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THE HERO'S JOURNEY

**PERSONAL DEVELOPMENT
PROGRAM for YOUTH**



**THE BOOK
OF LIFE**

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Publication is published within project "The Book of life: Write your own bestseller!"



**Co-funded by
the European Union**

2020-2-RO01-KA205-080635

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

INTRODUCTION

In life, you have to cross different stages: childhood, adolescence, adulthood, and old age. Each stage has joyful moments and challenges but one of the most difficult phases is when you launch yourself into independent life, leaving the family nest.

Young people know that they have to go to school, get a job and build their own future, and do “mandatory” steps, but often it happens that they arrive at the edge of an independent life with a sense of loss and uncertainty about their future. How to find your way?

The personal development program "My bestseller - The hero's journey" is a personal development program that contains 10 workshops, which use non-formal education as the main method, and which takes place under the guidance of a trainer/psychotherapist/youth worker, and certain exercises that can be given as homework.

This toolkit that contains this program is a curriculum addressed to youth workers and organizations in this field and which, in addition to the actual structure of the workshops, also contains the theoretical part from the perspective of a specialist about how group activities or individual sessions with young people can be facilitated.





METHODOLOGY

The personal development program "My bestseller - The hero's journey" is a personal development program that contains 10 workshops, which use non-formal education as the main method, and which takes place under the guidance of a trainer/psychotherapist/youth worker, and certain exercises that can be given as homework.

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"The Hero's Journey" program is based on the idea of developing these life skills in group activities - personal development workshops, with a duration of approximately 2-3 hours each.

This program addresses 10 topics of interest for young people - topics related to the skills needed to start independent life. These topics are arranged according to a change process, as follows:

1. Emotional health
2. Healthy lifestyle
3. Career planning
4. Family relationships
5. Peer group relationships
6. Resources management
7. Time management
8. Decision making
9. Relational health
10. Leaving home

Each workshop has a well-defined structure, with the following elements:

- general purpose
- specific objectives and skills that each workshop develops
- introductory and ice-breaking exercises, for building group dynamics and cohesion between young people
- activities specific to the respective theme
- reflection questions - questions for the moments of reflection at the end of the activities, which aim to help the young people to process the information and experience during the workshop and to integrate the new information and decisions related to their own process of change.
- homework or small challenges that young people can implement to cement their change

bibliography, sources of inspiration or necessary materials (logistics) for applying the workshops.



GENERAL TIPS FOR FACILITATORS

For implementing with success the workshops, the facilitators should take into account several important aspects, that can be used as tips & tricks for any workshop of personal development with youngsters

- Make the setting of the training room comfortable and with a good natural light
 - Leave enough time for debriefing and questions
 - Focus the pathway on the key competencies young people will acquire
 - prepare good music and sounds adapted to the topic of the workshop
 - Stimulate connection among participant
-
- Prior to the implementation of the workshops, ask if there are special needs, in order to adapt the activities and make the space accessible.
 - Create a group welcome and farewell ritual that they can identify in each of the workshops.
 - Make the most of your observation skills to get to know the group better.
 - Take the initiative and break the ice when you start working with a group.



GENERAL TIPS FOR FACILITATORS

- Maintain a firm and confident tone of voice to guide the process.
- Create a final space for reflection and joint participation.
- Create a pleasant environment where participants feel comfortable
- Listen to the participants needs and adjust the activity accordingly
- Make sure all the expected outcomes and objectives are clear
- Keep the activity as interactive as possible
- Ensure you have enough time for the debriefing at the end of the session, as key part for self-assessment and understanding of the activity itself



WORKSHOP 1

EMOTIONAL HEALTH



GENERAL AIM

- To introduce the importance of emotional/mental health
- Personal development

OBJECTIVES

- To present the 5 key strategies to mental well-being with practical exercises
- To develop personal strategies

INTRODUCTION

START FROM THE FOLLOWING QUESTIONS:

- What is emotional/mental health?
- How does it impact our lives?
- What strategies do participants have to maintain mental well-being?
- Introduction to the 5 key strategies to mental well being.

ICE – BREAKING (1st key strategy: Connect with others)

- Team building exercise: – Draw a feeling – ask the participant to draw on a post-it what recalls to them the word “Health”. Once drawn, each participant will walk around the room, with the post-it attached to the chest, searching for those people that recall his/her concept of health in their post-it. Then they will form a group sitting next to each other and explaining to the circle why they are a group.
- Debriefing on the importance of connection with others.

ACTIVITIES

Be physically active

Do a 10-minute workout as a group:

- Exercise guidelines and workout:

<https://www.nhs.uk/live-well/exercise/10-minute-workouts/>

Physical exercises for a disable target group:

- <https://www.youtube.com/watch?v=nPhCNcJ8uJc>
- https://www.youtube.com/watch?v=mfarj_zHIeY

Debriefing + how could you build exercise into your routine?

DIY & Donate

- Make a calendar: Learn to make new things by yourself

The facilitator will explain and create with the participants a DIY calendar

[needed materials in the materials and logistics section]

<https://americanlifestylemag.com/decor/crafts-diy-projects/heres-a-calendar-gift-that-comes-through-with-flying-colors/>

[https://www.youtube.com/watch?](https://www.youtube.com/watch?app=desktop&v=VDAdvuWGMO4&feature=youtu.be)

[app=desktop&v=VDAdvuWGMO4&feature=youtu.be](https://diyprojects.com/paint-chip-calendar/) or

<https://diyprojects.com/paint-chip-calendar/>

- Now participants have to choose to whom they want to donate it or share it with.
- Debriefing on the importance to keep learning and the necessity to give to others to feel well. In this context also gratitude helps us to focus on what we have and what others give us and to see things in a more positive way. This has a great impact on mental health. (https://www-nhs-uk.translate.google.com/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/?_x_tr_sl=auto&_x_tr_tl=es&_x_tr_hl=es)

Take notice and pay attention to the present moment

- Do a mindfulness meditation exercise (e.g. <https://www.youtube.com/user/Getsomeheadspace>)
- make sure to be in a quiet room without noise, and create a peaceful environment to start the meditation.

Debriefing + how could you build mindfulness into your routine?

TIME TO REFLECT

- Retrace the 5 key strategies to mental well-being through the exercises carried out (<https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/>)
- Among those 5 strategies, are there anyone that you practice most?
- It often happens that we pay more attention to physical demands than emotional, are you able to find a balance for your needs?
- Create your own strategy!

HOMEWORK

- Do at least one 10 – minute workout
- Follow at least one mindfulness exercise
- Start learning something new
- Do at least one generous act

BIBLIOGRAPHY

- <https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/>
- <https://www.nhs.uk/live-well/exercise/10-minute-workouts/>
- <https://americanlifestylemag.com/decor/crafts-diy-projects/heres-a-calendar-gift-that-comes-through-with-flying-colors/>
- <https://www.youtube.com/watch?v=VDAdvuWGMO4&feature=youtu.be>
- <https://diyprojects.com/paint-chip-calendar/>
- <https://www.youtube.com/user/Getsomeheadspace>



MATERIALS

- Post-it
- Coloured markers
- Materials to produce calendars (in bibliography)
- Video on meditation exercise
- Quiet room



WORKSHOP 2

HEALTHY LIFESTYLE



GENERAL AIM

To help young people to set a healthy lifestyle, in terms of life organizing

OBJECTIVES

- to be aware of what a healthy lifestyle means
- to learn to adapt their lifestyle to their own chronotype and body and mind needs
- to be aware of the importance of respecting the others lifestyle and needs

INTRODUCTION

- Round tour with changes from previous workshops
- Energizer - depending on the group

ACTIVITIES



- Self-evaluation - 5 min (participants will receive individually the questionnaire from “Energize” book)
- After completing and having the score, the facilitator is explaining how each chronotype is working, as in the annex

They receive the task to write a schedule with the following aspects:

- plan for physical exercises
- alternance in a day/week between work-rest-relaxing activities
- nutrition plan, with hours daily



Working in pairs - Imagine that you are living together in the same house (you are students and you are sharing the house). Create a balanced program, in which each of you can respect his/her own healthy lifestyle plan and also the others. Include in this plan:

- sleeping hours and need for rest/naps
- sport
- nutrition



TIME TO REFLECT

At the end, the facilitator is making some conclusions on a flipchart, with changing decisions and how to implement the healthy lifestyle plan. The participants are asked what they already did and want to multiply/extend, what they did in opposite with their chronotype and want to change and what they want to introduce new. Will be also a discussion about their challenges in changing their lifestyle and how they can overcome the possible obstacles.

The workshop is closing with a round tour with keywords and the decisions for the changes to be done for the next weeks.



HOMEWORK

- During the next week, implement 1 new change per day from the ones that resonated in you during this workshop
- Take notes about how did you felt when you made that changes

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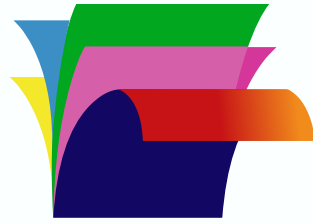


MATERIALS

- Papers
- Music
- Flipchart
- Printed questionnaires
- Markers and pens
- questionnaires - annex

ANNEX

QUESTIONNAIRE: FIND YOUR CHRONOTYPE



Part 1

For the following ten statements, please circle T for true or F for false.

1. The slightest sound or light can keep me awake or wake me up.
 - T
 - F
2. Food is not a great passion for me
 - T
 - F
3. I usually wake up before my alarm rings
 - T
 - F
4. I can't sleep well on planes, even with an eye mask and earplugs
 - T
 - F
5. I'm often irritable due to fatigue
 - T
 - F
6. I worry inordinately about small details
 - T
 - F
7. I have been diagnosed by a doctor or self-diagnosed as an insomniac
 - T
 - F
8. In school, I was anxious about my grades
 - T
 - F

9. I lose sleep ruminating about what happened in the past and what might happen in the future.

- T
- F

10. I'm a perfectionist

- T
- F

If you marked T for true on seven or more of the above ten questions, you are a Dolphin and can skip ahead to the Dolphin description.

Part Two

After each of the multiple-choice options, you'll find a number in parentheses. Keep a tally of these numbers to get your final score.

