

Result 3

Ode to JOY

Training Materials

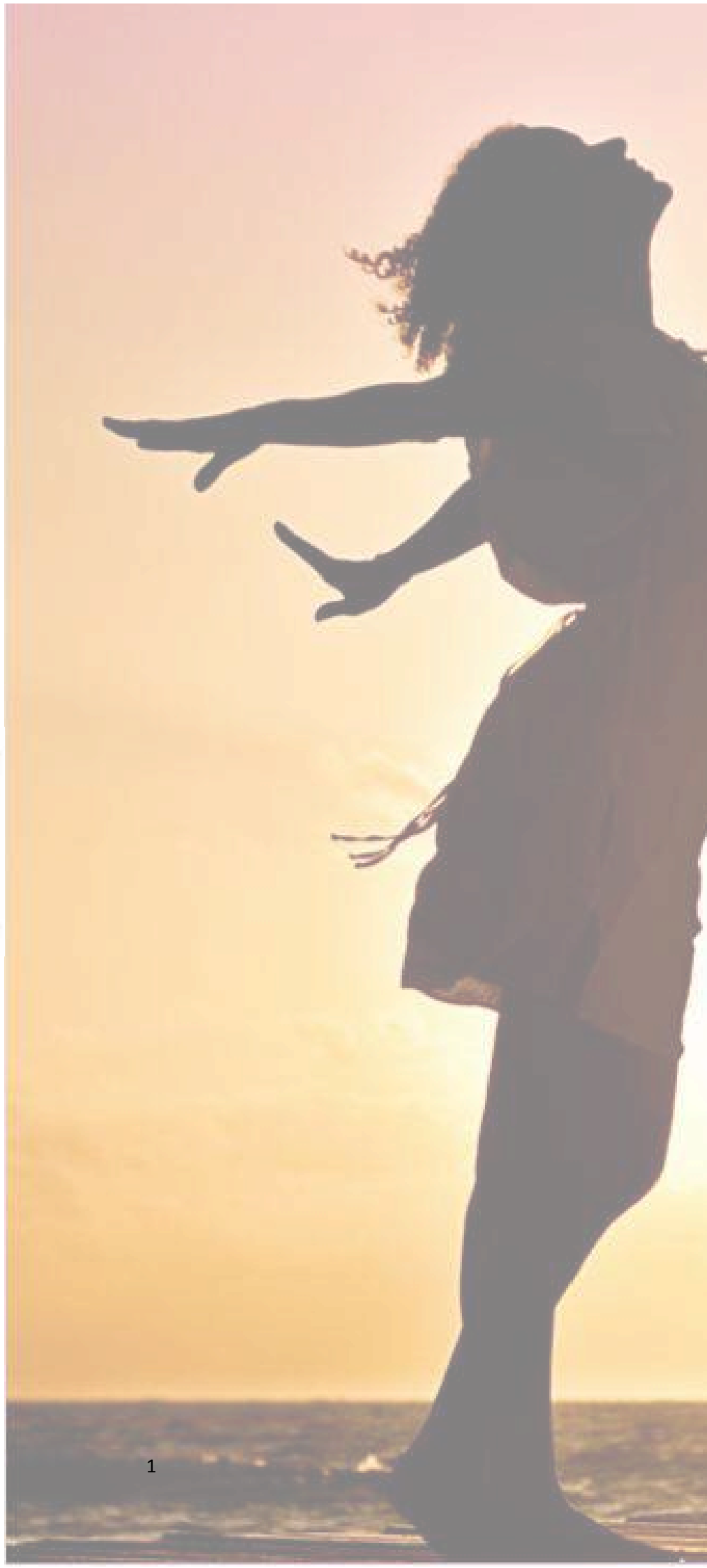
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Developing Attunement through the Experience of Joy

***Core Curricula
and Alternate
Curriculum of
the partners***





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Introduction

The Project

JOY is a 30 months European project which started in November 2021, funded by the Erasmus + programme and coordinated by Rogers Foundation for Person-Centered Education.

The project activities were tested and implemented in Hungary, Italy, Austria and Germany.

The project is addressed to NEETs and Adult Educators, using experience-based methods, such as drama, bodywork, dance, music, symbolwork, storytelling, nature work, together with more formal VPL (Valuation of prior learnings) methods and CH-Q procedure, making the outcomes of non-formal and informal learning visible and recognized / validated.

Ode to Joy **aims** to:

- Increase the ability of people to experience positive emotions and to use these as evaluative perceptions, evaluative feelings and patterns of salience;
- Create a higher level of increasing motivation for learning and for recognition of their competences, both in their professional and in their personal life.

