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ERASMUS+ KA205-019858



# IO1: Practical Roadmap

**A practical roadmap for facilitators working with youth**

*Developed by Inova Consultancy*



Funded by the  
Erasmus+ Programme  
of the European Union

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# INTRODUCTION

## *IO1 Practical Roadmap*

One of the key underpinning concepts of the Value project is to encourage the social participation of young people.

Social participation may be defined as:

- Having positive intergenerational contact
- Voluntary action/ volunteering
- Social and communication skills development
- Social activity with others
- Interest/ involvement in local issues/ context and awareness of and exercising individual rights

The ultimate outcome of participation of this Value programme would be that an individual would demonstrate personal goal-oriented social behaviour in positive ways that would be meaningful to both them and general society.

Positive outcomes for the individual could include:

- Augmented capacity to act to influence outcomes for themselves and others
- Interaction with society/ community generating positive benefits
- The ability to exercise rights- health, education, politics, using effective help-seeking behaviour
- Mobilising the self to access services/ help/ support in pursuit of personal goals
- Knowledge gathering to enhance life and employability skills
- Showing movement towards empathic and socially engaged behaviour
- Personal empowerment to become more aware of their many forms of positive potential

Levels of social participation may be categorised as follows:

- Integration-complete social participation
- Inclusion-partial social participation
- Involvement-early steps in social participation

Trainers, teachers, and youth workers are the project's target audience. Through innovative pedagogical solutions, capitalising upon informal learning, the project seeks to support the development of young people across a personal growth continuum, acknowledging individual starting points. For example, the project will involve young people living with disadvantage, for example who may be low-qualified. The professional workers will engage with them to enhance the many and varied tacit forms of potential as demonstrated by them through Covid 19, such as taking care of the elderly, volunteering in social services and actively supporting the provision of necessary items within communities. This social, active and empathic behaviour indicated a solution-driven capacity for resourcefulness which promoted generative learning which can be further developed.

The aim of the project is to enhance the skills repertoire of these professional workers working with young people; through informal and relational interventions they will be enabled to get alongside young people and encourage them to move towards the more positive end of their personal growth continuum encouraging and informally coaching them in recognition of their potential encouraging a growth mindset, engendering optimism, hopefulness, a sense of active agency- 'can do' attitudes, thereby thriving. Lessons learned during Covid 19 provide positive starting points.

## Development continuum

- Aim of intervening is to help young people move to right end of continuum:



Fig 1: Value project development continuum graphic showing desired direction of travel from left to right.



### PROJECT ROADMAP

A key concept developed by partners is the concept of the roadmap. Think of the roadmap as providing possible stopping points along the journey which potentially moves young people along the growth continuum above.

The stopping points can be viewed as points of exploration where themes for self-efficacy and optimistic and socially participatory engagement in life are explored. It is not necessary to visit themes along the roadmap in a linear manner. The teacher/ youth worker can explore themes in any order, although it makes sense to start with self-management as an initial theme and as an introduction to the project.

The seven stopping points on the roadmap are as follows:

- Self-management
- Thinking outside the box
- Can-do mindset
- Enrichment- learning for self and from others, and teaching others
- Making it happen
- Responses to roadblocks and setbacks
- Transitions and planning for my future

IO1 describes the themes, domains for questioning and exploration points to be further developed in IO2 as activities according to the proposal. Think of the topics as 'conversation themes' as much of the work with young people is built on development of relational skills, relating to them and building rapport in working with them.

In greater detail, the topics, or 'conversation themes', to be explored as part of the stopping points are as follows:

- **Self-management-** ability to delay gratification, exercising self-discipline, developing a sense of agency, self-control, conscientiousness, developing dependability, reliability, developing concentration and focus, understanding difference and relationships between self-control and life control, understanding and developing ability to differentiate long term benefits/rewards and short lived rewards, regulating emotions, avoidance of negative influences, movement towards positive influences
- **Thinking outside the box-** predicting outcomes, anticipatory thinking, understanding mindsets (fixed and growth), problem identification, attribution i.e. identifying causes effectively, problem solving, solutions finding, ability to change, adapt plans, self-knowledge, identifying personal strengths and skills gaps, ability to ask questions, communicative confidence (clarifying, seeking instruction, asking with openness to difficult situations), thinking skills such as questioning, reframing, identifying emotionally driven responses rather than problem-driven responses, opportunity seeking, thinking outside the box, growth-oriented thinking, eliminating stressors.
- **Can-do mindset-** drive, grit, stickability, examining beliefs (self-efficacy), capacity for optimism, hope, examination of familial and personal life story (life line), exploration of identity through storying and capital from situation and circumstances, identifying meanings of family story and messages taken, crafting own life story to challenge identity beliefs, ability to move out of comfort zone, maintain positive behaviours under pressure, initiative taking, identifying opportunities, resourcefulness traits, identification of any family learning e.g. resourcefulness, resilience, overcoming setbacks, enterprise, entrepreneurial action.
- **Enrichment-** learning for self and from others, teaching others- choosing positive role models, models such as 'effort rather than ability', exercising help-seeking behaviour, ability to learn from others, capacity to identify positive influencers (people) in environment, exploration of trusted adults in life, seek new experiences, openness to new experiences, experiential and experimental mindset, seeking out positive role

models, spending time with positive influencers, cultivating 'purposeful practice' (Syed, 2011)

- **Making it happen**-intention to behave leading to behaviour, identifying risks, mitigating risks, choosing positive role models, translating sense of agency into purposeful plans, goal striving behaviour, willingness to risk failure, taking action to maximise own self-potential, developing and maintaining achievement motivation (mastery orientation), learning from role models and influencers about effective action and resilience, stickability stories.
- **Responses to roadblocks and setbacks**-responses to problems and set backs, positive and negative coping behaviours, working with others, dealing with the unfamiliar, unknown, ambiguity, perceiving opportunities and avoiding perceptions of opportunities as threats, willingness to fail and recover from mistakes, ability to cope with challenge, coping responses (avoidant and active).
- **Transitions and planning for my future**-cultivating less need for external validation (peers, parents), openness to non-linear career trajectory, ability to reflection skills, forecasting and problem anticipation, adaptable thinking, planning and strategy formation, generating alternative options, network expansion, measured risk-taking, seeking help from trusted adults, asking for help, supporters and allies, taking social action, exercising rights, valuing the self, preferred future visioning and action planning, positive attitudes-self-care, self-compassion, humour (affiliative humour predictive of mental toughness). Re-orienting and replanning when facing setbacks, dead-ends, U turns.

The facilitator, who is working with the young learner, will be guided by the learner when deciding upon the most appropriate route through the roadmap; the process is largely learner-led and flexible. At each different stopping point appropriate tips for facilitators may be provided. There is no one best way through the process, teachers and workers will be guided by the individual's needs as they emerge.

The facilitator working with youth should recognise additional factors which may impact an individual. These factors may arise during conversations. Possible factors include sexuality, home-life, bullying or becoming the bully, and peer pressure. The facilitator needs to create a non-judgemental atmosphere for the youngster to feel comfortable discussing these factors.

The concept of social participation and youth contribution is reflected throughout all the question bank themes. Facilitators working with young people are encouraged to provide impetus to engage young people taking part in the project with setting stretching goals for themselves to become more involved in ways of themselves providing more social support to others and seeking opportunities to do so, in the spirit of personal learning.

A question bank will be provided for facilitators. The questions could be used in a variety of ways using professional judgment. The approach offers choice: some teachers/ workers may use printed text and others may choose a natural conversational manner with young people as an informal means of understanding their situations and undertaking a light-touch initial appraisal of strengths, challenges, and development needs.