1. If you had nothing to do the next day and gave yourself permission to sleep in as long as you like, when would you wake up?

- a. Before 6:30 a.m. (1)
- b. Between 6:30 a.m. and 8:45 a.m. (2)
- c. After 8:45 a.m. (3)

2. When you have to get out of bed by a certain time, do you use an alarm clock?

- a. No need. You wake up on your own at just the right time. (1)
- b. Yes to the alarm, plus one or two snoozes. (2)
- c. Yes to the alarm, with a backup alarm and multiple snoozes. (3)

3. When do you wake up on the weekends?

- a. The same time as your workweek schedule. (1)
- b. Within forty-five to ninety minutes of your workweek schedule. (2)
- c. Ninety minutes past your workweek schedule. (3)

4. How do you experience jet lag?

- a. You struggle with it, no matter what. (1)
- b. You adjust within forty-eight hours. (2)
- c. You adjust quickly, especially when traveling west. (3)

5. What's your favorite meal? (Think time of day more than the menu.)

- a. Breakfast. (1)
- b. Lunch. (2)
- c. Dinner. (3)

6. If you were to flashback to high school and take the SAT again, when would you prefer to start the test for maximum focus and concentration (not just to get it over with)?

- a. Early morning. (1)
- b. Early afternoon. (2)
- c. Midafternoon. (3)

7. If you could choose any time of day to do an intense workout, when would you do it?

- a. Before 8:00 a.m. (1)
- b. Between 8:00 a.m. and 4:00 p.m. (2)
- c. After 4:00 p.m. (3)

8. When are you most alert?

- a. One to two hours post wake-up. (1)
- b. Two to four hours post wake-up. (2)
- c. Four to six hours post wake-up. (3)

9. If you could choose your own five-hour workday, which block of consecutive hours would you choose?

- a. 4:00 a.m. to 9:00 a.m. (1)
- b. 9:00 a.m. to 2:00 p.m. (2)
- c. 4:00 p.m. to 9:00 p.m. (3)

10. Do you consider yourself...

- a. Left-brained, aka a strategic and analytical thinker. (1)
- b. A balanced thinker. (2)
- c. Right-brained, aka a creative and insightful thinker. (3)

11. Do you nap?

- a. Never. (1)
- b. Sometimes on the weekend. (2)
- c. If you took a nap, you'd be up all night. (3)

12. If you had to do two hours of hard physical labor, like moving furniture or chopping wood, when would you choose to do it for maximum efficiency and safety (not just to get it over with)?

- a. 8:00 a.m. to 10:00 a.m. (1)
- b. 11:00 a.m. to 1:00 p.m. (2)
- c. 6:00 p.m. to 8:00 p.m. (3)

13. Regarding your overall health, which statement sounds like you?

- a. "I work out a lot, eat well, and avoid the bad stuff." (1)
- b. "I try to do the right things. Sometimes, I succeed." (2)
- c. "I hate exercise and love cheeseburgers, and that's not going to change." (3)

14. What's your comfort level with taking risks?

- a. Low. (1)
- b. Medium. (2)
- c. High. (3)

15. Which do you consider yourself?

- a. Future oriented with big plans and clear goals. (1)
- b. Informed by the past, hopeful about the future, and aspiring to live in the moment. (2)
- c. Present oriented. It's all about what feels good now. (3)

16. How would you characterize yourself as a student?

- a. Stellar. (1)
- b. Solid. (2)
- c. Slacker. (3)

17. When you first wake up in the morning, are you...

- a. Bright-eyed. (1)
- b. Dazed but not confused. (2)
- c. Groggy, eyelids made of cement. (3)

18. How would you describe your appetite within a half an hour of waking?

- a. Very hungry. (1)
- b. Hungry. (2)
- c. Not at all hungry. (3)

19. How often do you suffer from insomnia symptoms?

- a. Rarely, only when you're adjusting to a new time zone. (1)
- b. Occasionally, when you're going through a rough time or are stressed-out. (2)
- c. Chronically. It comes in waves. (3)

20. How would you describe your overall life satisfaction?

- a. High. (0)
- b. Good. (2)
- c. Low. (4)

SCORING:

19 to 32: Lion

33 to 47: Bear

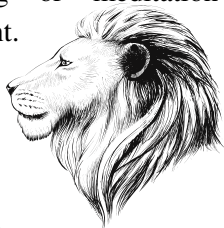
48 to 61: Wolf”

Lion

Like their animal counterparts, human Lions are predawn hunters. They wake up hungry and burst with radiant energy that maintains itself throughout the morning and into the early afternoon. But around 5:00 p.m., their energy starts its steep and rapid decline. Ideally, they’d be in bed by 9:00 p.m., and they have to psych themselves up to go to parties and social events at night. They prioritize their health, exercise regularly and competitively, avoid drugs and alcohol (well, maybe just one glass...), and eat well. Among all the chronotypes, they have the lowest BMI.

Optimistic, ambitious, and emotionally stable, Lions are fearless, confident, and driven. However, their big-picture outlook makes it hard for them to notice subtle emotional cues in others. They love to fix things, broken or otherwise, which can cause tension in relationships. “Born leaders, Lions are introverts who might feel lonely at the top. They are goal-oriented agenda setters and list makers. They pounce on problems, find solutions, and relish playing the hero who saves the day. Cognitively, they have total clarity in the early morning, when most of the world is waking up. When their concentration lags in the afternoon, their creative energy kicks in.

As soon as Lions reach a goal, they look toward the next, and the next. The drive that propels them up the corporate ladder or CrossFit level board motivates them and depletes them. If Lions can adopt a restorative practice—stretching or meditation—they’ll have even more energy for achievement.



Bear

Like their animal counterparts, human Bears are diurnal, meaning they are active in the daytime and restful at night. If they could, they would crawl into a cave and hibernate all winter. Waking up is a long process of hitting the snooze button and dragging themselves out of their warm beds. They wish they could get a few more hours (but rarely do). By midmorning, Bears are alert, but by midafternoon, their energy plummets, only to rise again in the early evening and then slowly decline until bed. They love food and would gladly snack all day (and night). Too much noshing, though, results in an above-average BMI. Bears are often weekend warrior exercisers and “Sunday afternoon nappers, which sets them up for muscle soreness and injury, as well as Sunday night insomnia.

Bears are friendly extroverts. They’re happiest when surrounded by people. When they spend too much time alone, they get antsy and increasingly anxious. While some do experience some social anxiety, their peak social energy conveniently coincides with happy hour. In relationships, even-keel Bears tend to avoid conflict and hope personal problems will work themselves out. Their moods reflect their life circumstances. When things are good, Bears feel good. When things are bad, Bears get anxious and depressed.

Team players, Bears think and work best in groups, but there are some who prefer a solo workspace. If meetings and brainstorming sessions take place before lunch, Bears shine. After lunch, they aren’t as sharp, but their uptick in afternoon creativity and charm makes up for it.



“Wolf”

Wolves in nature come alive when the rest of the world goes to sleep. Human Wolves are at their most alert at sundown and don't feel tired until midnight or later. Their mornings usually pass by in a fog. Their bodies are up and moving, but their brains are still half-asleep. Most Wolves aren't hungry at breakfast and will drink copious amounts of coffee to clear that brain fog, though it doesn't work. But by the afternoon, they are ravenous and will make up for a missed meal or two by eating a huge dinner and snacking late into the night. Exercise? Wolves would rather drink wine, eat cheese, and debate philosophy until 2:00 a.m. They have the highest BMI of all chronotypes and are most prone to obesity-related conditions like diabetes and high cholesterol.

Wolves tend to be impulsive and creative. Their moodiness and pessimism (especially in the morning) can be challenging for their partners and families. But if there is an issue, they won't shy away from it. Wolves aren't afraid to talk things out until the problem is fixed. Pleasure seekers, Wolves are happiest when they are trying new things and indulging in everything life has to offer. Although they love to party, Wolves need a lot of alone time, too.

Highly creative, Wolves spark with bright ideas all day, but they are only able to concentrate effectively after 2:00 p.m. Since Wolves don't feel fully alive unless they are experiencing a high degree of intensity, they exhaust their energy quickly and need to incorporate a restorative practice into their lives. But they might need convincing. You can almost hear a Wolf saying, “Meditation? But it's just so boring.

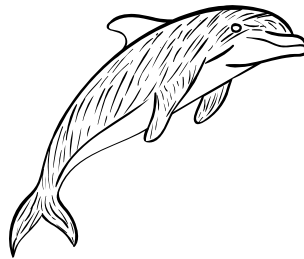


Dolphin

In nature, Dolphins are unihemispheric sleepers. Half of the Dolphin brain is awake to prevent drowning “and watch for predators while the other half sleeps. Human equivalents are insomniacs who can relate to feeling half-awake and half-asleep 24/7. A little neurotic and risk-averse, Dolphins tend not to be recreational drug or alcohol users, but they’ll comply with their doctor’s advice and take prescribed medication. They tend not to overindulge in food, and they have a limited number of sexual partners. Their BMI tends to be lower than average but not because they are obsessive exercisers. They burn calories from fidgeting and worrying.

Dolphins are unguarded in their relationships and tend to be caring, dedicated, and attentive parents and partners. But since they are so conflict-averse, they let small issues go until they become major problems, which can be energy draining and stressful in relationships.

Highly intelligent, Dolphins mind the details and will tinker with projects until they meet their impressive standards. They hit their logistic thinking peak in the evening and their creative peak in the midmorning. They are often too wound up at night to slow down and relax before bed, but they can make changes to their routine to quiet their active minds so they can get some decent sleep.





WORKSHOP 3

CAREER PLANNING



GENERAL AIM

- To familiarize participants with the basic elements related to career planning

OBJECTIVES

- To train participants to objectively evaluate their strengths and weaknesses
- To provide the participants with knowledge about the labor market
- To make participants familiar with methods to determine their professional preferences
- To make participants familiar with the model of development orientation
- To teach participants how to set goals

INTRODUCTION

ICE – BREAKING

- **Announcement:** The facilitator suggests that each participant writes an ad in which he describes himself as a friend (maximum 25 words). The ad should be written in such a way that it is clear why the person would want to be a friend. After placing the announcements in the bag, each person takes one out in turn, reads it out loud and tries to guess who wrote it (if the participants do not know each other at all, the element of drawing can be omitted, each participant can present themselves). Then they tell what helped them to guess who the author of the announcement was. Finally, the leader organises a collecting round.