WHY JOY?

Society is changing rapidly, with increasing pace of change. Many young adults can't balance anymore the (everchanging) expectations from society/school/work with their inner-self, their personal characteristics and their social roles and they follow their own learning pathway.

The project **Ode to Joy**, is named after one of the positive emotions (joy, pride, contentment, esteem) which are catalysts for increasing people's satisfaction generally in their personal lives and professionally in their work.

The JOY project wants to stimulate positive emotions through **experience-based methods** such as drama, bodywork, dance, music, symbolwork, storytelling, nature work, to help NEETs reconnect with their body and mind, increasing their ability to experience joy and to connect and through this experience develop a greater sense of attunement and joy.

Moreover, **recognition and validation of the competences** acquired in non-formal and informal settings is difficult to do, but extremely important for participation and employability. The Ode to Joy project intervenes with specific instruments that are able to connect with the deeper layers of a person (invisible knowledge and skills, social roles, self-image, personal characteristics, motives, and underlying positive emotions).

The use of positive emotions makes them more visible and connects them with recognizable demands from companies/organizations through **valuation of prior learning**.



Results of the project

- a **Toolbox** with a collection of specific exercises and instruments of the methods (drama, storytelling, working with nature, bodywork, symbol work, bottom-up valuation of prior learning) that aim to enhance the experience of positive emotions will be created;
- a **Handbook** with a collection of articles about the approaches and the impact mechanism of the methods serving as a “theoretical” background for the Toolbox will be produced;
- a **Training course** for adult educators will be held;
- a **Positioning Paper** will be developed with policy recommendations.

About Result 3 - Curriculum

The Curriculum contains two parts: the CORE Curriculum and the Alternate Curricula.

The CORE curriculum is a Complex, 30 hours long training course, where we fuse all these approaches together, that educators can use for their target groups.

The ALTERNATE curricula are 16-18 hour workshops developed by each partner based on the CORE curriculum, tailored to country- and organizational needs and possibilities. These are attached as Annexes.

The exercises referred to in the curricula can be found in **Toolbox&Handbook** publication of JOY project with a detailed description, definition of equipment and group needs.

The competency areas

1: **Awareness** - Who are you? What do you stand for? What are your positive emotions (and resilience to negative emotions)? What are your norms and values? Which experiences from the past are valuable for the present? What did you learn, both at school and non-formal and informal? What did you do / do in study, work and private life and what does that say about your qualities? –

2: **Competence** biography (description of "me") - What are your most important qualities, according to you and according to others? What are your development points? What value do you attach to it? What is your Result Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential) personal competence profile? How can you prove your competences? Record this in a portfolio. –

3: **Social aspects** – „The order of chaos”, systemizing & self-esteem. How can I be part of my (social) environment, be mindful of others while keeping my identity, my boundaries? How do I build meaningful connections? –



4: Perspective and goals -What kind of activities appeal to you and fit your interests? What options do you see for yourself? Which way do you want to go in your career? Which first step can you take? Which standards are existing? How can you measure yourself against those standards? –

5: Promote plans - What is your action plan for your career? What do you want to achieve? How are you going to approach that? Who or what can help you achieve your goals? How do the competencies that you already have, helped you to achieve your goal? - 6: If the choice is for ME!:

The Assessment - The training concludes with a formative assessment of the personal action plan and the portfolio that the participant worked on during the training. The participant receives an assessment and feedback on the steps he has taken during the training.

Main Approaches for Trainings and Workshops

Storytelling Methodology:

Storytelling and narrative techniques (creative book therapy and poetry therapy) are related with the art of narrating thoughts, emotions, experiences through a process of identification. In fact, these methodologies allow the person to undertake a path of interior growth and selfunderstanding into an environment that cares for the needs of the individual. These practices do not involve a simple chronological narration of the events, but their goal is to let users identify with the plot, feeling the story as their own. In doing so, the message crosses every barrier because it becomes the viewer's personal narration. In this way, the story becomes an experience for the user, who, through the narration of a fictitious story, manages to establish links with his/her own experience, finding answers to some questions about his/her own existence.