In our original document we provided a graphic as follows:

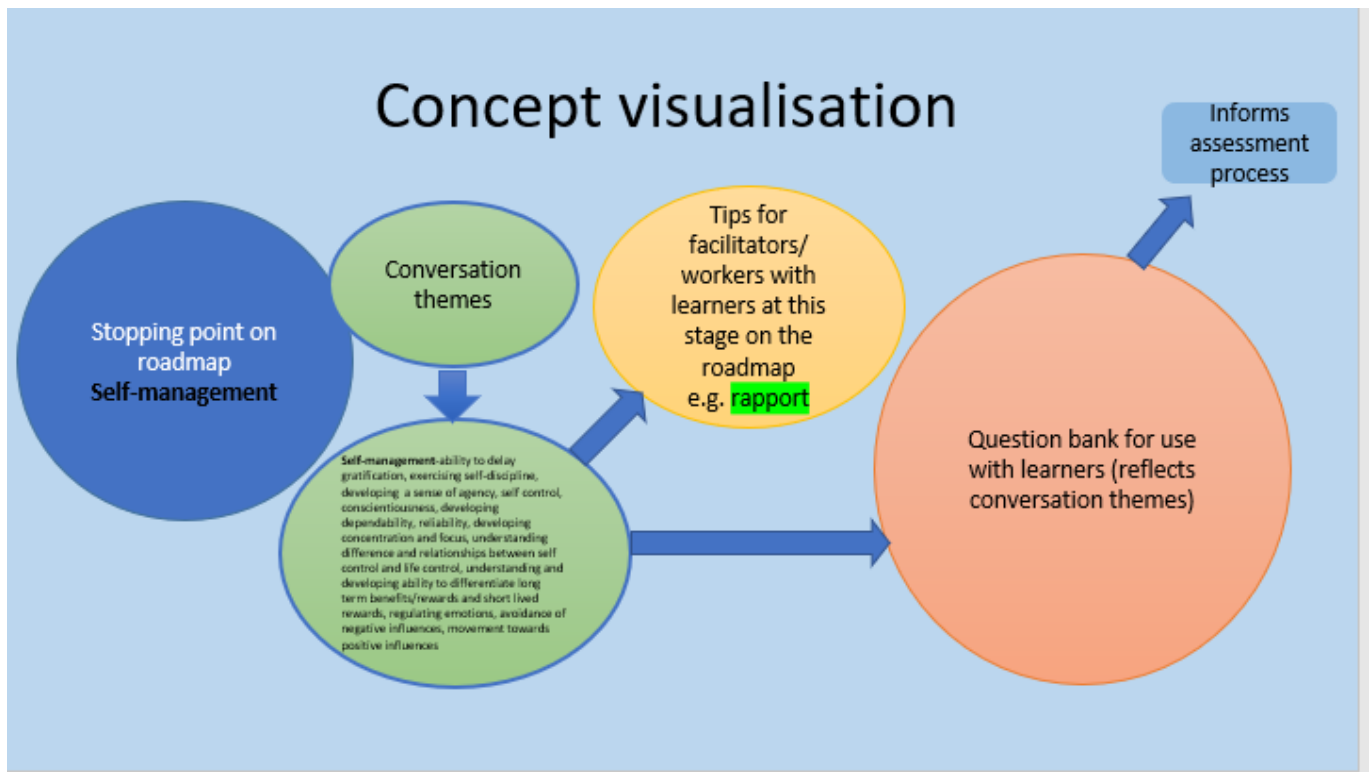


Fig 2: Value project roadmap stopping point: Self-management

We suggest the detail of each roadmap could be presented as follows with the same headings and sub-headings for each of the seven roadmap stopping points-domains.

Chapter headings relating to each stopping point on the roadmap could be structured as follows:

Stopping point title

Stopping point topics

(conversations themes)- brief outline

Tips for facilitators

This provides the context for the work and a suggested approach.

Question bank (pertaining to the stopping point title)

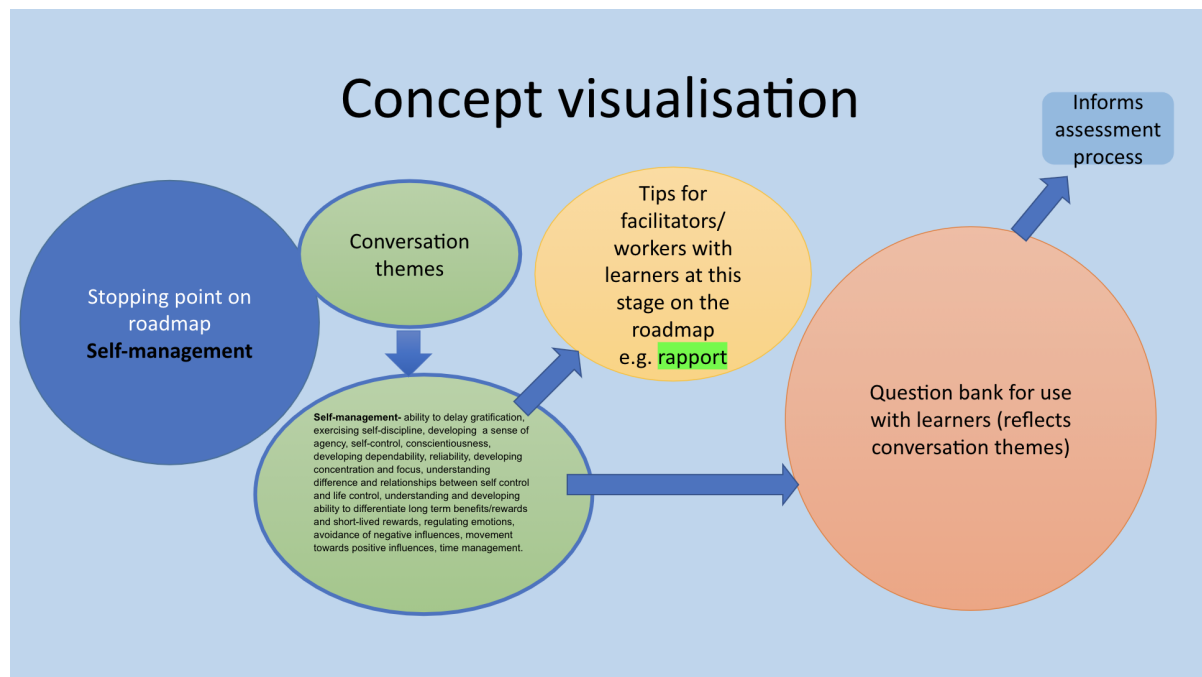
Questions organised under each sub-heading for use by facilitator/coach and in self-coaching by young learners.

N.B. The question bank is not an exhaustive list and may be added to by partners, but Inova provides some initial questions as conversation starters. Think of each conversation bank as potential conversation starters to be used with young learners. Questioning and relationship building provides the facilitator's way in to starting to work with each young person.

# THE PRACTICAL ROADMAP

## Self Management

Self-management-ability to delay gratification, exercising self-discipline, developing a sense of agency, self-control, conscientiousness, developing dependability, reliability, developing concentration and focus, understanding difference and relationships between self control and life control, understanding and developing ability to differentiate long term benefits/rewards and short-lived rewards, regulating emotions, avoidance of negative influences, movement towards positive influences, time management.



## Tips for facilitators

- Start with the person's situation and try to find issues to connect with. What does the young person have energy for, curiosity about and what are their interests and activities?
- What are their current challenges, and do they seem fully aware of them?
- Do they appear to have the self-awareness to understand what is working well and not so well in life and how they are potentially contributing to this situation?
- Do any of their issues resonate with you? Can you share anything appropriately about your life that could resonate with them and their circumstances to offer encouragement?
- Do they have a circle of support- family, positive friends, acquaintances, role models?
- What strengths of the individual can you help them build on?
- Check how comfortable the young person is with receiving feedback and how do they appear to perceive people who attempt to help and support them.
- What do you notice about how they approach life and their developing thinking skills?
- Make a point of approaching gentle discussion of behaviours that may be both functional and dysfunctional.



- How ready do they appear to be to implement some changes?
- How empathetic are they? Do they appear to benefit from the empathy and social support of others?

N.B. If you are using the Value resources during or post-COVID, you can discuss the effects of the pandemic with them. You can tweak the questions to explore their experience, self-awareness and personal learning.

### Question Bank-Self Management

The questions offered are starting points. The facilitator chooses which ones to use and how many depending on the needs of the individual and their starting point and presenting issues and situations. Firstly, build rapport and try to find points of commonality in a natural conversational style.

### Self-management-ability to delay gratification, exercising self-discipline

- How do you feel when you are working on something that takes a long period of time to see results?
- When you are working on something, how well are you able to focus on what you are doing?
- Are you easily distracted?
- What can cause you to become distracted? Follow up: how often does this happen?
- What priorities do you wish to work on to enable you to become more self-disciplined and achieve more in your life?
- Give an example of an area of life in which you are most self-disciplined and explain how you keep motivated to be self-disciplined.

### Self-management- developing a sense of agency, self control, conscientiousness, developing dependability, reliability, developing concentration and focus

- In what ways have you shown that people can rely on you?
- When you have set goals and priorities can you keep promises to yourself?
- What detracts from holding yourself to these actions?
- What strategies do you have for holding yourself to actions that you wish to take?
- What expectations do others in your circle of support (family, positive friends, acquaintances, role models) have of you?
- Are there areas in which you would like to be more self-disciplined and have control over your actions? Explain how this would bring benefits to you.
- What people can you rely on? How does this make you feel to have supporters and encouragement in life?
- If you have to rely on yourself more, what are the main challenges you face?
- What strengths do you have that others could rely on more? What untapped potential do you have?