- My name says something about me: Each participant writes his or her name vertically on a piece of paper. Then he or she writes a word for each letter to represent his or her thoughts, dreams, plans, life motto, etc. This could look like this:

PIOTR:

Plan to become an economist

Interested in art.

Open-minded person

Treat others the way I want to be treated myself

Rather optimistic

After a few minutes everybody presents his/her card and explains it briefly. It is important that each participant has the possibility to present himself, to say something about himself and that the other participants do not criticize or judge him.



ACTIVITIES

My strengths and weaknesses:

1 Participants are given two sheets of paper each. The task for each of them is to write on one of them My strengths and advantages and on the other My weaknesses/disadvantages.

This exercise is followed by a presentation and discussion.

Then the task for each participant is to think about and write down in which job/activity he/she could find himself/herself considering his/her strengths and how he/she can work on his/her weaknesses and strengthen his/her weaknesses.

Group discussion on qualities that are desirable in certain professions.

How to know the labor market:

Discussion about the participants' knowledge about where to look for a job and how to check the demand for a certain profession.

Group work: Participants write together on a large flipchart all the things and information they think are important to know about the labor market (e.g. niche occupations, salary, skills required, education of the employee, working hours, etc.).

Showing examples of places where information about labor market demands can be obtained.

My career preferences:

3 Group discussion: "Describe/tell what your dream job should be like". After the discussion, the facilitator asks the next question, "Considering your strengths and weaknesses and what you like to do, what do you think would be the right profession for you?" Then the facilitator distributes to the participants sample methods (questionnaires) to determine professional predispositions. Each participant fills it in and the discussion continues: e.g. "Did anything surprise you in your result?"

"Looking at this questionnaire, what do you think/what do you feel about the result?"

ACTIVITIES

4

My career preferences:

Group discussion: "Describe/tell what your dream job should be like". After the discussion, the facilitator asks the next question, "Considering your strengths and weaknesses and what you like to do, what do you think would be the right profession for you?" Then the facilitator distributes to the participants sample methods (questionnaires) to determine professional predispositions. Each participant fills it in and the discussion continues: e.g. "Did anything surprise you in your result?" "Looking at this questionnaire, what do you think/what do you feel about the result?".



5

Goal setting:

Presentation and discussion of SMART and SMARTER methods.

Individual work: the task for each participant is to write down his/her goal according to SMART and SMARTER methods.

Discussion of the exercise.

- S** PECIFIC
- M** EASURABLE
- A** TTAINABLE
- R** ELEVANT
- T** IMELY

TIME TO REFLECT

- Was it difficult for you to write down your strengths?
- Was it difficult for you to write down your weaknesses?
- What surprised you?
- Did you face any challenges doing these activities?
- Do you think you will follow your goal that you set?
- What will you remember?



MATERIALS

- Multimedial presentation
- Flipchart
- Cards and markers
- Job preference tests
- Lists of occupations and information about occupations



WORKSHOP 4

FAMILY RELATIONSHIPS



GENERAL AIM

- To favour the autonomy of the young people who make up the family in all future areas of their lives.
- To foster empathy and generate joint solutions between each of its members, so that, although they are all part of the same system, each one has their role within the family environment.
- To promote family development and coexistence by encouraging positive relationships between family members.
- To foster family relationships based on mutual support, cohesion and a sense of belonging.
- Encourage the creation of stable and healthy affective bonds, norms and values that guide the process, based on agreement and mutual responsibility, as well as communication climates based on active listening and co-responsibility.

OBJECTIVES

- To develop a climate of communication in the family based on active listening and argued debate about the social world around them.
- To promote family organisation based on co-responsibility, gender equality and mutual support.
- Create and strengthen healthy habits, constructive joint leisure activities.
- To offer the opportunity to contrast between their family experiences and all those that have to do with the life of the characters.
- To generate a state of empathy and understanding between the members of the group.



INTRODUCTION

To begin, all members stand in a circle. The facilitator looks at the person on the right and makes a gesture, e.g. a funny grimace. At first the other person will not know what to do so, by gesturing, he/she will make the person on his/her right understand that he/she has to make the same gesture.

Once the gesture goes around the group and back to the facilitator, the second step will take place. In this case, he/she will look at the person on his/her left and make a different gesture. The mechanics will be the same, but passing the gesture, this time, in the other direction. The new gesture will soon return to the facilitator.

Finally, the last step will be carried out in which two gestures will be made at the same time. You can start on the right and then on the left. This is very simple and will be challenging when the two gestures cross. When the two gestures return to the facilitator, the facilitator has the full attention of the group. You can end with a round of applause.



ACTIVITIES

Put yourself in my place

1 It consists of representing an imaginary situation that can be transferred to real life, in which, in this case, young people can express their own emotions and reactions to a certain situation, with the aim of giving and obtaining information to have a greater understanding and interest in all those issues that affect the family such as the establishment of healthy limits between members, the improvement of family relationships, empathy towards the different situations that each one is experiencing, the search for autonomy, etc.

This representation can be done in multiple ways, either through scripts previously established by the facilitator, where the actors only have to read and represent, or starting from a base story on which the actors will have to elaborate their own roles according to how they perceive the situation or how they think they would act in a similar circumstance.

Another option is to divide the participants into smaller groups and have each of them write down a situation that is complex or conflictive for them as young people within the family system so that they can become aware of their individual problems by seeing themselves "represented" from the other's point of view and, from this awareness of the situation, look for and take joint solutions.

The activity is developed in the following way. First of all, all the actions that have to do with programming will be taken into account, such as the creation of a good atmosphere that facilitates spontaneous actions. Motivation will be of vital importance at this point, which is why it must be adequately prepared. It must be designed in such a way that each of the different participants is interested in carrying out the role they have to play, so that they are introduced into it and can, through this methodology, acquire very useful experiential knowledge that would be difficult to achieve in any other way.

Secondly, the problem will be selected. This involves setting up a situation in which the characters are defined and which suggests some kind of conflict to provoke discussion. In other words, this part of the activity will consist of putting the participant in front of conflictive situations of everyday life. In the writing of the problem-situation, different characters should appear and each one of them will have different points of view and different positions in relation to the problem.

In order to choose the actors, it is explained that each of the young people must live his or her role, identifying as much as possible with the character he or she is playing.

One of the young people can also act as an observer. This figure will not participate directly in the performance but will be attentive to the content of the discussion (actors' dialogue) and to the behaviours, reactions, feelings, attitudes and interests perceived during the role-play.

Later on, the development will start. For the role play, the actors improvise a scenario. Each one will have his or her role read out beforehand, describing the situation he or she has to evoke or experience or the story from which he or she has to develop his or her role.

When some familiar topics for group learning have been touched upon, when it seems that the actors do not generate any new information or when the atmosphere and the conversation have become too sensitive, the facilitator should end the role-playing and move on to a debriefing on all aspects to be analysed and evaluated and also on all elements that may have arisen during the role-playing with reference to content, emotions and feelings, solutions provided, etc.

At the end of the role-playing scene you can ask a series of questions such as:

- What did you see at the beginning, middle and end as an emotional temperature?
- Who wanted to break the peace of the scene? Who was the most affected by the situation, who was calm and clear?
- What happens with the decision in the family? Who takes the final decision?
- Who is supporting and who is afraid of changes?

At the end of all role playings a debriefing with the following questions:

- Who is the person in your family that you rely on when you have a conflict?
- What is the reason that prevents you from finding a solution to the conflict?
- What small action can you take today to solve it?
- For what reason would you thank your family today?

It should be noted that, depending on the group or situation, the facilitator should adapt the way these questions are answered. If the situation is very sensitive, these situations can be made softer. One resource to do this is:

Instead of communicating the answers to the whole group, put the young people in pairs for 5 minutes and have them discuss it on a more personal and intimate level. Close the session with a cognitive conclusion about the family.

Some guidelines that can be taken into account for this activity:

- Select or write the conflict situation to be represented and a brief profile for each of the characters.
- Put the performers on stage and try to create a relaxed atmosphere.
- Allow the actors time to internalise their roles.
- Allow the scene to develop freely.
- Cut the scene when the themes you want to show have become clear.
- Have some questions ready for the observer and the actors, in order to start the discussion if it does not arise spontaneously.
- End it before it dies down.
- Make a final closing based on the points that you wanted to work on and internalise during the activity.

Example of possible roles and situations that can be represented within the family environment:

- Sara: young girl who wants to become independent and find her own space.
- Manu: Sara's younger brother who wants the room to himself.
- Rosa: Sara's mother who does not think that Sara is ready to take this step.
- Tomás: Sara's grandfather who supports Sara in her decision.

Video forum

A video film, an episode of a series or a short film is used to present and analyse a topic. In this case, those that allude to a positive or negative aspect of family relationships are shown. Some examples could be:

- <https://youtu.be/nTB61iR6cVQ> (shortfilm)
- Sex education (series)
- Modern family (series)
- Gilmore girls (series)
- This is us (series)
- Shameless (film)
- Little Miss Sunshine (film)
- Captain fantastic (film)
- J'ai tué ma mère (film)

Beforehand, the film, episode or short film is presented and a series of main ideas are highlighted. After viewing the film, a series of questions are formulated in reference to its content and which give rise to reflection and subsequent debate on the subject in question.

More specifically, the activity is developed as follows. Firstly, a film, an episode of a series or a short film adapted to the subject matter and the objectives to be achieved is chosen. In this case, they would be all those related to the family environment and the influence it has on the emotional, mental and relational dimension of young people.

Secondly, the facilitator will present the content and structure of the chosen material. This figure should motivate the participants and highlight all those key ideas with a view to their identification throughout the film, chapter or short film and their subsequent analysis. Some key ideas are that they should analyze all those aspects that catch their attention or that they believe are significant within family relationships and in reference to the content that is going to be presented. This is followed by a viewing of the film, episode or short film.