Drama Methodology:

Drama as therapy: "Drama therapy is the use of theatre techniques to facilitate personal growth and promote mental health. Drama therapy is used in a wide variety of settings, including hospitals, schools, mental health centres, prisons, and businesses. Drama therapy, as a modality of the creative arts therapies, exists in many forms and can apply to individuals, couples, families, and various groups."(Wikipedia) - Drama as a teaching method: "Students are fully involved in learning with drama. They are immersed into the subject. Their bodies, minds, and emotions are extremely active when they become engrossed in the drama. (...) Activities in improvisation, pantomime, play-making, and scene re-enactment serve to develop the creative potential in the participants and help to develop critical thinking skills."(Google)

Somatic Methodology:

As Wikipedia states: "Somatics is a field within bodywork and movement studies which emphasizes internal physical perception and experience. The term is used in movement therapy to signify approaches based on the soma, or "the body as perceived from within". In dance, the term refers to techniques based on the dancer's internal sensation, in contrast with "performative techniques", such as ballet or formal dances,



which emphasize the “seen body”, observed movement by an audience. Bodywork is a collective term relating to all techniques which are working with the body. Somatic approach is an embodied approach: it believes that mind and body are inseparable, what happens in the mind / with the person is also happening with its body. As Van der Kolk, famous trauma-researcher titled his book: the body keeps the score. Feelings are not happening in the mind, they happen in our whole, embodied, somatic self. Therefore, one of the simplest way to experience joy is to work with the body.

Nature Methodology:

There are many methods that use the connection between human and nature or does not distinguish between nature and human. Instead, human is considered part of nature. Here, in our understanding, nature-based techniques have other additional several features, beside using the nature and the connection to nature. The methods we discuss here always apply specific developing target (such as: social competence, behavioural skill, personal competence, self-knowledge, etc...) and reflection. The two keys of these methods are the learning zone which considered to be between the comfort zone and the panic zone. It is called learning zone, because the aim is to move out of the comfort zone to the learning zone without reaching the panic zone. This is the place where our experiential learning process are the most effective. The other key is relationship: building a healthy relationship with nature, with the other participants and with ourselves.

Art Methodology:

ART is the expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty (aesthetic) or emotional power. It usually is limited to drawing, painting, sculpting.¹ Young children start at an early age to put forms, colours on paper. They draw, make paintings, create sculptures without worrying about their creative, artistic competence and the aesthetics of it. They lose this capability when they get older. Adults typically have complex, ambivalent feelings about art and art making; common responses range from dismissal and derision to awe and sometimes shame about their own lack of artistic skills.

ART is an important tool in making people feel better, find more inspiration and energy, and can be more creative, have a higher productivity and/or increase the retention, make people more resilient.

Learning outcomes

- Enhancing self-awareness and self-reflection;
- Improving narrative and symbolic skills;
- Helping reconciling with past moments;
- Imagining the future; Focusing on positivity;
- Preventing negativity;
- Finding a balance between positive and negative aspects;
- Enhancing self-esteem;
- Developing imagination;
- Developing Introspection;

- Learning to create and elaborate stories with the others discover and point out personal qualities and competences
- Reflecting on how to 'proof' or present your own qualities
- Linking with emotions
- Skills in voice and body techniques
- Being conscious of the emotion (fear, anxiety),
- Acquire a skill to find calmness
- Integral vision of your life
- Reflecting on important moments in your life and find out the qualities, emotions and conditions that belonged to these moments.
- Attunement to our bodies, increasing body awareness
- Attunement and connection to others
- Learning about space and perception of space
- Learning about somatic approaches in performative arts and in self-development
- Increasing self-appreciation
- Increasing the internal ability to release and undo stress
- Connecting with oneself and the environment around us
- Becoming more open and aware in everyday life
- Noticing the treasures provided by nature, a more attentive presence
- Focusing on our own feelings, our companions and the energies of nature
- Free, respectful action with natural materials in order to develop one's own creative and creation activity.
- Having the 'experience' of a design process and a result that is value-free, control-free, consists only of positive emotions in becoming and letting go.

- Better understanding and learning about own and other feelings and body language
- More able to change feelings/ emotions
- Fast reaction / response to emotion
- Learning to be an active part of a group
- Disassembling situations

- Being aware of your own qualities and possibilities.
- Having analysed your 'transfers' in your life so far.
- Being able to use your competence, emotions, personal traits, motives and insights to manage your 'worklife career'.