- What's preventing you from taking more action to achieve that potential? (Consider both personal life and jobs/ employment).

#### Self-management- understanding difference and relationships between self control and life control

- When your friends suggest doing something which is against what you think is right or appropriate, how do you react?
- Are there any people in your life who have a positive influence on you? Follow up: What positive influence do they have? What have you learned from them that you implement in your life?
- What kind of people do you surround yourself with?
- If there is a situation which you know would not be good for you, are you able to say no and move away from it?
- What self-control actions could support you to be happier and more successful?
- Are there things you'd like to stop doing, start doing and continue doing with some changes?

#### Self-management-understanding and developing ability to differentiate long term benefits/rewards and short-lived rewards

- What is more important to you - quicker rewards which are short lasting or a longer lasting reward that may take a lot more time to reach?
- What longer term rewards are you working towards?
- What support do you have to help you sustain efforts?

#### Self-management-regulating emotions, avoidance of negative influences, movement towards positive influences

- Are you able to stay calm in difficult situations?
- What emotions sometimes overwhelm you?
- How do you generate positive emotion that sustains you?
- Do you have anyone in your life who can lift your mood?
- Do you have anyone in your life to encourage you?
- What do you do when you feel a strong negative emotion? E.g. anger/sadness/frustration
- In what ways do you encourage yourself- for example, either by thinking, using your own internal voice to encourage yourself? What messages do you give yourself in tough times?
- If you are in a situation where you find it difficult to control how you feel, are you able to remove yourself from it? Perhaps by walking away?
- What emotions do you want to work on: e.g. Are you assertive when you want to express feelings or do you stay quiet? Do you need to work on managing anger or irritation?
- What positive strengths do you want to build on?

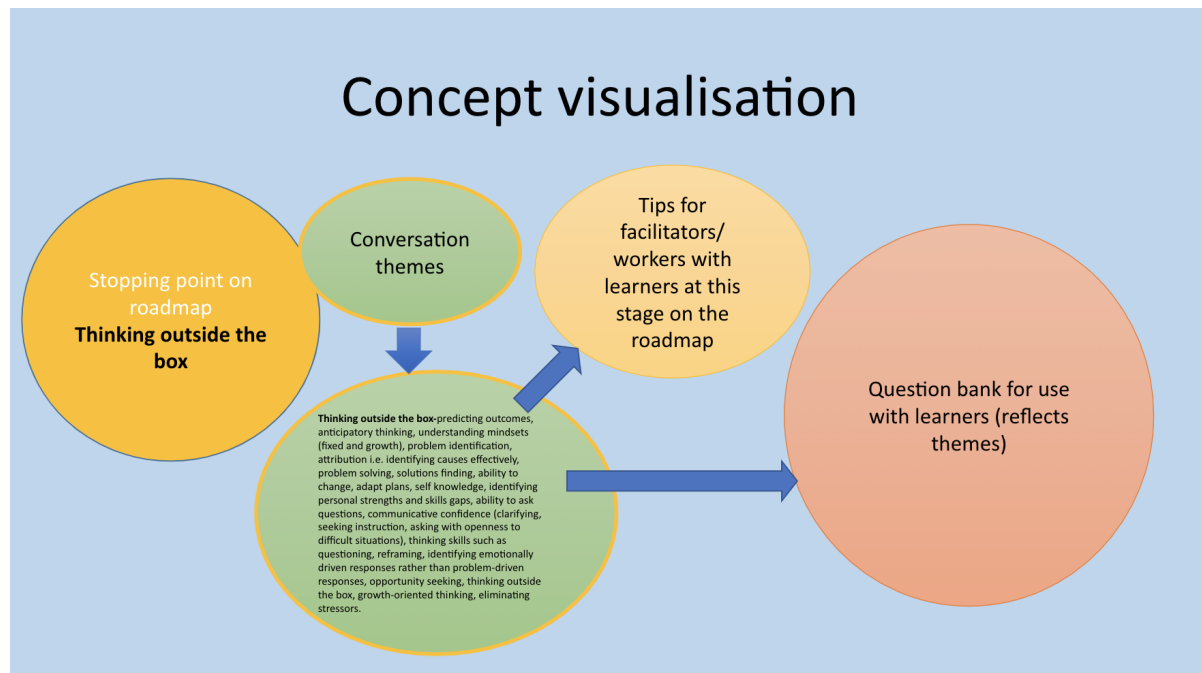
- What are your priorities: if you could work on three emotional responses that hold you back what would you want to change?
- Who can help you achieve this?
- Can you identify role models who could be more positive influences in your life?
- What actions could you take to secure more support?

### Self-management- time management

- Are you able to use time well?
- Do you make plans to use your time? If you don't, what can you improve about the way you approach your time?
- When you procrastinate, are you able to develop strategies which help you use your time better?
- Do you allow plenty of time to complete things?
- What proportion of your time do you use on others?
- Do you fit time to support your family, friends or community?
- Do you have anyone in your circle who uses time well? What could you learn from them to improve your time management skills?
- If you could take one action to improve your time management, what would it be?

## Thinking outside the box

Thinking outside the box-predicting outcomes, anticipatory thinking, understanding mindsets (fixed and growth), problem identification, attribution i.e. identifying causes effectively, problem solving, solutions finding, ability to change, adapt plans, self knowledge, identifying personal strengths and skills gaps, ability to ask questions, communicative confidence (clarifying, seeking instruction, asking with openness to difficult situations), thinking skills such as questioning, reframing, identifying emotionally driven responses rather than problem-driven responses, opportunity seeking, thinking outside the box, growth-oriented thinking, eliminating stressors.



## Tips for facilitators

- Start with the person's situation and try to find issues to connect with. What does the young person approach problems or experiences? What is their thought process and thinking pattern?
- Do any of their issues resonate with you? Can you share anything appropriately about your life that could resonate with them and their circumstances to offer encouragement?
- Do they have a circle of support- family, positive friends, acquaintances, role models?
- Are there any thinking patterns that may negatively impact the learner? Is there anything that would be beneficial to support them in any negative thinking patterns?
- Check how comfortable the young person is with receiving feedback and how do they appear to perceive people who attempt to help and support them.
- What do you notice about how they approach life and their ability to think outside the box?
- Make a point of approaching gentle discussion of behaviours that may be both functional and dysfunctional.
- Do you notice any positive social behaviour that is helpful for their well-being?
- How ready do they appear to be to implement some changes in relation to thinking outside the box?

N.B. If you are using the Value resources during or post-COVID, you can discuss the effects of the pandemic with them. You can tweak the questions to explore their experience, self-awareness and personal learning.

### Question Bank- Thinking outside the box

Thinking outside the box- predicting outcomes, anticipatory thinking, understanding mindsets (fixed and growth), problem identification, attribution i.e. identifying causes effectively, problem solving

- How do you typically notice and identify problems?
- Think of the last time you had a problem: how did you recognise it?
- Did anyone help you think about this problem?
- Did you feel the need to discuss the problem with anyone?
- What was your thinking process to analyse this problem: for example, did you consider causes and contributory factors?
- Do you see any opportunities for changing the way you solve problems: for example, do you have opportunities to seek help and advice that you do not usually use?
- Reflect on a recent problem you dealt with: did this problem provide any opportunities?
- When faced with a problem is your main focus often on difficulties?
- Could you also reframe some problems to think about growth and developing your ideas/ abilities?
- Reflect on a problem or difficulty you have had recently and explore how you thought about this problem.
- What were the different factors and aspects that informed your thinking and your problem-solving?

### Thinking outside the box- solutions finding, ability to change, adapt plans

- What was your approach to finding solutions?
- Were there occasions when you found a partial solution?
- If you are used to solving problems alone what new behaviours could you experiment with?

### Thinking outside the box- self-knowledge

- What are your five key personal strengths?
- What would your friends suggest are your five key personal strengths? What would your family suggest are your personal strengths?
- Think of family members: parents, cousins, brothers, sisters and so forth-what would these people suggest are your strengths in relationships?

### Thinking outside the box- identifying personal strengths and skills gaps,

- Have you learnt any new skills in the past months?
- What are they?
- What skills gaps do you feel you still have?
- What resources do you have in filling these gaps?

- List the key skills she would like to learn?
- How do you plan to develop yourself?
- What skills do you need to acquire to make the most of opportunities? Have you developed any skills informally from helping out friends, family, neighbours, your community?
- How could you build on these skills?
- What opportunities could they lead to?
- On a scale of 1 to 10, a score of 10 being high energy and a score of 1 being low energy: what is your motivation to address the skills gaps? Give yourself a score.
- What would it take to notch up to the next number?

