Certainty	Energy	Inspiring	Recreation	Toughness
Challenge	Enjoyment	Integrity	Reflective	Traditional
Charity	Enthusiasm	Intelligence	Respect	Tranquility
Cleanliness	Equality	Intensity	Responsibility	Transparency
Clear	Ethical	Intuitive	Restraint	Trust
Clever	Excellence	Irreverent	Results-oriented	Trustworthy
Comfort	Experience	Joy	Reverence	Truth
Commitment	Exploration	Justice	Rigor	Understanding
Common sense	Expressive	Kindness	Risk	Uniqueness
Communication	Fairness	Knowledge	Satisfaction	Unity
Community	Family	Lawful	Security	Valor
Compassion	Famous	Leadership	Self-reliance	Victory
Competence	Fearless	Learning	Selfless	Vigor
Concentration	Feelings	Liberty	Sensitivity	Vision
Confidence	Ferocious	Logic	Serenity	Vitality
Connection	Fidelity	Love	Service	Wealth
Consciousness	Focus	Loyalty	Sharing	Welcoming
Consistency	Foresight	Mastery	Significance	Winning
Contentment	Fortitude	Maturity	Silence	Wisdom
Contribution	Freedom	Meaning	Simplicity	Wonder
Control	Friendship	Moderation	Sincerity	
Conviction	Fun	Motivation	Skill	
Cooperation	Generosity	Openness	Skillfulness	

4. Mindset ideas:



1. ALWAYS BE KIND.
2. BE PROUD OF EVERY STEP YOU TAKE.
3. "BE YOURSELF. AN ORIGINAL IS WORTH MORE THAN A COPY." SUZY KASSEM
4. CHOOSE TO BE POSITIVE.
5. EVERY DAY IS A NEW ADVENTURE.
6. "IT ALWAYS SEEMS IMPOSSIBLE UNTIL IT IS DONE!" NELSON MANDELA
7. "LIFE IS A GREAT BIG CANVAS, THROW ALL THE PAINT YOU CAN ON IT." DANNY KAYE
8. EXPRESS YOUR IDEAS.
9. YOU CAN ALWAYS IMPROVE. YOU WILL KEEP TRYING!
10. "IT'S KIND OF FUN TO DO THE IMPOSSIBLE." WALT DISNEY
11. CREATIVITY IS TAKING RISKS.
12. YOU CAN MAKE SMART CHOICES.
13. WHAT YOU CREATE MATTERS.
14. IT'S A NICE DAY TO START AGAIN.
15. YOU CAN MAKE MISTAKES BEAUTIFUL.
16. YOU ARE READY FOR A CHALLENGE.
17. TRUST YOURSELF.
18. DREAMS DON'T WORK UNLESS YOU DO! JOHN C. MAXWELL
19. EVERY SUCCESS STARTS WITH THE DECISION TO TRY.
20. DON'T GIVE UP!
21. YOU CAN IMPROVE WITH PRACTICE.
22. "WHAT YOU DO TODAY CAN IMPROVE ALL YOUR TOMORROWS." RALPH MARSTON
23. MISTAKES HELP YOU GROW.
24. YOU CAN AND YOU WILL!
25. MAKE YOURSELF PROUD. DO YOUR BEST.
26. BE INSPIRED BY THE IDEAS OF OTHERS.
27. FOCUS ON YOUR GOALS.
28. TRY NEW THINGS.
29. FEEDBACK HELPS YOU GROW.
30. ATTITUDE IS THE MIND'S PAINTBRUSH. IT CAN COLOR ANY SITUATION.
31. GO BEYOND THE ORDINARY.
32. ATTITUDE AND EFFORT ARE MORE IMPORTANT THAN TALENT.
33. A CHALLENGE LETS YOU EXERCISE YOUR BRAIN.
34. KEEP GROWING.
35. LEARNING TAKES TIME.
36. TAKE THE RISK!
37. DON'T SPEND YOUR TIME COMPARING. SPEND YOUR TIME CREATING.
38. "MAKE EACH DAY YOUR MASTERPIECE." JOHN WOODEN
39. BEING NICE MAKES YOU COOL.
40. YOU ARE BEAUTIFUL THE WAY YOU ARE.
41. BE CREATIVE!
42. YOU ARE BRAVE.
43. KEEP READING!
44. TURN YOUR NAYS INTO YAYS.
45. YOUR SPIRIT IS BRIGHT.
46. YOU ARE AMAZING
47. YOU CAN CHANGE THE WORLD.
48. FIND YOUR PASSION.
49. YOU ARE ALWAYS LEARNING.
50. WE ARE PEACE.
51. LISTEN TO YOUR HEART.
52. I BELIEVE IN YOU.
53. YOU ARE IMPORTANT.
54. TRUST YOURSELF.
55. BE PROUD OF WHAT YOU HAVE DONE SO FAR.
56. HOW YOU LIVE IS WHO YOU ARE.
57. TRY, TRY AGAIN.
58. BELIEVE IN YOUR DREAMS.
59. BE THE LIGHT.
60. YOU MATTER.
61. YOU DESERVE ALL THE GOOD THINGS.
62. YOUR VOICE MATTERS.
63. BE OPEN TO NEW IDEAS.
64. STAY FOCUSED.
65. YOU HAVE THE POWER TO CREATE CHANGE.
66. YOU ARE BOLD!
67. YOU ARE ENERGETIC AND ENTHUSIASTIC.
68. BE A PROBLEM-SOLVER.
69. YOU CAN MAKE A DIFFERENCE.
70. YOU ARE IN CHARGE OF YOUR LIFE.
71. YOU ARE STRONG.
72. YOU ARE BEAUTIFUL.
73. TODAY, YOU WILL LEARN AND GROW.
74. TODAY, YOU CAN HELP SOMEONE.
75. TODAY IS FULL OF POSSIBILITIES.
76. TODAY YOU CAN BE A BETTER PERSON.
77. YOU ARE WORTHY OF EVERYTHING GOOD IN LIFE.
78. YOU ARE IMPORTANT.
79. CREATE THE FUTURE YOU WANT.
80. THERE IS NO ONE BETTER TO BE THAN YOURSELF.
81. YOU ARE ENOUGH.
82. BE A LEADER!
83. CHALLENGES HELP YOU GROW.
84. CHOOSE YOUR OWN ATTITUDE.
85. CHOOSE TO HAVE AN AMAZING DAY.
86. BE OPEN AND READY TO LEARN.
87. YOU ARE BRAVE
88. ALWAYS TRY YOUR BEST.
89. YOU ARE COURAGEOUS.
90. YOU CAN FIND THE SOLUTIONS TO YOUR PROBLEMS.
91. ONLY COMPARE YOURSELF TO YOURSELF.
92. EVERY DAY IS A FRESH START.
93. YOU ARE NOT ALONE.
94. YOU CAN DO HARD THINGS.
95. YOU CAN MAKE GOOD CHOICES.
96. YOU ARE LOVED.
97. BE GRATEFUL FOR GOOD THINGS.
98. I WISH YOU ENOUGH.
99. "POSITIVE ANYTHING IS BETTER THAN NEGATIVE NOTHING." ELBERT HUBBARD
100. "WE ARE MADE OF STAR STUFF." CARL SAGAN