Timetable as of JOY-model Training of Trainers Pilot

Time slot	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00-9.15	-	Opening circle	Opening circle	Opening circle	Opening circle
9.15-10.45	-	Section 4. - Storytelling Methodology <i>„Discovering the self through narration: from individual to collective awareness“</i>	Section 8. - Somatic/Bodywork methodology <i>“Experience your Body”</i>	Section 9. - Nature Methodology <i>“Connecting with joy through the treasures of nature and the best version of ourselves”</i>	13. Section - Reflection Reflection on the criteria of JOY model, how the exercises are connected to it.
10.45-11.00	-	BREAK	BREAK	BREAK	BREAK
11.00-11.23	Section 1. - Introduction	Section 5. - Drama Methodology <i>“Voice training and Mastery of movement”</i>	Section 8. - Somatic/Bodywork methodology <i>“Experience your Body”</i>	Section 10. - Art Methodology <i>“LandArt” & “Emotion square”</i>	14. Section - CLOSURE Evaluation and feedback on the materials, closing circle
12.30-14.00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
14.00-15.30	Section 2. – Storytelling Methodology <i>„Discovering the self through narration: from individual to collective awareness“</i>	Section 6. - Drama Methodology <i>“Improvisational theatre workshop with the topic of fear and anxiety”</i>	Preparing & having lunch together	Section 11. - Nature Methodology <i>“Connecting with joy through the treasures of nature and the best version of ourselves”</i>	
15.30-15.45	BREAK	BREAK	BREAK	BREAK	
15.45-17.15	Section 3. - CH-Q Methodology <i>“A : Proud of ... describing a situation”</i>	Section 7. - CH-Q Methodology <i>“B – Lifeline”</i>	Individual work – Connecting to ourselves in the forest	Section 12. - CH-Q Methodology <i>“C - Reflection and Personal advertisement”</i> Individually: <i>“D - Personal Action Plan and sustainable self-management”</i>	
17.15-17.30	Closing circle	Closing circle		Closing circle	



Section description

Section 1. – Introduction

Title of the Workshop: “Creating a safe space by getting to know each other”

Name of Organization: Rogers Foundation for Person-Centred Education

Length of Workshop: 1,5 h

Maximum number of participants: 20

Learning Outcomes:

- perception of others and ourselves
- Enhancing self-awareness and self-reflection;

Tools, materials to be used, equipments needed: Pens, papers, balls, symbols, music

Detailed timetable:

Time (length)	Short description of activity, activity name	Activity reference to Toolbox	Tools, materials and equipments, music	Main approach of Activity (as of JOY areas)
20'	Arrival to Space		music	Bodywork
10'	Intro of the workshop - establishing rules		pens, flipchart	
30'	Introduction with symbols		symbols	
10'	Expectation tree		pens, post-it, flipchart	
20'	Name-learning games		lots of balls	Nature



Section 2. – Storytelling

Title of the Workshop: “Discovering the self through narration: from individual to collective awareness”

Name of Organization: Centro per lo Sviluppo Creativo Danilo Dolci

Length of Workshop: 1,5 h

Maximum number of participants: 20

Learning Outcomes:

- Enhancing self-awareness and self-reflection;
- Improving narrative and symbolic skills;
- Helping reconciling with past moments;
- Imagining the future; Focusing on positivity;
- Preventing negativity;
- Finding a balance between positive and negative aspects;
- Enhancing self-esteem;
- Developing imagination;
- Developing Introspection;
- Learning to create and elaborate stories with the others

Tools, materials to be used, equipments needed: Pens, papers, basket, tarot cards

Detailed timetable:

Time (length)	Short description of activity, activity name	Activity reference to Toolbox	Tools, materials and equipments, music	Main approach of Activity (as of JOY areas)
45 min	“Letter to myself” –Participants will have to write a letter to themselves which they will reopen only at the end of the training experience	https://docs.google.com/document/d/1ysAxZim3aGXhE0v2FIdlAHbfzuukFOJs/edit	Papers, pens	STORYTELLING
45 min	“Chasing memories” – Participants will have to draw and tell about past moments and future projects of their lives starting from a given word	https://docs.google.com/document/d/1XEVL0FbwrB9-NWJCDJC9q-O1Yj8EDbGe/edit	Papers, pens, basket, small pieces of paper with written words	STORYTELLING



Comments, suggestions for trainers: The activities have been imagined in this sequence because the goal is to let participants begin a self-discovery journey which starts from the individual for reaching the collective dimension. In fact, the first activity is a dialogue with the self; the second one is an attempt to share the self with the outside world; the third one is a comparison and a construction of meaning with otherness; the fourth activity can be considered as a summary of the first three. The aim is to accompany the participants in a gradual process. The basic idea is that knowledge and comparison with others is possible only if we want to discover our-selves first.