Thinking outside the box- ability to ask questions, communicative confidence (clarifying, seeking instruction, asking with openness to difficult situations), thinking skills such as questioning, reframing,

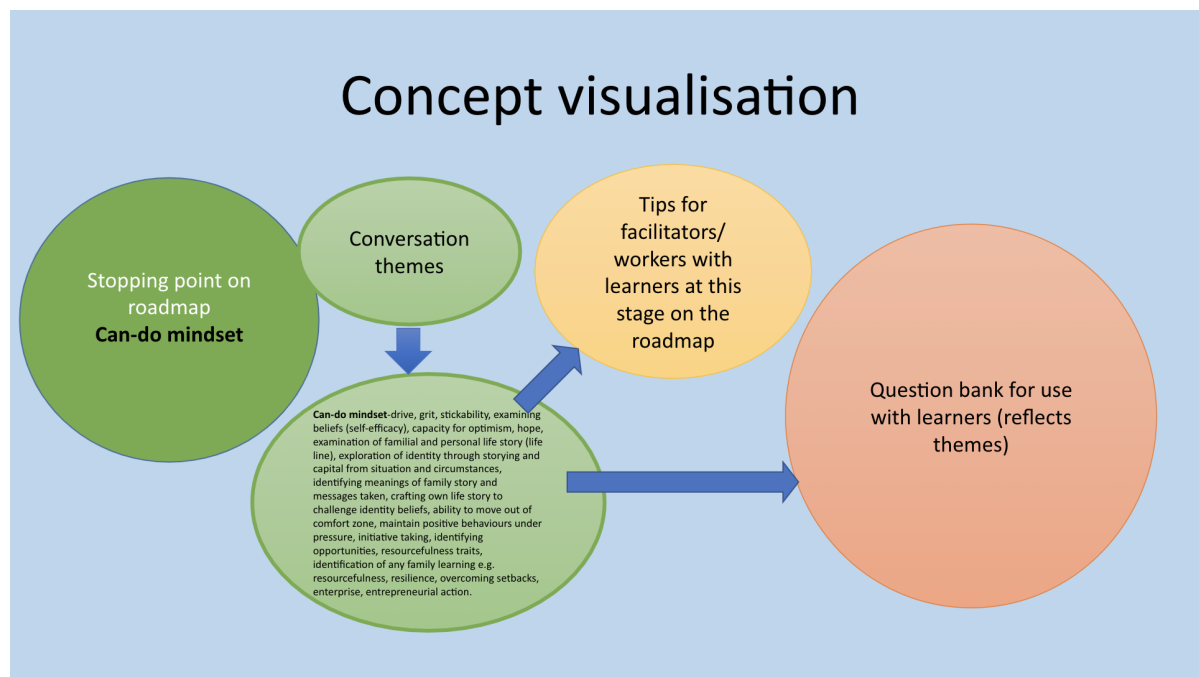
- Ability to ask questions when you need to find information
- Are you confident to ask people you know questions to help you?
- Are you confident to ask people who are unfamiliar to you questions?
- Reflect on some questions you've asked to help you find a solution. Could you improve your questioning approach?
- Think about how you solved a problem recently? What did you do? Did you think innovatively, creatively or ask for input from others that helped move ideas along?
- What did you learn about yourself?
- Are you aware of any patterns that hinder your thinking?
- What do you resolve to change or do differently next time?

Thinking outside the box- identifying emotionally driven responses rather than problem-driven responses, opportunity seeking, thinking outside the box, growth-oriented thinking, eliminating stressors

- To what extent do you respond emotionally sometimes that hinders your actions?
- What positive emotions help with your focus when faced with tasks?
- What coping strategies do you use to help you deal with emotional situations?
- Can you reflect on a time when you were able to deal with a stressful situation in a calm way?
- Are you able to seek and go for opportunities even if you are nervous, anxious or stressed? What strategies help you to do so?
- Have you identified sources of stress in your life?
- Are you taking action to reduce stress where possible?
- Are you avoiding any coping strategies which may be detrimental long term?
- What positive avenues for stress do you have in your life?
- Do you promote positive coping strategies in others (e.g., your friends, family, peers)?
- Do you find ways to engage with others that are beneficial to your own stress management? (E.g. helping an elderly neighbour with gardening)
- What have you learnt from others about their stress management techniques?

## Can do mindset

Can-do mindset- drive, grit, stickability, examining beliefs (self-efficacy), capacity for optimism, hope, examination of familial and personal life story (life line), exploration of identity through storytelling and capital from situation and circumstances, identifying meanings of family story and messages taken, crafting own life story to challenge identity beliefs, ability to move out of comfort zone, maintain positive behaviours under pressure, initiative taking, identifying opportunities, resourcefulness traits, identification of any family learning e.g. resourcefulness, resilience, overcoming setbacks, enterprise, entrepreneurial action.



## Tips for facilitators

- Start with the person's situation and try to find issues to connect with. What role models does the young person have? What have they learnt from their role models? What new experiences have enriched their life?
- Discuss any issues with unhelpful behaviours and unhelpful thinking patterns with sensitivity and carefulness.
- Try to encourage experimentation and going beyond your comfort zone.
- Explore possible ways to reduce any negative thinking patterns.
- Encourage the young person to share their experience with their positive role models and their circle of support.
- Discuss how comfortable the young person feels in trying out new experiences and situations. What thinking skills do they show when trying something new?
- If learners need more help learning more about entrepreneurship, please direct them to the following websites:  
<https://www.oxfordlearnersdictionaries.com/definition/english/entrepreneur> and  
<https://www.merriam-webster.com/dictionary/entrepreneur#note-1>
- If they have any ongoing projects, try and link these to the can-do mindset questions.

N.B. If you are using the Value resources during or post-COVID, you can discuss the effects of the pandemic with them. You can tweak the questions to explore their experience, self-



awareness and personal learning.

### Question Bank- Can-do Mindset

Can-do mindset- drive, grit, stickability

- On a scale of 1-10, (1 being low, 10 high) how would you rate your ability to stick at something and show determination and grit?
- When was the last time you feel you showed courage?
- Explain the circumstances. What courage did you show and how was this expressed in your behaviour and words?
- How did people react?
- How did you feel afterwards?
- How do you encourage yourself to move forward to the next step when you are faced with a situation that scares you a bit?
- What are your beliefs about being determined and showing grit? Do you believe in yourself?
- If you doubt yourself, why is this? Is it linked to events or previous experience?
- Have you shown to yourself since any negative events that you do have the capacity to change?
- What helps you to challenge/ correct your own thinking?
- What memories do you draw on to show grit and determination and to stick to plans even when you feel challenged?
- Do you have any family or friend role models who inspire you by showing grit and determination? What is it about their approach you admire?
- Think of something you achieved through practising the ability to stick at an activity? If you had to congratulate yourself for a job well done, what feedback would you give yourself about this?
- How do you encourage yourself to move forward by building on those successes? Try to explain the messages you give to yourself or say to yourself.

### Can-do mindset- Capacity for optimism, hope

- Think of an example when you felt hopeful? When you are under pressure what are the behaviours, you have shown to others indicating optimism?
- Do you face challenges with good humour?
- What is your best example of maintaining positive behaviours (confidence, optimism, grit, persistence, continuing with dedication, being dependable) in the face of difficulties or setbacks? Explain what the situation was and how you behaved.
- What enabled you to keep hopeful and optimistic in these circumstances?
- Do you have any family or friend role models who inspire you by showing hope and optimism?
- What is it about their approach you admire?
- Are you able to offer hope or optimism to others in your neighbourhood, friendship circle, community? Explain in what way if this is relevant to you.

Can-do mindset- Examination of familial and personal life story (lifeline), exploration of identity through storying and capital from situation and circumstances, identifying meanings of family story and messages taken, crafting own life story to challenge identity beliefs

- Do you have any family or friend role models who show strengths that inspire you?



- If you think of your life as a timeline, explain key points on the map of your life.
- When were you riding high? What were some of the high points when you were at your happiest and most content? What were some of your main personal achievements and things you are proud of?
- When were you facing setbacks? What episodes, happenings and events made you the person you are?
- What personal strengths can you identify from past situations? How often do you continue to use these strengths now?
- What other people influenced you to help you become the person you are today?
- Could you draw the timeline and explain it to another person?
- When you think of your identity how would you describe yourself? If you had to explain to someone you had just met about yourself by stating 'I'm the sort of person who.....' How would you finish this sentence? Can you add more to explain your personality to someone who hasn't yet met you.