After the viewing, a discussion will be held on all relevant aspects. This can revolve around the following themes and purposes:

- Establishing the level of understanding of the film, episode or short film through questions that allow the young people to summarize the plot and initiate the final discussion and sharing.
- Analysis of specific sequences or situations in the audiovisual material or characters, trying to define them by observing their behaviour.

One way to analyse the different situations and behaviours of the characters, as well as to establish what level of understanding they have had, is to pose a series of questions to guide and facilitate the process and make the debate more dynamic. Some examples of questions that can be used to add dynamism to the discussion are as follows:

- What values does the protagonist family transmit?
- Do you think they use a correct educational style? Why?
- How are the relationships between the members of the family and are there different roles?
- Is there an adequate nucleus of coexistence?
- Do all members feel included in the family?
- Does the family provide security and stability?
- Is there mutual care and cooperation among the members?
- Are there healthy emotional ties?
- Do the members of the family deal emotionally with the different situations that occur in the film or short film?
- Is there adequate communication and support?
- Does the family contribute to the benefit of the young people in their personal and social development?
- Do they do any kind of activities in their free and/or leisure time together?
- Do they share the same ideas, values and beliefs?
- Are there any rules or boundaries within the household? Are the rules clear and concise? Is the way they are set or negotiated... authoritarian or permissive? Or... more horizontal and democratic? By common agreement?

- Do you think the family depicted meets the following basic needs?
 - Need to have: economic and educational aspects necessary to live.
 - Need to relate: good communication between members, emotional demonstration.
 - Need to be: sense of autonomy and identity of each of the members belonging to the family.

During the final debate, the facilitator can write down, on the blackboard or on post-it notes, all the contributions that have arisen, with the aim of carrying out a final synthesis of the issues that have arisen and that give rise to a joint reflection on all those aspects that can be improved within the family environment.

Family stories

3 This activity consists of reading a family story* in which each of the young people will experience all the events that take place in the story as if they were the real protagonist. The aim is for them to experience different situations and, in this way, to approach and understand, through other people's experiences, their own. The aim is for this understanding to be not only on a cognitive level, but also on an emotional level, that is to say, taking into account all the perceptions and emotions felt by those who experience these situations.

An example of story: <https://tucuentofavorito.com/las-dos-hormigas-fabula-sobre-el-miedo-a-los-cambios/> (Translated into English in the bibliography section).

First of all, the necessary conditions will be provided for all young people to reach a state of concentration. For this purpose, a relaxed atmosphere will be created through adequate lighting and where silence will prevail during the development of the activity. The facilitator of the activity will read the story in a soft voice, respecting the moments of silence that are foreseen during the narration, in order to create greater introspection on the part of each of them.

Once the story is finished, a brainstorming session will be held so that each participant can summarise, in one or two words, all the feelings that have been aroused during the story. During this phase of the activity, the words that indicate the feelings are written down, but the feelings are not elaborated upon.

Subsequently, some of the written words are chosen and each of the young people is invited to express at what point in the story they have had this feeling. Finally, a series of questions can be asked to conclude with a parallelism between the experience and the objective of the activity.

Some possible questions are:

- What happens to the protagonist of the story?
- What are the consequences of the different decisions taken by each of the characters in the story?
- How does the main character resolve the conflict in the story?
- What solutions can you think of?
- What new values have you learnt at the end of the story?
- What have you learned?

Throughout the story, there are situations that can give rise to an analysis in which it is possible to propose alternative and joint solutions and, in short, to share a space for communication, dialogue and constructive criticism.

At the end of telling the family story ask:

- What is family? Explore different forms and definitions of family and be as inclusive as possible.

TIME TO REFLECT

- Do you think it is important to carry out activities that raise awareness about the importance of good family relationships?
- What have you learned during the workshop?
- How can you apply it from now on? Make a commitment.

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MATERIALS



Put yourself in my place:

- Role-plays with the conflict situation to be represented and a brief profile for each of the characters.

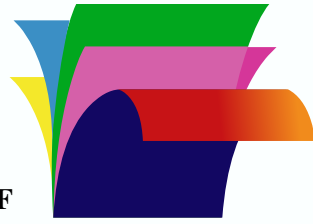
Video forum:

- Video film, episode of a series or a short film.
- Projector.
- Computer.
- Blackboard and chalk or post-it with pens and/or markers.

Family stories:

- Fable “the two ants” as example but could be another
- Post-it.
- Pens or markers.

ANNEX



A FABLE TO REFLECT ON THE FEAR OF CHANGE: THE TWO ANTS, A FABLE ABOUT FEAR OF CHANGE

An ant lived peacefully on a mountain of sugar. Another ant lived nearby, on a mound of salt. The ant that lived on the sugar mountain lived happily, because it enjoyed very sweet food, while the ant that lived on the salt mound was always terribly thirsty after eating.

One day, the ant in the sugar mountain approached the salt mountain:

- Hello, friend," he said.

- Hello, friend," said the ant from the salt mound, "How nice to see another ant here! I was beginning to feel very lonely...

- Well, I live very close to here, in a sugar mountain.

- Sugar? And what's that?" asked the ant on the salt mound.

- Have you never tasted sugar? You'll love it! If you want, come see me tomorrow and I'll let you try sugar.

- I think that's a fantastic idea," replied the salt ant, intrigued.

The salt mountain ant visits the sugar ant.

The next day, the ant on the salt mound decided to accept his neighbor's invitation. But before leaving, he thought to take some salt in his mouth, just in case he didn't like the sugar. That way she would have something to eat.

And after a short walk, he soon discovered the shiny sugar mountain. At the top was her neighbor.

- I'm glad you came, my friend! Come on up, I want you to taste the sugar.

- All right," replied the salt ant.

Once upstairs, the neighbor ant offered her some sugar, but since she had salt in her mouth, the sugar tasted like salt to her.

- Well, that's funny," said the salt ant, "It turns out that your sugar tastes just like my salt. It must be the same thing. You call it sugar and I call it salt.

- It can't be," said the other ant, surprised, "I've tasted salt and it's nothing like it... Let's see, open your mouth.

Then, the ant realized that he had stored salt in his mouth.

- Of course! Now I get it! Go on, spit out the salt and try again....

The other ant obeyed and this time the sugar finally tasted like sugar.

- Mmmmmm! Delicious! It's wonderful!" said the ant enthusiastically. And she stayed with her new friend, enjoying the wonderful, sweet taste of sugar.

Moral: "If you don't get rid of what you're holding on to without it making you happy, you won't be able to enjoy the new and give it a chance to get better".

What you can work with this short fable? With this fable you will work on:

- Why you should not be afraid of change.
- To get an improvement you have to leave certain comforts behind.
- You will never know what good awaits you outside if you don't leave what keeps you enslaved in the present.

Reflections on the fable 'The Two Ants' and the fear of change.

This fable by Prem Rawat offers us an interesting reflection on change, on the attitude towards novelties and on what keeps us 'tied' to certain comforts with which we do not end up being happy.

- Ignorance gives us peace of mind but we miss out on wonderful things: The ant that lives in the mountain of salt does not know that there is another, better food. It has never investigated. She lives quietly, in her comfort zone. And although she knows she is not happy, because that food makes her thirsty, she does not feel brave enough to leave her quiet mountain and go out to investigate, for fear of losing what she had.
- To prosper sometimes we must let go of what we have: Even when he went to his neighbor's mountain, he would try to take some of his salt with him to avoid going hungry. However, she soon realized that only by giving up her mountain of salt completely would she get a taste of sugar.
- Fear prevents us from thriving: This is a good reflection on change and on the comfort zone. We are often afraid to make a decision that involves leaving our quiet mountain of salt... even if it doesn't quite convince us... Without realizing that a wonderful mountain of sugar awaits us out there.



WORKSHOP 5

PEER GROUP RELATIONSHIPS



GENERAL AIM

- To strengthen the construction of an individual identity based on the improvement of self-esteem and self-concept as well as to promote spaces that favour self-knowledge.
- Foster inclusion and a sense of belonging within the groups through the participation, cohesion and cooperation of its members.
- To encourage peer relationships through group work with young people, enabling the creation of a relational network and mutual support among them.
- To promote personal and social skills that enable a better transition to adult life.

OBJECTIVES

- To create a climate of trust and inclusive activities that promote interaction, communication and social relations between young people as well as the strengthening of bonds and common values such as diversity, trust and empathy.
- Empower young people with resources for the identification, recognition, understanding, management and expression of their emotions as well as for the improvement of their self-esteem and self-concept.
- To create calm spaces through the different techniques of meditation, emotional management, body awareness and representation of situations.



INTRODUCTION

ICE-BREAKING EXERCISE: Change of identity

The facilitator writes on a flipchart or paper a series of 4-5 questions in relation to the theme of the presentations. An example is What is your name? What power would you have? What would be a good title for your biography? What song would sum up your personality and why? What era would you have liked to live in and why?

First of all, the young people, in pairs, ask questions. When they finish, they change partners but with the new partner they have to pretend to be the previous partner and then answer the questions trying to remember their answers. They can also read to each other, if they have taken any notes.

When they finish, they change partners again, always assuming the personality of the previous partner. After a while the dynamic is blocked.

At this point each person will have to answer the questions by pretending to be the last partner they had and the others will have to guess who they are.

The exercise can end with a round of short introductions in which, finally, everyone talks about themselves.

1. An alternative option is that when the questions are asked, each person answers the question by writing their answer on a piece of paper.
2. They will hang their answer on their chest with a safety pin.
3. When all the people have answered, they will stand up and the person leading the activity will explain to them that music will start playing and they should look for partners with whom the answer matches or is similar and they should dance together.
4. While the music is playing, time is allowed for the pairs or groups to form up. The facilitator will control the moment when the music stops and there will be a small debate in which each person will explain their answer and how they have felt doing the activity.
5. If desired, it can be repeated with a new question.



ACTIVITIES

1 Self-portrait collage

It is an activity aimed at favouring the creation of a relaxed and participatory atmosphere, as well as communication and exchange, achieving a greater degree of confidence and knowledge about oneself, others and the group itself. Also, towards the promotion of the richness of being part of diversity through all the aspects that make up each of its members. It also aims to develop a positive self-concept and provide the opportunity for everyone to express themselves within the group, for everyone to have their place, i.e. for everyone to have a sense of belonging.