Reference list for JOY materials:

Reference list for further reading (can be reused from IO1 and IO2): Italo Calvino, *Il castello dei destini incrociati*, Torino, Einaudi, 1973; https://en.wikipedia.org/wiki/Hero%27s_journey



Section 3. - CH-Q

Title of the Workshop: CH-Q A : Proud of ... describing a situation

Name of Organization: UWEZO

Length of Workshop: 1,5 h

Maximum number of participants: 20

Learning Outcomes:

- discover and point out personal qualities and competences
- reflect on how to 'proof' or present your own qualities
- Link with emotions

Tools, materials to be used, equipments needed: Paper + pen

Detailed timetable:

Time (length)	Short description of activity, activity name	Activity reference to Toolbox	Tools, materials and equipments, music	Main approach of Activity (as of JOY areas)
15'	Introduction of this approach			
15'	Describe the performance. Why I am I so proud of this performance?		Pen & paper	Valuation
15'	KSA / competencies / personal traits + connection to emotions How to proof?		Pen & paper	Valuation
30'	Interview in pairs		Pen & paper	Valuation
15'	Personal conclusions		Pen & paper	Valuation



Reference list for JOY materials

Reference list for further reading (can be reused from IO1 and IO2)

- IO1 page 30-32
- Handbook 'Bridging the gap between internal and external process: Sustainable self-management of competencies'



Section 4. – Storytelling

Title of the Workshop: “Discovering the self through narration: from individual to collective awareness”

Name of Organization: Centro per lo Sviluppo Creativo Danilo Dolci

Length of Workshop: 1,5 h

Maximum number of participants: 20

Learning Outcomes:

- Enhancing self-awareness and self-reflection;
- Improving narrative and symbolic skills;
- Helping reconciling with past moments;
- Imagining the future; Focusing on positivity;
- Preventing negativity;
- Finding a balance between positive and negative aspects;
- Enhancing self-esteem;
- Developing imagination;
- Developing Introspection;
- Learning to create and elaborate stories with the others

Tools, materials to be used, equipments needed: Tarot cards, pens, papers

Detailed timetable:

Time (length)	Short description of activity, activity name	Activity reference to Toolbox	Tools, materials and equipments, music	Main approach of Activity (as of JOY areas)
45 min	“My major arcanas” – Participants will tell a story collectively starting from the suggestions coming from the images of the tarot cards	https://docs.google.com/document/d/1dQidIFjQWMzL_zVVruVLQGM1m6pS_jvb/edit	Tarot cards	STORYTELLING
45 min	“A walk in the woods” – Participants will make a narrative journey in the forest starting from their own experiences	https://docs.google.com/document/d/11n_hWkYLZAU4sxzu4RSpbxS8B248WkbY/edit	Pens, papers	STORYTELLING



Comments, suggestions for trainers: The activities have been imagined in this sequence because the goal is to let participants begin a self-discovery journey which starts from the individual for reaching the collective dimension. In fact, the first activity is a dialogue with the self; the second one is an attempt to share the self with the outside world; the third one is a comparison and a construction of meaning with otherness; the fourth activity can be considered as a summary of the first three. The aim is to accompany the participants in a gradual process. The basic idea is that knowledge and comparison with others is possible only if we want to discover our-selves first.

Reference list for JOY materials:

Reference list for further reading (can be reused from IO1 and IO2): Italo Calvino, *Il castello dei destini incrociati*, Torino, Einaudi, 1973; https://en.wikipedia.org/wiki/Hero%27s_journey



Section 5. - Drama

Title of the Workshop: Voice training and Mastery of movement

Name of Organization: Astoria Theatre

Length of Workshop: 1,5 hour

Maximum number of participants: 20

Learning Outcomes:

- skills in voice and body techniques

Tools, materials to be used, equipments needed: 1 kg orange, speaker

Detailed timetable:

Time (length)	Short description of activity, activity name	Activity reference to Toolbox	Tools, materials and equipments, music	Main approach of Activity (as of JOY areas)
15 min	Encounter: sharing in a circle sharing about how the participants are, and what kind of emotions they feel at the moment		-	Warm up
15 min	Mindfulness - 5 sense exercise with orange	https://docs.google.com/document/d/1Arl4i-av4NurfvuPSAQj6G0FtJFipcO/edit?usp=sharing&oid=106077758460350078841&rtpof=true&sd=true	1kg orange	Drama / Warm up
25 min	Mastery of movements	https://docs.google.com/document/d/1g8Pz8b-8ReWxsChklDA2ZiMf0FUDJKPB/edit?usp=sharing&oid=106077758460350078841&rtpof=true&sd=true	music (speaker, phone) Ligeti, Kurtag, Mache	Drama / Body work
25 min	Speech training	https://docs.google.com/document/d/1	The nursery	Drama



		NKhY6NUzwIRadHhBNye-7QDH9TxgnBEk/edit?usp=sharing&ouid=106077758460350078841&rtpof=true&sd=true	rhyme on printed papers	
10 min	Feedback: How did you feel?		-	Reflection and self-evaluation