#### Can-do mindset- Ability to move out of comfort zone

- How often do you challenge yourself to do something new?
- Give an example of when you challenged yourself to try something new?
- Are you able to put aside fear of failure to try something new?

#### Can-do mindset- Maintain positive behaviours under pressure

- When I'm under pressure I'm the sort of person who..... Finish this sentence. Can you add a few sentences?
- Think of an example when you coped well. When you are under pressure what are the best behaviours you have shown to others?
- What is your best example of maintaining positive behaviours (confidence, optimism, grit, persistence, continuing with dedication, being dependable) in the face of difficulties or setbacks? Explain what the situation was and how you behaved.
- What enabled you to keep positive in these circumstances?

#### Can-do mindset- Initiative taking, identifying opportunities

- Think of an example when you took the initiative or spotted an opportunity? When you are taking the initiative what are the best behaviours you have shown to others?
- Are there people in your family or friends who are positive about taking opportunities? What have you learned about their approach to life? Are there messages you take from their experience in your own life?

#### Can-do mindset- Resourcefulness traits, identification of any family learning e.g., resourcefulness, resilience, overcoming setbacks

- Think of an example when you found inner resources to help in a situation. When you are under pressure to be resourceful what are the best behaviours you have shown to others?
- What is your best example of being resourceful?
- How did you use these skills in life?

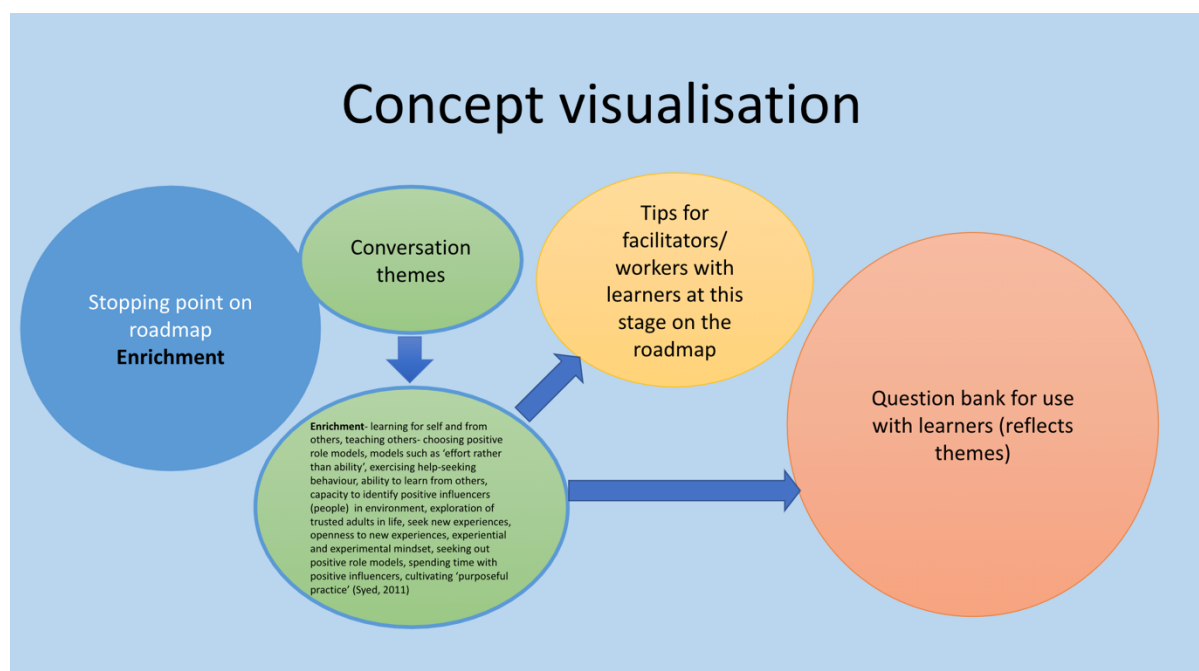
- Have you been able to use these skills to help/ support others (family, neighbours, community)?

#### Can-do mindset- Enterprise, entrepreneurial action

- Do you have any family or friend role models who inspire you by showing enterprising thinking? What is it about their approach you admire?
- Do you have people in your family who have built businesses, have new ideas, take risks in some way to make money or sell products? What is it about their approach you admire?
- Do you have any family or friend role models who inspire you by showing entrepreneurial thinking and an ability to take risks in developing ideas? What is it about their approach you admire?
- What have you learned about their approach to life? Are there messages you take from their experience in your own life?

## Enrichment

Enrichment- learning for self and from others and teaching others- choosing positive role models, models such as 'effort rather than ability', exercising help-seeking behaviour, ability to learn from others, capacity to identify positive influencers (people) in environment, exploration of trusted adults in life, seek new experiences, openness to new experiences, experiential and experimental mindset, seeking out positive role models, spending time with positive influencers, cultivating 'purposeful practice' (Syed, 2011), empathy



## Tips for facilitators

- Start with the person's situation and try to find issues to connect with. What role models does the young person have? What have they learnt from their role models? What new experiences have enriched their life?
- Are there any negative role models that they struggle with? How aware of the effects of the negative role models is the young person?
- Discuss any issues with unhelpful behaviours and unhelpful role models with sensitivity and carefulness.
- Explore possible ways to reduce any negative influences.
- Encourage the young person to share their experience with their positive role models and their circle of support.
- Discuss how comfortable the young person feels in trying out new experiences and situations. What emotions do they experience when trying something new?
- Discover together any new avenues for gaining new role models, if this is what the young person strives for.

N.B. If you are using the Value resources during or post-COVID, you can discuss the effects of the pandemic with them. You can tweak the questions to explore their experience, self-awareness and personal learning.

## Question Bank-Enrichment

The questions offered are starting points. The facilitator chooses which ones to use and how many depending on the needs of the individual and their starting point and presenting issues and situations. Firstly, build rapport and try to find points of commonality in a natural conversational style.

#### Enrichment- learning for self and from others

- Are you able to reflect on your past experiences and reflect any lessons learnt?
- What is an example of an experience you have had in the past that you have learnt from?
- Do you have any role models, family members, friends or others in your circle from whom you have been able to learn from their experiences?
- What is an important lesson you have learnt from?
- Can you tell me about a time when you were able to overcome a challenge as you have been able to learn from others?

#### Enrichment- choosing positive role models, models such as 'effort rather than ability', exploration of trusted adults in life, seeking out positive role models, spending time with positive influencers

- Can you think of anyone in your current circle who is a positive role model?
- What strengths do your role models possess?
- What have you been able to learn from your role models?
- When thinking about your role models, what do you value more, effort or their ability?
- What do you think is most important, effort or ability?
- If you were to seek more positive role models, where would you do this?
- Do you go out of your way to spend time with positive role models?

#### Enrichment- exercising help-seeking behaviour

- If you require some support, help or advice from someone, what would you do?
- How do you feel about asking for support, help or advice?
- How can seeking support help you?

#### Enrichment- teaching others capacity to identify positive influencers (people) in environment

- Who do you trust? Why do you trust them? Are there any specific characteristics that we can look for?
- What makes someone a positive role model?
- Are you able to share this knowledge with others?
- Do you actively promote positive role models in other people's lives?

#### Enrichment- seek new experiences, openness to new experiences, experiential and experimental mindset

- Do you like trying new things?
- How do you feel about trying new things?
- Do you think that stepping out of your comfort zone is a positive thing?
- If you wanted to try out something new, what would it be?
- Can you tell me about a time when you did something new and it was a positive experience? What did you learn from it?

#### Enrichment- cultivating 'purposeful practice' (Syed, 2011)

- Do you believe that you can achieve something you can put your mind to?