The facilitator of the activity should distribute, on a table, cut-outs from magazines or newspapers showing different images. The number of drawings or illustrations should be at least four times the number of young people who are going to do the activity so that they have enough options to carry it out.

In this way, the young people are asked to come to the table, look at the available pictures and to choose two or four of them. To make this selection, they will have to keep in mind that they will have to identify, on the one hand, those that they think most represent and symbolise their most positive aspects and, on the other hand, all those aspects that they would like to improve and work on.

Once everyone has chosen the images, a large round will take place in which each member will show the images and share with the rest of the group the reasons for their choices.

In the next step of the activity, the young people will be invited to draw their own portrait on a coloured sheet of paper and write next to it other characteristics of their personality or other information that they think would be interesting to share, such as hobbies, likes, studies, etc.

Each participant will present their portrait and finally, each member of the group will paste it on a common mural that will make up the collage with the name that they choose collaboratively and cooperatively. From that moment on, this will be the name they will have as a group.

Self-awareness

This activity is aimed at helping young people get to know themselves through the introduction of relaxation and body awareness tools that allow them to deepen their understanding of concepts such as emotional management (lowering anxiety levels in the face of the different changes in the life cycle, tolerance to frustration, etc.), movement, etc. As well as creating a greater climate of trust through the free expression of everything that may have been felt during the activity and the search for joint solutions.



First of all, a short introduction is given on what mindfulness is. It is a focus that we can put on our breathing, as if it were a tool that connects us with the present moment and takes us away from all the worries that belong to the past or the future. Other points on which we can focus our attention and put that presence will be the way we step or walk on the floor, the emotions, thoughts and sensations that come into our body, among others.

Later, it will be proposed to walk around a room doing a representation of polarities such as walking in a hurry or slowly, as if the ground we walk on were burning or ice, as if we did not want to touch anyone or greet everyone. It is important that all these exercises are carried out with an awareness of the body and the space it occupies.

Then we move on to a second part of the activity in which, individually, sitting or lying down in the room, we carry out a guided meditation. An example of this is that they will focus on the weight of their body and then focus on the different parts, from their feet to the crown of their head. The aim is for the young people to become aware of how they feel, what thoughts come into their heads, if they are worried about something in particular, and to learn to relax in these everyday situations.

Some guided meditations that can be chosen are listed in the appendices, which favour states of self-knowledge and emotional management.

Finally, there will be a space to share everything they have been able to think and feel in order to feel accompanied in this process by other young people with similar concerns and needs. Joint solutions can also be proposed, on a blackboard, for each of the experiences gained by the young people throughout the activity. All of this will lead to a state of empathy and understanding of the fact that we all have similar processes and moments throughout our lives and that through teamwork we can achieve bigger and better solutions, as well as strengthening the idea that asking for help from others when faced with a difficulty, far from being a weakness, becomes a strength. Therefore, we also work on aspects such as mutual support, cohesion and cooperation.

Dance of Masks and Emotions



It is an activity aimed at encouraging emotional communication through creativity, body movement and sound. Thanks to this activity, young people will be able to identify the emotions they feel at that moment in their life cycle, express them through the creation of a character and body movement and reflect on how these emotions are transformed when they have the opportunity to channel them. They will also be able to rediscover what provokes them and what experiences other people's emotions awakened in them and how to deal with them.

First of all, the different materials are distributed to the young people so that they can make their personalised masks. Later, the young people are asked to make a mask that represents the emotion they are feeling at that moment and that they must not tell anyone what the selected emotion is. In addition to the mask they will also have to think of a dance that represents that emotion.

Once everyone has their mask, they should put it on and dance freely around the room while the music plays. When they come across another person they will show them their dance and tell them in their ear the emotion that is being represented.

After this space created to dance and share emotions and sensations, a second part will take place, in which each young person will respond to each of the emotions that have previously arisen with the act that they feel can help the other person the most. That is to say, if a young person represents an emotion of joy, the other person can share it through a joyful movement as well, or if, on the contrary, they represent an emotion of sadness, the other person can give them a hug or do something they consider fun in response to that emotion.

Finally, the same process as at the beginning will be carried out, but instead of being through a dance, this time they will take off their masks and represent through the creation of a statue the emotion they feel after the whole activity.

The activity will end with a sharing of ideas for discussion and reflection. This in turn will encourage communication, active listening and empathy.

- How did you feel when doing this activity?
- What postures did you adopt to dance and represent the emotion you were feeling?
- When someone in the group told you about the dance they were performing, what experiences or feelings did it arouse in you?
- Did anyone identify with the movements of any of the dances, did you identify the movement of the dance with things that happen to you when you are in/with that emotion?
- How did you feel when the other members of the group responded to the emotions you were having at the time, and when you did it yourself with the others?
- Do you think it is important to learn to express what you feel, and to empathise with what others feel, and why?

A debriefing can also be done to deepen the idea of how emotional expression in a peer group is important through aspects such as:

- Mood of the group.
- The responsibility for one's own emotions within a group.
- Responsibility for reactions to the emotions of others.
- How the group can support you when you find yourself in a different situation/emotion.

TIME TO REFLECT

- Which workshop activity gave you the most and which the least? Why?
- Do you think that after these activities you got to know yourselves better? And the others?
- Have you noticed positive aspects and qualities in yourselves and in others in the group? And aspects that you would like to continue working on?
- Do you think it is important to be part of a group, and that each person has and adds a unique value within the group? Why?

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MATERIALS



Change of identity:

- Blackboard.
- Chalk or markers.

Alternative option:

- Safety pin.
- Paper.
- Marker pen.
- CD with cassette or computer for playing music.

Self-portrait Collage:

- Magazine or newspaper clippings .
- Glue.
- Tape.
- Scissors.
- Coloured paper.
- Pencils, markers and paints.
- Wall paper.

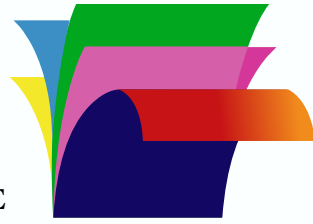
Self-awareness:

- Mat.
- Blanket.
- CD with cassette or computer for playing relaxing music.
- Blackboard.
- Chalk or markers.
- Guided meditations.

Dance of Masks and Emotions

- Coloured felt-tip pens.
- Cardboard.
- Scissors.
- Sticky tape.
- Adhesive tape.
- Glitter or any other decorative object
- Tape.

ANNEX



GUIDED MEDITATIONS: PROGRESSIVE MUSCULAR RELAXATION SCRIPT

Start by sitting or lying in a comfortable position where your head is supported and your feet and legs are uncrossed.

Begin by focusing your attention on your breathing. Make it smooth, slow and calm. Watch each breath as it slides in and washes out. Your breathing is effort-less. It requires no tension, no worry and no interference. Breathe in slowly, pause, and then release the breath and along with it, any tension in your body.

Pause before your next breath in, relishing the quiet that comes in that space where one breath leaves and another arrives. Extend that pause longer... and longer... with each breath. Sink into your relaxation so that you feel and pay attention to every surface that touches your body. The fabric of your clothes lightly cocooning your body. The air passing over your skin, soothing you and smoothing away tension. You are so heavy that your body could continue sinking far, far beyond the chair or the floor that supports you.

Now take your attention to your feet. Tighten all the muscles in your feet by scrunching your toes. Hold that tension... Leave the rest of your body relaxed... HOLD...and release. Feel the warmth of relaxation return to your feet, enjoy that feeling. Now tighten your feet once more...HOLD...HOLD...and release. Revel in the relaxation of your feet. Let them become soft and pliable once more. Now take your attention to your legs. Tense your calves and thighs...HOLD that tension...Harder...HOLD...and release. Let your legs become flooded with the warmth of relaxation. Let that feeling nourish the weary muscles. Enjoy that feeling. Now repeat the tension in your legs...HOLD...HOLD...and release. Feel the difference between cold, harsh, tension and warm, soothing relaxation. Let all of the tension wash away through your toes with each outward breath.

Now take your attention to your stomach, chest and back. Tense your whole torso by scrunching your stomach and collapsing your chest in on itself. HOLD that tension...HOLD...tighter...and release. Take a deep breath in, filling your whole chest cavity...HOLD...and sigh it out, releasing all pent-up tension and resistance. Feel the warmth of relaxation filling every part of your torso and trickling up your back. Spreading throughout your whole torso. Now repeat the tension...HOLD...HOLD...and release. Sigh the next breath out and enjoy the feeling of total relaxation. Let the tension flow out through your legs and feet, leaving only the tranquil, trickling feeling of relaxation.

Now take your attention to your arms and hands. Tense all the muscles of your hands and arms, making them rigid and tight...HOLD...HOLD...and release. Let them become soft and unyielding. Let them sink into the surface that supports them, feel them slightly disconnected from your body. Now repeat the tension...HOLD...HOLD... and release. Let the tension flow out through your fingertips.

Now turn your attention to your face and neck. Tense the muscles of your face and neck by scrunching up your face, clenching your jaw, and making your neck tight and stiff. HOLD...HOLD...and release. Take away all the tension of the day and let your face and neck become smooth, soft and relaxed. Let the relaxation melt into your face and neck. Spreading like the warmth of the sun, smoothing your brow, releasing your jaw and softening your neck. Now tighten your face and neck once more...HOLD...HOLD...and release.

Let the feeling of total relaxation spread from your face, down your neck...into your shoulders...down your arms...through your hands...filling all of your torso...and flowing down each of your legs...and pooling in your feet. With each breath in, breathe more relaxation into your body, and with each breath out, release more tension. Sinking deeper and deeper into your total relaxation. Enjoy that feeling for a few moments.

Now turn your attention to the room that you are in and the noises around you. Slowly start to stretch and move your body, and when you are ready, open your eyes and sit up, feeling refreshed and ready to deal with the next challenge you will face.

GUIDED MEDITATION: PASSIVE RELAXATION SCRIPT

Start by sitting or lying in a comfortable position where your head is supported and your feet and legs are uncrossed.

Begin by focusing your attention on your breathing. Make it smooth, slow and calm. Quiet your mind by concentrating on each and every breath. Your breath is like a tide, washing gently and smoothly in and quietly slipping back out. Take a deep breath in and hold it...then sigh the breath out, releasing tension, worry and tightness in your body. Your breathing is effortless. It soothes every corner of your body with its calming and life-giving presence. Allow your breathing to become slower and slower as you relax more and more.