Reference list for JOY materials:

Reference list for further reading (can be reused from IO1 and IO2):

Rudolf Laban: The Mastery of Movement

Imre Montagh: A tiszta beszéd



Section 6. - Drama

Title of the Workshop: Improvisational theatre workshop with the topic of fear and anxiety

Name of Organization: Astoria Theatre

Length of Workshop: 1,5 h

Maximum number of participants: 20

Learning Outcomes:

- Being conscious of the emotion (fear, anxiety),
- acquire a skill to find calmness

Tools, materials to be used, equipments needed: paper, pencils

Detailed timetable:

Time (length)	Short description of activity, activity name	Activity reference to Toolbox	Tools, materials and equipments, music	Main approach of Activity (as of JOY areas)
15 min	<p>Fear simulation: The facilitator asks everyone to close their eyes and think of the most shameful event in their life and when he/she touches one of the participant's shoulders then he/she has to tell the story. But after all the facilitator never touches anyone; it's a simulation so then the participants can live through the anxiety in their body and mind and after they can have a discussion.</p> <p>Sharing experience: What did you feel in your body?</p>		-	Warm up/Drama
1 h	Theatre improvisation with fear	https://docs.google.com/document/d/1651H9zm5bpFsCrqNdW5CEXgkAT_KROuM/edit?	paper, pencil, a hat space for performing	Drama

		usp=share_link&oid=106077758460350078841&rtpof=true&sd=true		
10 min	Jacobson's Progressive Muscle Relaxation Technique		https://www.youtube.com/watch?v=V8f6PrK6T6c	Drama / Body work
5 min	Feedback			Reflection and self evaluation

Comments, suggestions for trainers:

It's very important that it's not compulsory to take part in these exercises; the participant can be just a member of the audience.

It's good if the facilitator has an assistant so if anybody gets emotional and wants to go out the assistant can accompany the troubled person.

Reference list for JOY materials:

Reference list for further reading (can be reused from IO1 and IO2):

Jacobson's Progressive Muscle Relaxation Technique:

<https://www.youtube.com/watch?v=V8f6PrK6T6c>

Marsha M. Linehan: DBT Skills Training Manual

Section 7. - CH-Q

Title of the Workshop: CH-Q B - Lifeline

Name of Organization: UWEZO

Length of Workshop: 1,5 h

Maximum number of participants: 20

Learning Outcomes:

- Integral vision of your life
- Reflect on important moments in your life and find out the qualities, emotions and conditions that belonged to these moments.

Tools, materials to be used, equipments needed:

Pen & paper

Detailed timetable:

Time (length)	Short description of activity, activity name	Activity reference to Toolbox	Tools, materials and equipments, music	Main approach of Activity (as of JOY areas)
10'	Introduction of this approach			
25'	Drawing your lifeline	CH-Q	Pen & paper	Valuation
20'	Integral vision of your life	CH-Q	Pen & paper	Valuation
20'	Role of emotions & personal traits	CH-Q	Pen & paper	Valuation
15'	Put the outcomes in your portfolio	CH-Q	Pen & paper	Valuation

Reference list for JOY materials

Reference list for further reading (can be reused from IO1 and IO2)

- IO1 page 30-32
- Handbook 'Bridging the gap between internal and external process: Sustainable self-management of competencies'



Section 8. - Somatic/Bodywork

Title of the Workshop: Experience your body

Name of Organization: GESOB

Length of Workshop: 4*45 min

Maximum number of participants: 20

Learning Outcomes:

- Attunement to our bodies, increasing body awareness
- Attunement and connection to others
- Learn about space and perception of space
- Learning about somatic approaches in performative arts and in self-development
- Increasing self-appreciation
- Increasing the internal ability to release and undo stress

Tools, materials to be used, equipments needed:

Polyfoam swimming noodles and polyfoam mattresses (one per person), JBL or equivalent

Detailed timetable:

Time (length)	Short description of activity, activity name	Activity reference to Toolbox	Tools, materials and equipments, music	Main approach of Activity (as of JOY areas)
25 min	Arrival to space and body		Music, JBL	Somatic
15 min	We are a network		Swimming polyfoam noodles	Somatic, drama
50 min	Space geometry and scores		Music, JBL	Somatic
15 min	Break			
30 min	The feeling of being moved – Bodywork		Polyfoam mattresses	Somatic
30 min	“Marionettes”		JBL, music	Somatic
30 min	Sharing and discussion		Polyfoam mattresses in a circle	



Comments, suggestions for trainers:

The exercises in the first half (Arrival to space, we are a network, space geometry and scores) can be

For the bodywork exercise it is needed to have at least bodywork or massage experience (from bodyworker side) or somatic experience, while for Marionettes also somatic / dance teaching experience.