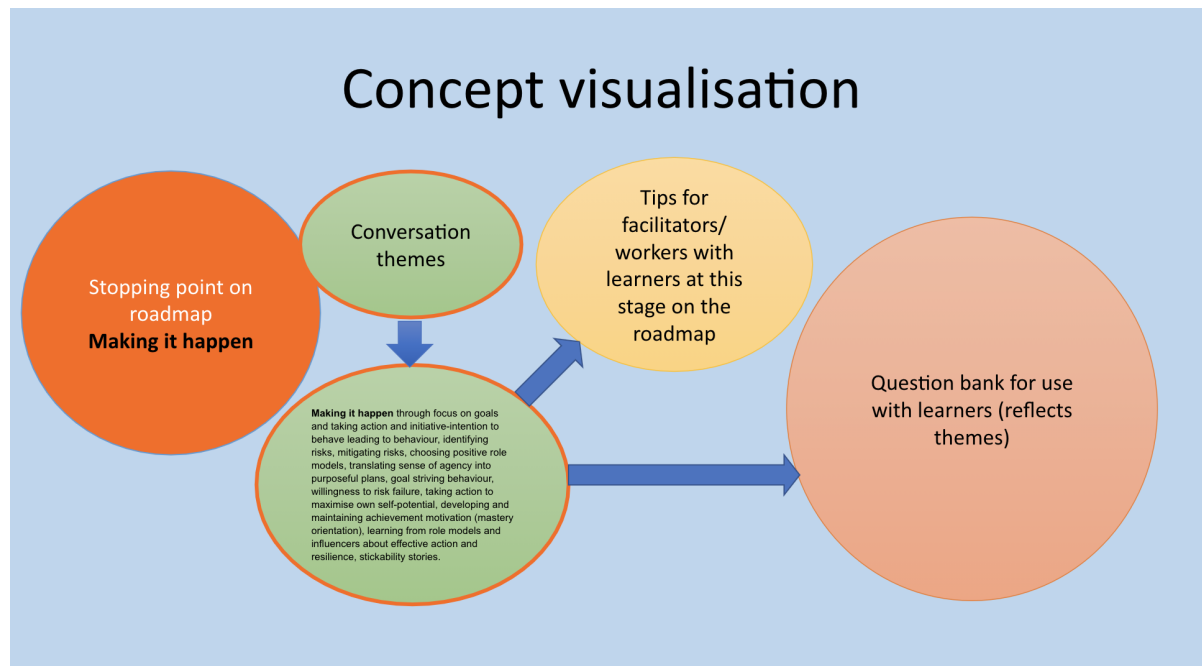
- What do you think about the phrase 'practice makes perfect'?
- Have you ever continuously practiced something and found you have been able to perfect it?
- How long do you think it takes to learn a new hobby or skill?

#### Enrichment- empathy

- Do you feel you are able to empathise with others?
- Can you tell me about a time you have been able to empathise with someone?
- Are you able to relate to others?
- Is there anyone in particular in your life that you feel you can empathise with?
- Can you put yourself in someone else's shoes?
- Have you helped others in ways that have engaged you, that has expanded your understanding of others in your social environment?

## Making it happen

Making it happen through focus on goals and taking action and initiative-intention to behave leading to behaviour, identifying risks, mitigating risks, choosing positive role models, translating sense of agency into purposeful plans, goal striving behaviour, willingness to risk failure, taking action to maximise own self-potential, developing and maintaining achievement motivation (mastery orientation), learning from role models and influencers about effective action and resilience, stickability stories.



## Tips for facilitators

- Start with interests and try to find issues to connect with. What does the young person have energy for, curiosity about?
- Try to build on the strengths of the individual rather than a focus on deficit models of personal development.
- Share appropriate information about what inspires you, who your role models are.
- Offer encouragement for effort, even if the outcomes were not always as expected.
- Approach any change incrementally-small steps, small gains, achievable chunking of goals.
- Check how comfortable the young person is with receiving feedback. Offer encouraging, authentic feedback as you build the relationship. What do you notice about how they approach life and their developing thinking skills?
- Make a point of noticing how they are developing and commenting on positive gains.

N.B. If you are using the Value resources during or post-COVID, you can discuss the effects of the pandemic with them. You can tweak the questions to explore their experience, self-awareness and personal learning.

## Question Bank-Making it happen:

The questions offered are starting points. The facilitator chooses which ones to use and how many depending on the needs of the individual and their starting point and presenting issues and situations. Firstly, build rapport and try to find points of commonality in a natural conversational style.

## Making it happen- taking action and initiative-intention to behave leading to behaviour

- What goals do you want to achieve?
- Why do you want to achieve these goals? Why are they important to you?
- How will it be helpful to you / others?
- How would you feel if you did complete your goal?
- What are some goals you are passionate about?
- When do you want to achieve them?
- What is your first step in achieving a goal?
- What is your first step in thinking about your goals?
- What can you do today for your goal?
- Do you know someone who has already achieved your goal? Follow up: What can you learn from them?
- Is there anyone who can help you achieve your goals?
- Are there any goals you have achieved in the past?
- How did you feel when you achieved your goal before?
- Is there anything you have wanted to do but you are scared to try it?
- Do you have a goal that has made an impact on your life?
- How do you feel when you want to work towards something, but it might not go well?
- Reflect on a past time when something did not go well, how did the outcome affect you?
- How do you feel about failure?
- Do you think things are worth a try even if they might not go well?
- When you have an idea to do something, do you carry it out? Tell me about a recent example...

## Making it happen- identifying risks, mitigating risks

- Before you make a step towards your goal, do you think about the risks or plan your steps?
- Do you try to anticipate problems, issues, risks before taking action?
- If you reflect on a time when you didn't think about risks, what effect did this have?
- What did you learn from this situation?

## Making it happen-choosing positive role models

- Who are your role models?
- In what ways have your role models inspired you?
- Are there any goals you have seen your role models have that you would also like to achieve?
- How have your role models reached their goals?
- What do you like and admire about your role models?
- If you needed a role model to help you learn something new how would you search for someone to help you? What would that process be in taking steps?
- What aspects of character or behaviour would encourage you to turn away from a role model?

Making it happen-translating sense of agency into purposeful plans, goal striving behaviour, willingness to risk failure

- Do you go for easy goals or do you try for goals which stretch you?
- How do you encourage yourself to try to achieve stretching goals?
- Who can support you when you are trying to achieve your goals?
- Have you ever been in a situation where you felt you have been knocked down time and time again, how did you stand back up again?
- How do you offer yourself encouragement when you are alone in trying to achieve goals? (look for positive self-talk ability)
- What messages about achieving goals do you have from family, friends, carers, relatives? What can you learn about your own attitude to goals from this prior experience?
- What has been the most useful thing you have learned from failure, managing difficulties or setbacks, or taking a number of steps to achieve a goal?

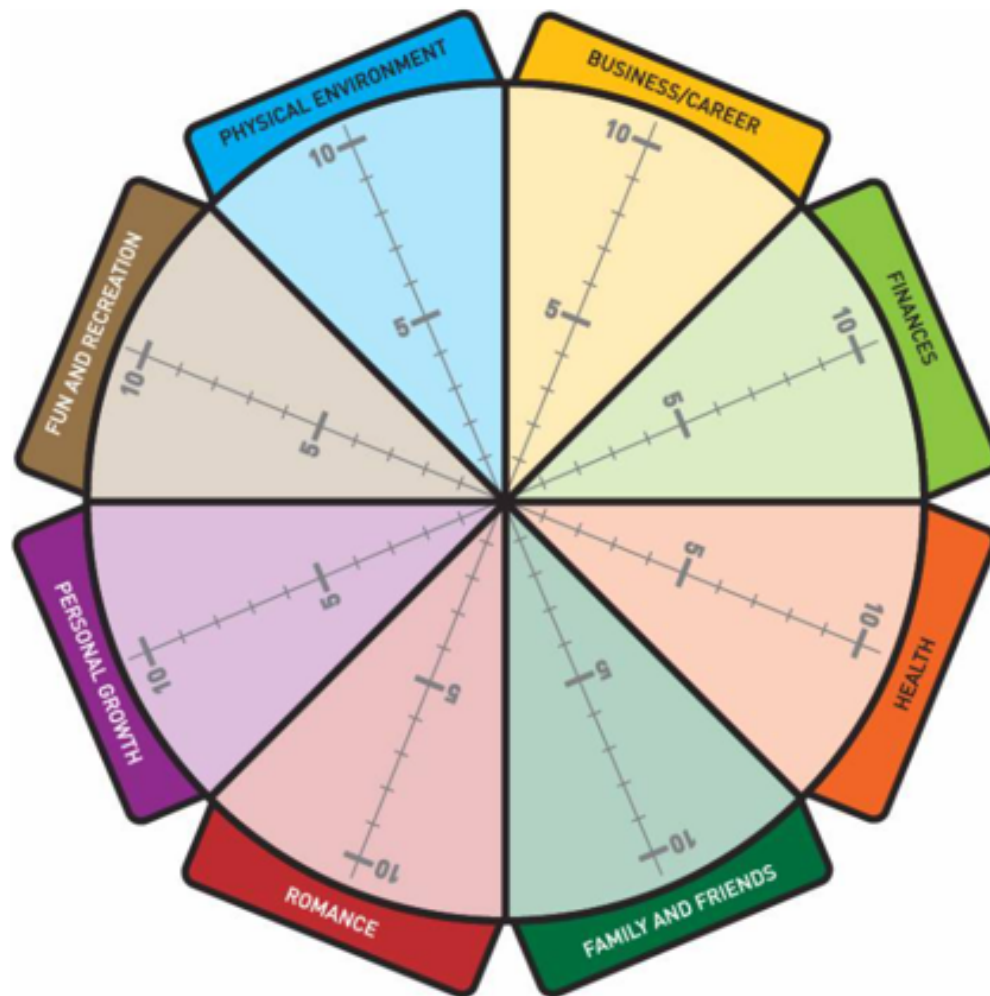
Making it happen-taking action to maximise own self-potential

- How often do you review your goals and desired outcomes?
- Do you have supporters who help you in this process?
- What are the key domains/ areas that concern you at the moment? (You may wish to use the graphic below to prompt your discussion).