Now bring your attention to your body. Begin to scan your body with your mind's eye, looking for any tension and releasing it. Sink into your relaxation so that you feel and pay attention to every surface that touches your body. The fabric of your clothes lightly touching your body. The air passing over your skin, soothing you and smoothing away tension. You are so heavy that your body could continue sinking far, far beyond the surface that supports you.

If your thoughts drift off onto other topics, don't dwell on them, simply allow them in and out again without paying them much attention. Re-focus on your breathing and the feelings in your body, now is the time to quiet your mind and nourish your body.

Begin to imagine that you are sitting in the sun on a cool day, feeling the sun warm your face, soothing it and releasing tension from it. Let all the tension flow away with each outward breath. Think of all the tiny muscles around your eyes, mouth, forehead, tongue, jaw, and relax them. Let them become soft. RELAX... Let your face smooth out and become completely free from tension. RELAX... The sun begins to warm your shoulders and neck. It is warm and soothing, comforting and drawing away tension, letting it flow from your shoulders and neck out with each outward breath. Becoming soft and relaxed; warm and free of tension. Now the sun warms your arms and hands as well, warm and relaxed, feeling soft and loose, all tension flowing out with the help of the sun's peaceful presence. All the muscles in your arms and hands are free of tension, no longer tight. No longer ready to move, to react or to follow your will. Your face, neck, shoulders, arms and hands are flooded with the warmth and nourishment of re-laxation.

The sun now begins to warm your torso, releasing tension from your chest and stomach. Your breath flows in and out, completely free of any resistance. Your abdomen is gently rising and falling with each inward breath. Your whole torso is relaxed and soft, filling with the warmth of the sun and the comfort of relaxation.

All tension is released with each outward breath, flowing smoothly away, leaving only tranquillity. The sun is warm on your back, soothing it and encouraging any tightness and tension to melt away from your muscles, leaving them soft and relaxed. No longer needing to support you, the muscles of your back are embraced by the warmth of relaxation.

Now the sun is warming and soothing your legs, beginning to warm your thighs and calves, loosening those muscles and leaving them soft and pliant. Tension all flowing out. Enjoy the feeling of complete relaxation, all resistance gone. Feel your legs heavy and lethargic, no longer supporting your weight or carrying you. Loose and relaxed.

The warmth continues down to your feet, melting away the tightness, leaving total softness, calmness and peace. The tension flowing out through your feet with each outward breath. Now your whole legs are relaxed, heavy and loose. All resistance gone, leaving only stillness and warmth in its place.

Feel your whole body relaxed, quiet and calm. Enjoy the feeling of relaxation from head to toe. Allow the feeling to wash over your whole body with each inward breath, leaving you completely and totally relaxed. Relish that feeling for a few moments now, sinking deeper still.

Now become aware of your surroundings again, start to wriggle your fingers and toes, open your eyes, have a stretch if you like, and remember to keep the feeling of relaxation in mind whenever you feel tense, stressed or anxious.

WORKSHOP 6

RESOURCES MANAGEMENT



GENERAL AIM

To help young people to discover their own strategy of resources management and be aware of the needed resources for their independent life

OBJECTIVES

- to be aware of what resources mean
- to build a resources management strategy

INTRODUCTION

Round tour with changes from previous workshops
Energizer - depending on the group

ACTIVITIES

The facilitator is asking the participants to imagine the following scenario:

1 You have all the money in the world. 6 months passed and you have fulfilled all your needs and you don't have any financial issues.

What are the first 3 priorities from your life plan?

The participants are asked to make the list and after that discuss it in pairs.

The facilitator is continuing with the following questions:

- What you need more in this life?
- What you cannot buy with money and you wish or you would like?
- The participants are answering individually the questions and discussing in the same pairs.

After these discussions in pairs, the facilitator is asking each pair the conclusions and makes a centralization of them on a flipchart paper. The conclusion goes to the idea that in life you don't need only money or financial resources, but we need also human resources (relationships), other material resources (that you can invest in, you can produce them) and personal resources (in terms of power of creating your own reality and life).



Money beliefs - the facilitator is presenting a list of common beliefs about money - Annex 1

After identifying the beliefs, the participants will answer the following questions:

- Did you have money growing up?
- How do you earn your money?
- How did you get the job you have now?
- Do you think money is evil or good? Why?
- Do you ever get stressed about money?
- What did YOUR parents teach you about money?
- What is the best money decision you have ever made?
- Are you saving for me to study after school?
- Do you think people should talk about money more?
- Do you think it's okay for kids to know how much their parents earn?
- Discussion in the big group about their beliefs and how these beliefs are influencing their decisions about resources management in life.



Human resources - discover yourself

<https://www.coachcarson.com/cash-flow-quadrant-how-earn-matters/>

The facilitator makes an explanation of this categories and the participants are identifying their type.

Each participant make a plan for resources management and what are the priorities for this, for the next year.

4

TIME TO REFLECT

- What did YOUR parents teach you about money?
- What is the best money decision you have ever made?
- Are you saving for me to study after school?
- Do you think people should talk about money more?
- Do you think it's okay for kids to know how much their parents earn?
- Discussion in the big group about their beliefs and how these beliefs are influencing their decisions about resources management in life.



WORKSHOP 7

TIME MANAGEMENT



GENERAL AIM

- Develop critical thinking to understand time management
- Analyze and defined if a time managment strategy works the best for each participant

OBJECTIVES

- Raise awareness about the important of priorities in daily life
- Identify and keep the focus on the activities that really matter most for you
- Improving concentration and critical thinking



INTRODUCTION

ICE – BREAKING (Raising awareness about priorities in our own life)

The facilitators divide the group into teams (according to the total number of participants) and give them each a large glass container.

The goal of the activity is that the container needs to be filled with as much material as possible.

The material can be rocks, stones, gravel, sand (you can use anything). The larger materials should be placed in the container first and then followed by the next to the largest, and so on. Following this order you should be able to fit the most into the container.

- The rock (due to size), would be the most important items to complete (such as home activities, work/life balance)
- The stones would be needed every day to finish tasks
- Gravel can be the project, small tasks that need to be completed
- Sand could be the extra work that was just assigned to you

ACTIVITIES

Planning a Day, Using a Matrix

- 1
- Each participant writes on a blank paper a list of the activities, plan they want to make in the future (related to lifestyle, work, study, etc) **(10 minutes)**
 - The facilitator explains the Time Management – Eisenhower Matrix, making some examples about it could be related to each participant’s life **(5 minutes)**
 - Each participant splits their own activities and plans according to the Eisenhower Matrix (see annex) **(5 minutes)**

Planning a Day, Using a Matrix

- Participants are going to work in a small teams (ideally of 3 or 4), sharing they own ideas and plans **(5 minutes/participant)**
- Participants share with all others the results of the activity **(5 minutes/participant)**

Facing obstacles of planning

3

All participants sit in a circle. Each person writes down a personal problem & question about daily obstacles to his/her productivity (spending too much time on social media, etc) on a blank sheet of paper.

Each person passes the paper on their left, receiving at the same time the paper with the question written by another one. Each participant is going to write his/her first ideas/solutions that comes to his/her mind **(1 minute)**

Then each participant passes the paper once again to his/her left to get another person’s solution. This process could be repeated till when everyone receives their original paperback.

TIME TO REFLECT

- Did it happen yourself to use this Matrix about time management?
- What is changing now in your priorities when you apply the matrix?
- Did you realize you have already used a similar time management approach in your daily life?
- In what way that information helps you to change your perspective about time (your time, others time, work time, etc)
- Do you think theory could help you to turn your ideas and plan into practice?

HOMEWORK

- Make a list of the activities, hobbies, tasks you want to accomplish in a month
- Set your weekly goals
- Analyze the whole process and what needs to be changed/adapted to get there

BIBLIOGRAPHY

- Toggl Track, 32 Time Management Tips To Work Less and Play More, <https://toggl.com/track/time-management-tips/>
- SPICA, The 30 best time management tips of all time, <https://www.spica.com/blog/time-management-tips>

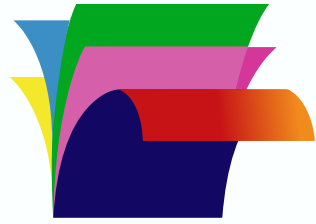


MATERIALS

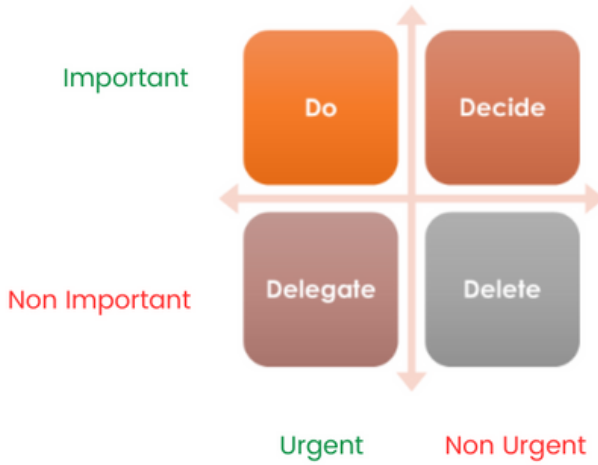
- Paper
- Markers
- Flip Chart
- Post-it

ANNEX

Eisenhower matrix



Eisenhower Matrix





WORKSHOP 8

DECISION MAKING



GENERAL AIM

- Engage everyone simultaneously in generating questions, ideas and suggestions
 - Increase the ability of giving feedback and taking decisions, critical thinking
-

OBJECTIVES

- Analyzing which kind of decision making styles are predominant throughout the whole process in the different teams
- Engage every individual in searching for answers
- Create safe spaces for expression, diminish power differentials
- Enrich quality of observations and insights before expression



INTRODUCTION

ICE – BREAKING (Raising the awareness)

The facilitator informs participants that they have 86.400€ to spend anyway they wish. The only restriction is that they cannot bank any money and in case they do not use them, they lose it.

Then we can discuss why and how they spent the money the way they did.