Reference list for JOY materials



Section 9. - Nature

Title of the Workshop: Connecting with joy through the treasures of nature and the best version of ourselves

Name of Organization: Rogers Foundation for Person-Centred Education

Length of Workshop: 1,5 hours

Maximum number of participants: 20 person

Learning Outcomes:

- to connect with oneself and the environment around us
- to become more open and aware in everyday life
- to notice the treasures provided by nature, a more attentive presence
- to focus on our own feelings, our companions and the energies of nature

Tools, materials to be used, equipments needed: templates, papers, pens, cards, objects from the nature

Detailed timetable:

Time (length)	Short description of activity, activity name	Activity reference to Toolbox	Tools, materials and equipments, music	Main approach of Activity (as of JOY areas)
30 minutes	Mindful activity in nature: "Meeting my tree" – see detailed activity description in a different document	https://docs.google.com/document/d/1N3Uwfnkt-S04qVbXNl4ZN4zGzaDa3m1w/edit	trees, scarfs	NATURE
30 minutes	Plantwindow – creative exercise for the joy of artmaking	https://docs.google.com/document/d/1MO6BpMu9QeVc4XvgzmfY6SXZyS18kkAh/edit	cards (cardboard) stickers scissors	NATURE
30 minutes	Observe like an ant – contemplative exercise for a different perspective		magnifier glass strings	NATURE



Comments, suggestions for trainers: The exercises were structured in such a way that the participants could perceive the experience of contact with nature in a variety of ways, both individually and in groups, to become able to turn their attention inward to their own feelings, and at the same time to provide them with perspectives by observing their external environment. The two-and-a-half-hour block provides an opportunity for them to find new ways to develop their relationship with nature. The deepening direction of the exercises gives the participants a sense of completeness.

Reference list for JOY materials

Section 10. - Art

Title of the Workshop: LandArt & Emotion Square

Name of Organization: UWEZO

Length of Workshop: 2 x 45´

Maximum number of participants: 15

Learning Outcomes:

- Free, respectful action with natural materials in order to develop one's own creative and creation activity.
- Having the 'experience' of a design process and a result that is value-free, control-free, consists only of positive emotions in becoming and letting go.
- Better understanding and learning about own and other feelings and body language
- More able to change feelings/ emotions
- fast reaction / response to emotion
- learning to be an active part of a group
- dissembling situations

Tools, materials to be used, equipments needed:

Whatever is available in nature. 2 ropes or 2 long sticks

Detailed timetable:

Time (length)	Short description of activity, activity name	Activity reference to Toolbox	Tools, materials and equipments, music	Main approach of Activity (as of JOY areas)
5´	Introduction in LandArt		-	Art
10´	Selection of place for creation Find a theme/topic. Plan the steps		-	Art
5´	Collect materials		-	Art
20´	Compose the object		-	Art
5´	Narrate and play			Art

Time (length)	Short description of activity, activity name	Activity reference to Toolbox	Tools, materials and equipments, music	Main approach of Activity (as of JOY areas)
5´	Explaining	Emotion square	2 ropes or 2 long sticks	Art & drama techniques
15´	Initial story and emotional play (2-3 players)	Id.		
20´	Play in groups of 4 persons	Id.	8 ropes or 8 sticks	
5´	Evaluation / summarising	Id.		

Comments, suggestions for trainers:

Time: 1-3 hours

Material: depending in the creation you want to make (band, tape, knife, paper, natural colour, etc.)

Trainer has to describe the roles of the players

Reference list for JOY materials

Reference list for further reading (can be reused from IO1 and IO2)

Land Art in Frühling and Summer, Michael Fink
ISBN:978-3-451-37633-5

Ideenbuch LandArt , Marc Pouyet
ISBN: 978-3-03800-357-1

Land Art, Michael Lailach
ISBN: 978-3-8228-5612-3

- Mobbingprävention in Lebensraum Schule - Gefühlsquadrat (p. 95)
Brigitte Schöder a.o.
ISBN: 978-3-200-06145-3
https://www.oezeps.at/wp-content/uploads/2019/02/Handreichung_Mobbing_ONLINE.pdf
- Improv theater Wiki - <https://improvwiki.com/de/wikis>
Over 900 improv games, warm-ups and exercises for improvisational theatre