Fig 1 Domains of life graphic to aid discussion

<https://www.startofhappiness.com/wheel-of-life-a-self-assessment-tool/>





- What do you feel is your unexplored or untapped potential?
- How could you improve your chances of success?
- If you had to identify three priorities for change in your life, what would they be?

Making it happen- developing and maintaining achievement motivation (mastery orientation)

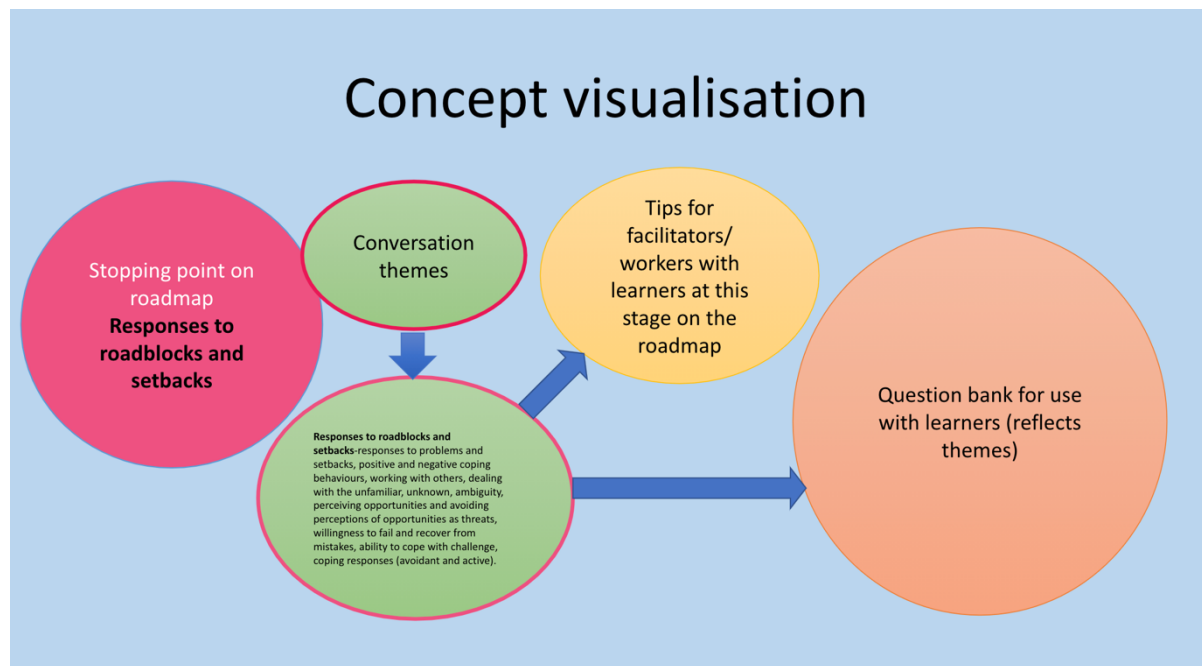
- Reflect on skills you have mastered in life-they could be from hobbies, interests, work skills. They could be small or big. Think about the process it took to master a skill. How did you work to achieve this?
- What does it tell you about yourself?
- What do you learn about yourself?
- Could you use some of these techniques applied to other areas of life? How?

Making it happen- learning from role models and influencers about effective action and resilience, stickability stories

- Think of someone you know (or have heard of) who has staying power, the ability to stick at situations when effort and sustained energy are both required. What qualities do you admire in them?
- How do they inspire you?
- What tips could you take from their 'stickability story' and use in your own life?
- What goals could you set yourself to become better at being resilient and applying effort in longer time bursts?
- What intrinsic motivation could you draw on to encourage you towards your end goals?

## Responses to Roadblocks and Setbacks

Responses to roadblocks and setbacks-responses to problems and setbacks, positive and negative coping behaviours, working with others, dealing with the unfamiliar, unknown, ambiguity, perceiving opportunities and avoiding perceptions of opportunities as threats, willingness to fail and recover from mistakes, ability to cope with challenge, coping responses (avoidant and active), and stress management



## Tips for facilitators

- Start with the person's situation and try to find issues to connect with. Be gentle when discussing issues around roadblocks and setbacks. You can start off with asking the young person what they think of when they hear the word "setback". This will help you gain an idea about how they perceive them.
- Encourage the youngster to explore their current coping mechanisms.
- Explore together any coping mechanisms that may have a negative impact on them.
- Discuss and reflect with the youngster on how they feel about ambiguity and the unknown.
- Try to promote more positive ways of seeing a challenge or a roadblock.
- If they are not aware of different ways of coping, explore these with the youngster. They may not be aware of all of the positive and active coping mechanisms.

N.B. If you are using the Value resources during or post-COVID, you can discuss the effects of the pandemic with them. You can tweak the questions to explore their experience, self-awareness and personal learning.

## Question Bank-Responses to Roadblocks and Setbacks

The questions offered are starting points. The facilitator chooses which ones to use and how many depending on the needs of the individual and their starting point and presenting issues and situations. Firstly, build rapport and try to find points of commonality in a natural conversational style.

### Responses to roadblocks and setbacks- responses to problems and setbacks,

- How do you respond when you experience a problem or a setback?
- When experiencing setbacks, what is your mindset?
- Are you able to take a step back from a problem or a setback and reflect?
- Reflecting on a recent setback, what was your response?

### Responses to roadblocks and setbacks- willingness to fail and recover from mistakes

- Do you feel there is an added value to making a mistake? E.g. learning something new?
- When you make a mistake, how do you recover from it?
- Do you feel that mistakes are just a part of being human?
- Do you try to avoid mistakes at all costs?
- Do you encourage others to learn and recover from mistakes?

### Responses to roadblocks and setbacks- positive and negative coping behaviours, coping responses (avoidant and active), ability to cope with challenge

- Which of your coping behaviours would you say are positive?
- Are there any coping behaviours you feel are negatively impacting you?
- How can you transform any negative behaviours into more positive ones?
- When you are faced with a stressor or a challenge, do you avoid it or do you actively make steps to overcome it?
- What are your steps to coping with a challenge?
- Do you encourage others in your community to actively cope with a challenge?

### Responses to roadblocks and setbacks- dealing with the unfamiliar, unknown, ambiguity

- How do you feel about the unfamiliar or the unknown?
- When you go into an ambiguous situation, how do you feel?
- Do you see opportunity and excitement in the unknown?
- Is there a time when you have dealt with the unknown and it was a positive experience?
- What can the unknown teach you?

### Responses to roadblocks and setbacks- perceiving opportunities and avoiding perceptions of opportunities as threats

- What does the word 'opportunity' mean to you?
- Do you see new situations and challenges as a positive or negative experience?
- When you are faced with a new and unknown opportunity, how do you keep a positive attitude when you are faced with uncertainty?