Then the facilitator tells them that 86400 is the number of the seconds we have each day and that as often as possible they should consider spending their time on things that are the most important/valuable for them as they did with their money.



ACTIVITIES

Decision about ... (20 minutes)

- Every participant writes on a post it his/her idea about the following question: "How would you mediate a dispute between two employees?" (5 minutes)
- Then each participant walk around the room and their posts-it are passed from person to person, without reading them (20/30 seconds)
- When the bell rings (or facilitators clap their hands), participants stop passing cards and pair up to exchange the cards in their hands, with no talking. Then participants individually rate the idea on the card with a score of 1 to 5 (1 for low and 5 for high), writing it on the back of the post-it (1 minute)

Decision about ... (20 minutes)

• This process could be done for a total of five rounds. At the end of cycle five, participants add the five scores on the back of the last post-it they are holding and sum up all the scores to calculate the final score **(5 minutes)**

• Find the best-scoring ideas with the whole group by conducting a countdown. “Who has a 25?” The facilitators invite each participant, if any, holding a post-it score of 25 to read out the idea. Continue with “Who has a 24?,” “Who has a 23?” and so on, till when the top 7/10 ideas have been identified and shared **(5 minutes)**

Self-Reflection & Decision, Experiment & Raising Awareness about each participant decision-making style (20 minutes)

The first step of the activity is silent self-reflection by individuals on a shared challenge, framed as a question:

”If you had the opportunity to select a new employee for your own NGO, what criteria would you use to determine who to hire? What's important to you in making this decision?” (It is important to choose one defined context)

Please define 3 criteria **(5 minutes)**

Participants are going to share their ideas in pairs. They need to agree within their own pairs, choose and decide the 3 most important criteria **(5 minutes)**

Participants are going to share the 3 most important criteria (that have developed in pairs) in foursomes. Now participants need to agree within their foursomes, choose and decide the 3 most important criteria **(5 minutes)**

Each group of 4 shares the 3 most important criteria (the final version) with all **(5 minutes)**

TIME TO REFLECT

- How was it to share the idea with another person? And in a small group?
- How did you find yourself evaluating the ideas of other participants/colleagues?
- Did you change your ideas throughout the whole process, by talking with different people?
- What was one of the challenges of doing this activity?
- Which kind of decision making style was predominant in the different groups?

HOMework

Train to change your decision style

- Identify a problem/situation in your daily life that you want to overcome
- Identify possible solutions, pros and cons of each of them
- Take action, making small steps to turn your idea into practice taking into consideration the following impact/effort matrix (see annex)

BIBLIOGRAPHY

- Indeed Editorial Team, 12 Decision-Making Strategies
<https://www.indeed.com/career-advice/career-development/decision-making-strategies>

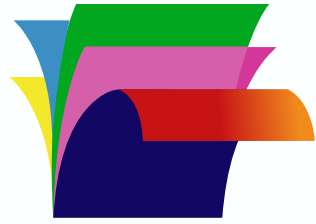


MATERIALS

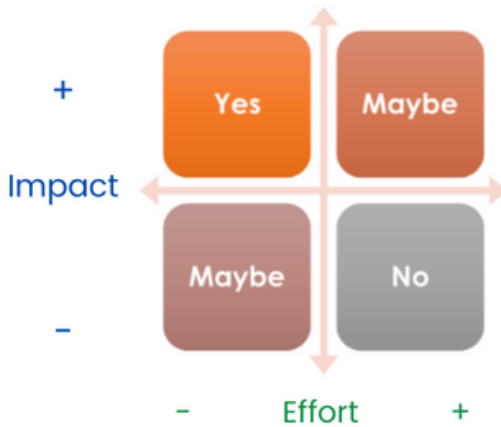
- Paper
- Markers
- Tapestry paper
- Post-it
- Flip chart

ANNEX

Impact & Effort Matrix



Impact & Effort Matrix





WORKSHOP 9

RELATIONAL HEALTH



GENERAL AIM

To familiarise participants with the basic elements involved in establishing social relationships.

OBJECTIVES

- Discuss how a person acts in a specific relationship
- Characterisation of healthy and unhealthy social relationships
- Presentation of selected defence mechanisms
- Presentation of selected communication principles

INTRODUCTION

- **Sketch:** Divide the group into several subgroups. Each group receives a paper bag from the trainer filled with several different objects, e.g. a spoon, toothpick, pen, tea bag, etc. Each group's task is to present a story/sketch on a topic of their choice. The objects found in the bag must be the protagonists of the story. Their participation in the story can be literal - a sugar cube as a way to sweeten a drink - or figurative, e.g. a toothbrush as a tool to defend against mosquitoes. After the skits are presented, they can be acted out.

- **Pride:** Participants sit in a circle, each in turn completing the sentence "I am proud that..." (I can swim, I can paint, I started university, I learned to sing songs in English...).
- **Motto:** Everyone comes up with a motto that symbolises the experience of being together in a group. The participants then get into pairs and take a minute to synthesise the two mottos. The pairs merge into eights and so on, until there is one common motto for the whole group.

A blue pencil with a black outline, pointing to the right. The word "ACTIVITIES" is written in bold, black, uppercase letters on the side of the pencil.

ACTIVITIES

Training and workshop activities conducted in the form of interactive exercises - discussions, brainstorming, group work, individual work, or the world coffee methodology etc. - related to each of the specific objectives.

1

People in relationship: A discussion on why people enter into social relationships.

- Why do we need social relationships?
 - Do you know anyone (or have you ever been yourself) in an unhealthy social relationship? How do you think the participants in such a relationship behave?
 - What do you think a healthy social relationship is? How do the participants in such a relationship behave?
 - Illustrate a healthy relationship in one picture. It can be done individually or in small groups. Show in the second drawing a toxic relationship. Discuss the drawings.
-

Characteristics of healthy and unhealthy social relationships: Brainstorming and discussion about healthy and unhealthy social relationships (what they are, how we feel about them, how we behave, etc.).

2

Presentation of selected defence mechanisms: discussion on psychological defence mechanisms:

3

- Brainstorming: what are defence mechanisms and what are they for?
 - Defence mechanisms in relationships: how we most often distort the image of our social relationships.
-

Presentation of selected communication principles: brainstorming: what comes to your mind when you hear the word "communication"?

4

- how and why we communicate
- communication barriers
- conflicts and feedback

5

Conclusion and summary of activities: Summary of the topics which were covered in the workshop. Question to each participant "What do you take away for yourself from this activity/ What was most valuable to you in this activity?".



Closing the session in a circle where everyone can share their conclusions.

MATERIALS



- multimedia presentation
- flipchart
- post-its, markers and crayons
- photographs of various themes (or Dixit playing cards)

WORKSHOP 10

LEAVING HOME



GENERAL AIM

- To introduce youth to the idea of leaving home
- To discuss the priorities when leaving home
- Being able to share living spaces with other people

OBJECTIVES

- To plan important aspects of living away from home
- To develop planning skills
- To develop finance management skills

INTRODUCTION

The facilitator introduce some data about the leaving home rate of young people in their country and in Europe (Gammopoly toolkit Chapter 2.3.b. ; Eurostat data;)

Discussion in a circle:

- When do people usually leave home?
- Why do they leave home?
- What are some of the most important things to consider when leaving home?

ICE BREAKING: Find the matching roommate: Each participant introduces themselves at the circle saying 2 advantages and 2 defects that describe them. Then they will form autonomously groups of three people that will represent the new roommates [useful for the next exercises].



ACTIVITIES

1

Planning Budget

[20 min]

Budgeting exercise:

You have 500 euro to spend each month

How are you going to spend it?

Using the previous division into groups of the ice breaking, the new roomies have to decide how they would distribute their money among different categories (i.g. rent, food, clothes, leisure, unexpected expenses).

- What are the consequences of spending more/less on the different things?



Time Distribution

[20 min]

Time management exercise:

In the small groups of roomies, participants should decide how they will distribute time among different activities. They have to plan a typical day, a typical week and a typical month, distributing hours of work, study, physical activity, hobbies, socialization, etc. in an idealistic agenda/calendar.

2

- What are the consequences of spending more/less on the different activities? Have you got enough time for you? What did you have to give up?

TIME TO REFLECT

General principles for leaving home

Give some helpful advice to leaving home Before leaving home (<https://m1psychology.com/leaving-the-nest-first-time-movers/>). After leaving home. Useful Apps (ClickUp <https://clickup.com/download>; You Need A Budget <https://www.youneedabudget.com/>)

- Which things did you prioritise and which did you sacrifice for your life away from home?
- How would you feel about moving out if you had to do it next month? (how will you manage it with your relationship/friends/family/study/work)
- What would you miss if you moved out?
- What activities you'll be proud to do on your own that you didn't want or could have done before?

HOMEWORK

- Develop your daily Routine calendar
- Create your budget plan

BIBLIOGRAPHY

Gammopoly Toolkit for adult educators Chapter 2.3.b. "Specific of lifecycle stages in each partner country (p. 22-39)

<https://gammopoly.infoproject.eu/gammopoly/>

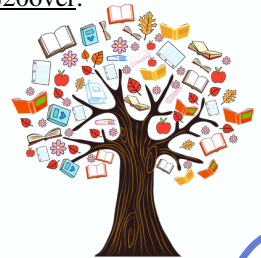
Eurostat: [https://ec.europa.eu/eurostat/statistics-explained/index.php?](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Age_of_young_people_leaving_their_parental_household&oldid=539345#:~:text=In%202021%2C%20the%20average%20age,at%2030%20years%20and%20over.)

[title=Age of young people leaving their parental household&oldid=539345#:~:text=In%202021%2C%20the%20average%20age,at%2030%20years%20and%20over.](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Age_of_young_people_leaving_their_parental_household&oldid=539345#:~:text=In%202021%2C%20the%20average%20age,at%2030%20years%20and%20over.)

<https://m1psychology.com/leaving-the-nest-first-time-movers/>

<https://clickup.com/download>

<https://www.youneedabudget.com/>



MATERIALS

- Blackboards
- Coloured markers
- Sheets of papers
- Post-it





TESTIMONIALS

“

I am glad I took part in this project because I learnt to focus on my future and my behaviour to achieve my goals

”

Italian young participant

“

It was a path of growth in all respects. as an educator i consider the personal development programme a very useful tool to use with young people

”

Italian facilitator



TESTIMONIALS

“

After having participated in the project I feel that I am much clearer about what is important to me.