### Responses to roadblocks and setbacks- working with others

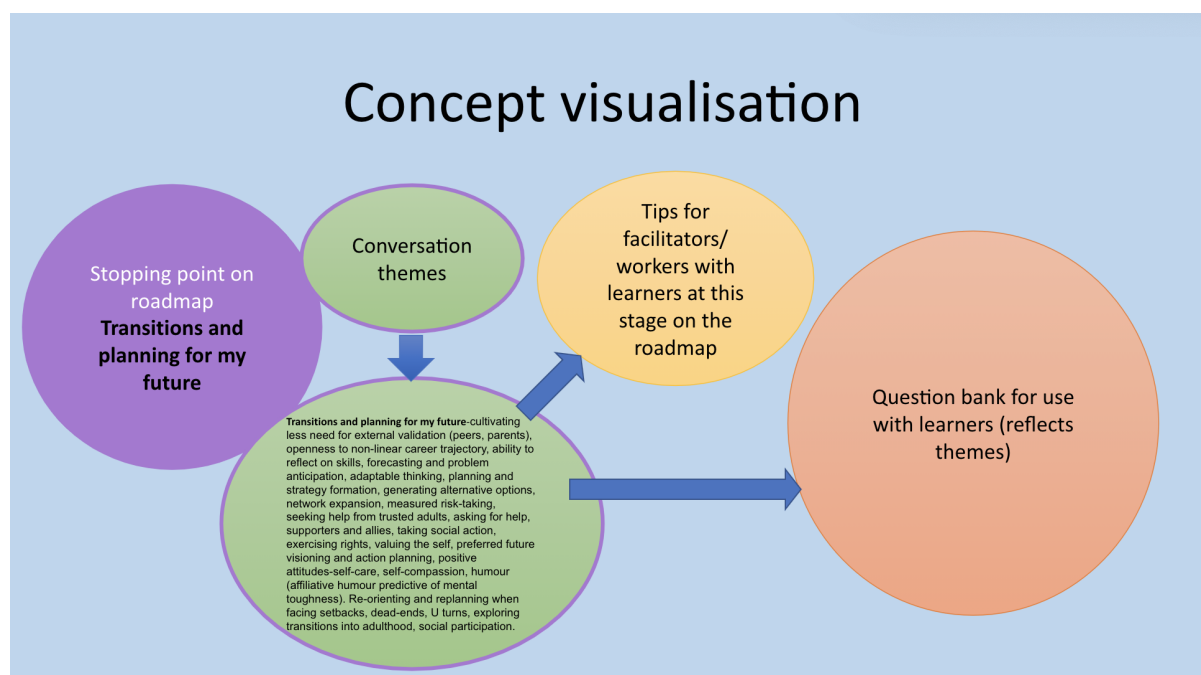
- What is the added benefit of working with others?
- Do you try to promote teamwork and collaboration in your community or circle?
- What skills do you think are important when working with others?
- Do you feel you possess skills that make you well equipped to work with others?

## Responses to roadblocks and setbacks- stress management

- What is your response to stress?
- Are you able to handle stressful situations?
- Tell me about a time when you were faced with a stressful situation, how did you manage your emotions?

## Transitions and planning for my future

Transitions and planning for my future-cultivating less need for external validation (peers, parents), openness to non-linear career trajectory, ability to reflect on skills, forecasting and problem anticipation, adaptable thinking, planning and strategy formation, generating alternative options, network expansion, measured risk-taking, seeking help from trusted adults, asking for help, supporters and allies, taking social action, exercising rights, valuing the self, preferred future visioning and action planning, positive attitudes-self-care, self-compassion, humour (affiliative humour predictive of mental toughness). Re-orienting and replanning when facing setbacks, dead-ends, U turns, exploring transitions into adulthood, social participation.



## Tips for facilitators

- Start with the person's situation and try to find issues to connect with. What does the young person have passion for, curiosity about and what are their interests, activities and plans?
- What are their current plans and opportunities?
- Do they appear to have the ability to create vision and work towards their goals?
- If they do not have any goals, it is recommended that you explore why this could be and try to set some goals together.
- Do any of their issues resonate with you? Can you share anything appropriately about your life transitions?
- Do they have a circle of support- family, positive friends, acquaintances, role models that can help them reach their goals and go through any transitional periods?
- What strengths of the individual can you help them build on?
- Check how comfortable the young person is with receiving feedback and how do they appear to perceive people who attempt to help and support them.
- What do you notice about how they approach life and their planning skills?
- Make a point of approaching gentle discussion of behaviours that may be both functional and dysfunctional.

- How ready do they appear to be to implement actions towards their goals?

N.B. If you are using the Value resources during or post-COVID, you can discuss the effects of the pandemic with them. You can tweak the questions to explore their experience, self-awareness and personal learning.

### Question Bank- Transitions and planning for my future

The questions offered are starting points. The facilitator chooses which ones to use and how many depending on the needs of the individual and their starting point and presenting issues and situations. Firstly, build rapport and try to find points of commonality in a natural conversational style.

### Transitions and planning for my future-cultivating less need for external validation (peers, parents)

- Do you feel the need to check out your decisions with others?
- Do you feel the need to share your successes with others?
- Are you able to act independently even when you feel your decision may be unpopular?
- Do you feel confident to do things because you want to do them or do you seek approval from others?

### Transitions and planning for my future-openness to non-linear career trajectory

- Do you have any career goals?
- Have you had to adapt your career goals in the past?
- How open are you to go down new avenues to reach your goals?
- Are you open to taking some risks in jobs that stretch you?

### Transitions and planning for my future-ability to reflect on skills

- Have you reflected on your skills in relation to planning for your future?
- Have you reflected on previous experiences to see what skills you have learnt as a result of them?
- Are you able to identify any skills gaps / experiences that you need to work on?

### Transitions and planning for my future-forecasting and problem anticipation, adaptable thinking, generating alternative options, re-orienting and replanning when facing setbacks, dead-ends, U turns.

- When faced with new challenges or opportunities, do you anticipate any problems?
- Do you have a plan B or even C and D?
- Do you have a range of approaches in mind when having to adapt plans?
- Are you able to learn from previous problems so you can plan ahead?
- When faced with challenges, are you able to overcome them in a timely manner? (Note: This could relate to both amending your plans and in a general sense)

### Transitions and planning for my future-planning and strategy formation, preferred future visioning and action planning

- When you have a goal or an aim, do you take action to work towards it?
- Do you ever feel like things are just happening to you and you are passively observing them?
- Do you make opportunities happen or do you wait for them to happen to you?
- Do you actively create a vision of what you want and work towards it?
- Do you involve other people in your plans?

### Transitions and planning for my future-network expansion

- Do you try to make new friends and networks?
- Do you actively reach out to others?
- Where would you usually go if you wanted to expand your network or friendship?
- Do you appreciate the value of growing your network?
- Do you seek diverse contacts in your networks?

### Transitions and planning for my future-measured risk-taking

- Do you think about the risks before you make a decision?
- Have you taken risks in the past?
- Have you reflected on how risks you have taken in the past worked out?
- Do you push yourself when taking risks?
- What have you learnt from taking risks previously?
- Do you balance out the risk and benefit before making a decision?

### Transitions and planning for my future-seeking help from trusted adults, asking for help, supporters and allies

- Are there any people in your network that you trust? (This could be friends, family, co-workers, peers...)
- Do you feel able to ask for help from your network, if you need it?
- If you do not have a support network, do you have any plans of building your network and find people who support you?
- What kind of qualities do you look for in someone who can be a trusted friend?

### Transitions and planning for my future- taking social action

- Have you taken any social action in the past? This could be volunteering, helping someone out, giving back to the community...
- What did you learn from your experience(s) of taking social action?
- What can prevent you from taking social action? Are there any barriers you face?
- Do you have any vision or ideas for the type of positive social action you would like to take?
- Do you have any role models who inspire you to take social action? What do they do?



### Transitions and planning for my future-exercising rights, valuing the self

- Are you able to set boundaries?
- If something goes against your morals or values, can you take a stand?
- Do you challenge situations when you are concerned about other people?
- Do you value yourself as a person? Do you put yourself first?
- Do you value your needs and take action to meet them?

### Transitions and planning for my future-positive attitudes-self-care, self-compassion,

- Do you take positive action to look after yourself? For example, taking time out, seeing trusted friends, exercising, sleeping, avoiding bad habits, avoiding negative influences?
- Are you able to treat yourself compassionately when things go wrong?
- Do you try to encourage positive inner chatter? If your inner chatter is negative, are you able to bring it round to a more positive understanding of the situation?
- If you experience unwanted worry, are you able to manage it? For example by taking a step back? By taking time out? Relaxing? Or by applying logic and thinking skills?

### Transitions and planning for my future-humour (affiliative humour predictive of mental toughness)

- Can you laugh at yourself?
- Are you able to find the humour in things even in negative situations?
- Can you sometimes use humour to lighten the situation for other people?
- Are you able to find ways not to take things too seriously?
- But sometimes it is not possible to make light of things - in these situations, are you able to ask for help and support?

### Transitions and planning for my future- exploring transitions into adulthood and readiness for social participation (please use these questions at the end of the journey with the young person)

- Can you prioritise and work on things in a sustained way?
- Are you able to manage your time more effectively to reach your goals or the goals of others?
- Do you feel you have a more mature perspective which enables you to work on issues which may not be very engaging or interesting, but are still necessary?
- What skills will you adapt in your life going forward?
- What are your future plans?
- What skills can help to take you into adulthood?
- How do you intend to develop these skills?
- Do you feel you have built resilience?
- How will this resilience help you in the future?
- Reflecting on your progress, what evidence of your resilience do you have? How can you use this in the future?

- Have you learnt anything that you intend to transfer into your community, family or friendship group?
- What are your plans for making a difference in your community, family or friendship group? (e.g. researching issues, making connections with local people)



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Funded by the  
Erasmus+ Programme  
of the European Union