Spanish young participant

”

“

As a professional in the socio-educational field I consider the personal development programme to be a fundamental resource for young people to find their own path towards independence.

Spanish facilitator

”

“

As a facilitator for a group of young people, I consider that these workshops have a significant awareness effect on the participants, because are offering an information, that, once understood, they can easily implement in their daily life.

Romanian facilitator

”



“ It was a pleasure to participate in these activities, which allowed me to understand how important it is to dedicate the right amount of time to ourselves.

Portuguese participant ”

“ Spending time and addressing this issue with so many young people was a fantastic experience, which helped me understand once more its importance and the relevance it assumes in people's lives.

Portuguese facilitator ”



CONCLUSIONS

In Romania, the program "The Hero's Journey" was tested and applied to a group of young people between 18 and 30 years old, who participated in workshops within the project.

The topics of interest for the young participants were: emotion management, career planning, healthy lifestyle, time management, decision making, relational health and leaving home

Through the analysis of the impact of these activities, the main impact was offering a new perspective on life, in a structured way. From working with young people, we could observe the fact that the main problem of this target group is the fact that young people do not have information about what functionality means for every aspect of life. That's why, in the workshops implemented by the Gamma Institute team, quite a lot of emphasis was placed on psychoeducation and on explaining what functional and dysfunctional means for each of the previously mentioned topics and helping them to make decisions for change.

Among the skills developed by young people in these workshops were: the development of the capacity for self-reflection and awareness, the ability to distinguish between functional and dysfunctional and self-evaluation of the present, decision-making skills and critical thinking about various concrete situations, communication and negotiation of different opinions and greater confidence in one's own strength, at least for the process of planning an independent life.



CONCLUSIONS

In Italy, the Personal development program, tested with 60 young people had a huge impact on participants that expressed their appreciation and enthusiasm in taking part in this path.

In particular, some young people stated that the personal development program helped them in Time management and their relation with peers and that now they learned to focus on their future and behavior to achieve goals.

Furthermore, what they appreciated was that activities were never intrusive, and on the contrary, they encouraged them to give their contribution without fearing the judgment

The facilitators who implemented workshops have reported a great connection among participants and experienced how the workshops work better with the use of non-formal methods for a better impact on young people's launching phase of their life. Thanks to the youth workers' facilitation they learned to listen to their emotions and to listen actively to others, to manage time and resources to plan the next steps of their life with a positive approach to life and challenges.



CONCLUSIONS

In Portugal, CheckIn involved 60 young people in the test phase of the "personal development" program.

The impact of the program has been very important and has directly affected the young people of Beja and Lisbon. Participants had the opportunity to analyze various topics to which usually not much time is reserved.

Participants enjoyed all the activities and workshops that were tested, being pleasantly surprised by the amount of information, advice and suggestions they will bring with them in the different areas (such as, for example, career planning and relational health).

Similarly, the facilitators were able to experience a series of workshops on topics that concern the life of each of us. They believe it is essential to provide this opportunity and tools to the youngest, in order to actively contribute to their personal and professional development.



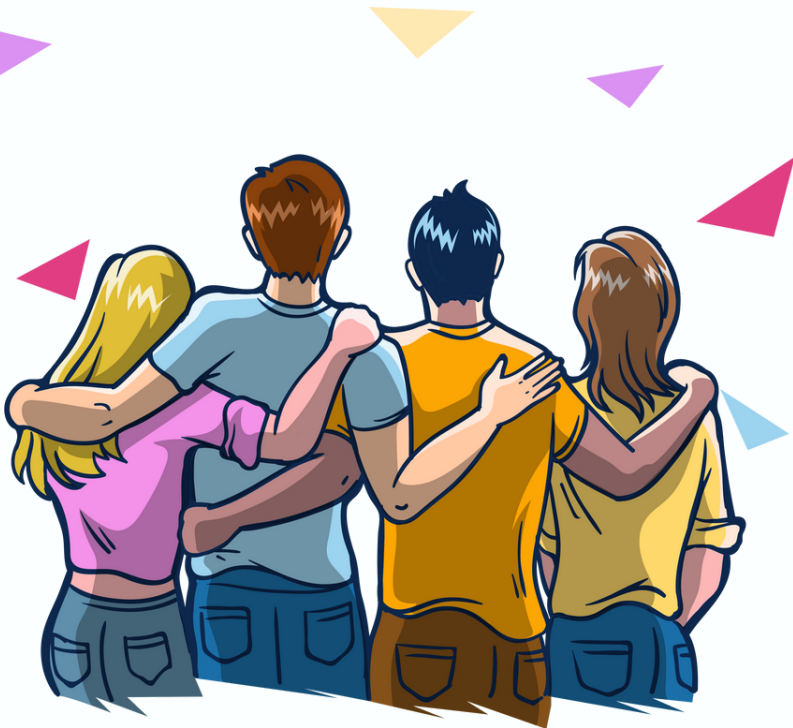
CONCLUSIONS

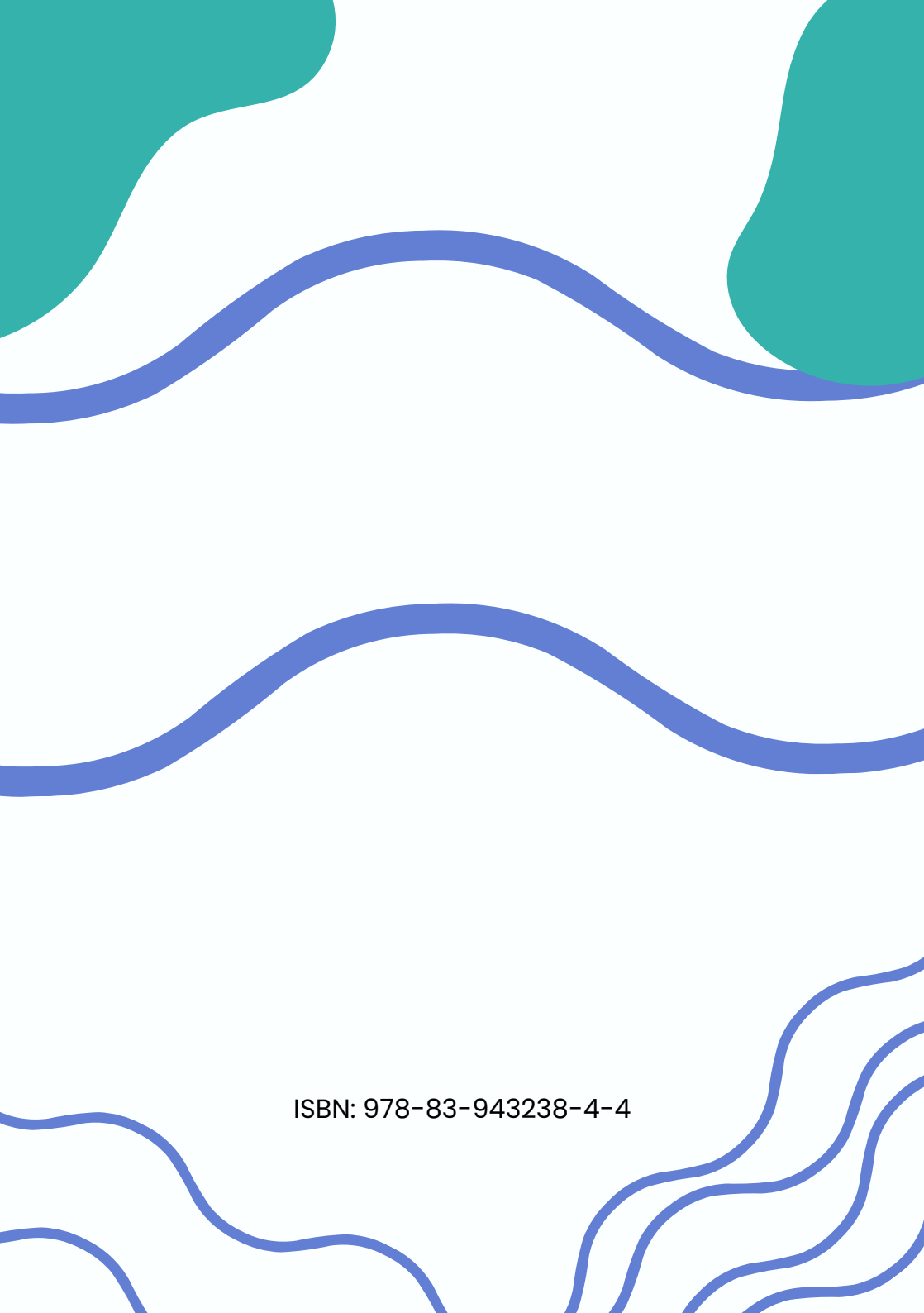
In Spain, the personal development programme, tested with 67 young people, had a great reception and impact among the participants, who, through their involvement and openness towards learning, stated that the personal development programme helped them to establish new relationships. Thanks to the workshops, they have been able to improve their level of self-knowledge and open up to share new experiences and create new links, as they often felt that, due to lack of knowledge, they had remained in their comfort zone and, thanks to the workshops, they have realised that there are very interesting companions with whom they want to continue sharing experiences and become friends. Having this level of support is vitally important for the transition to adulthood.

The facilitators who implemented the workshops have reported a great connection between the participants and have experienced how the workshops have provided a space that favours interaction, communication and social relations between the young people, as well as strengthening common bonds and values such as diversity, trust and empathy. Likewise, the young people have been provided with resources for the identification, recognition, understanding, management and expression of their emotions as well as for the improvement of their self-esteem and self-concept. All this thanks to the use of non-formal methodologies aimed at improving the transition to adult life.

CONCLUSIONS

Thanks to the facilitation of the social educators, the young people improved their sense of belonging within the groups, which had an impact on the improvement of social relations, the creation of positive values, participation and cooperation among peers and the recognition and acceptance among its members, thus promoting the inclusion of the educational environment in which they took place.



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ISBN: 978-83-943238-4-4