Section 11. - Nature

Title of the Workshop: Connecting with joy through the treasures of nature and the best version of ourselves

Name of Organization: Rogers Foundation for Person-Centred Education

Length of Workshop: 1,5 hours

Maximum number of participants: 20 person

Learning Outcomes:

- to connect with oneself and the environment around us
- to become more open and aware in everyday life
- to notice the treasures provided by nature, a more attentive presence
- to focus on our own feelings, our companions and the energies of nature

Tools, materials to be used, equipments needed: templates, papers, pens, cards, objects from the nature, seeds, pots, water, templates (flowers, windmills), candles, fire, pens, music, colours, papers

Detailed timetable:

Time (length)	Short description of activity, activity name	Activity reference to Toolbox	Tools, materials and equipments, music	Main approach of Activity (as of JOY areas)
20 minutes	Sensory mapping - a creative exercise in observing nature through the senses	https://docs.google.com/document/d/1-69kLBkZXYFk_cb9BlvQhW2eh9ySxCn/edit	papers, colours, object of the nature	NATURE
1 hour	Path of 4 elements - Through their own experience, participants can connect with the four basic elements (earth, water, fire, air) by walking along a path made up of stations	https://docs.google.com/document/d/10LI7QVZjpe9co8T3f68icYS99BGyakUQ/edit	seeds, pots, water, templates (flowers, windmills), candles, fire, pens, music, colours, papers	NATURE
10 minutes	Sharing and discussion			



Comments, suggestions for trainers: The exercises were structured in such a way that the participants could perceive the experience of contact with nature in a variety of ways, both individually and in groups, to become able to turn their attention inward to their own feelings, and at the same time to provide them with perspectives by observing their external environment. The two-and-a-half-hour block provides an opportunity for them to find new ways to develop their relationship with nature. The deepening direction of the exercises gives the participants a sense of completeness.

Reference list for JOY materials

Section 12. - CH-Q

Title of the Workshop: CH-Q C - Reflection and Personal advertisement

Name of Organization: UWEZO

Length of Workshop: 2x45´

Maximum number of participants: 20

Learning Outcomes:

Tools, materials to be used, equipments needed:

Detailed timetable:

Time (length)	Short description of activity, activity name	Activity reference to Toolbox	Tools, materials and equipments, music	Main approach of Activity (as of JOY areas)
10´	Gathering and systematise the outcomes from the previous exercises.		Pen & paper	Valuation
10´	Systemise these outcomes to have an integral, personal profile of the internal values (personality traits, motives, emotions)		Pen & paper	Valuation
10´	Make a first picture of the competence-/value-demands in the external world, that is relevant for the participant.		Pen & paper	Valuation
15´	Write a promotion paper of yourself		Pen & paper	Valuation



Reference list for JOY materials

Reference list for further reading (can be reused from IO1 and IO2)

- IO1 page 30-32
- Handbook 'Bridging the gap between internal and external process: Sustainable self-management of competencies'



Section 12. - CH-Q

Title of the Workshop: CH-Q D - Personal Action Plan and sustainable self-management

Name of Organization: UWEZO

Length of Workshop: 45´

Maximum number of participants: 20

Learning Outcomes:

The (final) part of the CH-Q method is this module that consists of developing and presenting their PAP. In this presentation of your PAP you show that you:

- ... are aware of your own qualities and possibilities.
- ... have analysed your ‘transfers’ in your life so far.
- ... are able to use your competence, emotions, personal traits, motives and insights to manage your ‘worklife career’.

... can articulate your next personal action within the framework of a PAP.

Tools, materials to be used, equipments needed: Pen & paper

Detailed timetable:

Time (length)	Short description of activity, activity name	Activity reference to Toolbox	Tools, materials and equipments, music	Main approach of Activity (as of JOY areas)
5´	Decide your goal (focus on a realistic goal).		Pen & paper	Evaluation
15´	Describe in SMART actions Personal Action Plan.		Each 10 blank A4 pages	Evaluation
20´	Present your Personal Action Plan in a small (2-3p) group of participants (be creative, use different material)		Pen & paper	Evaluation

	Others react, give feedback/feedforward, suggestions for improvements (feed up), ask questions.			
5'	Individual summarises the advice and explains what he/she will do		Pen & paper	Evaluation

Reference list for JOY materials

Reference list for further reading (can be reused from IO1 and IO2)

- IO1 page 30-32
- Handbook 'Bridging the gap between internal and external process: Sustainable self-management of competencies'



Annex 1. Curriculum of Astoria (HU)



Emocean

Discovering ourselves and connecting to others through drama, movement and nature



Alternate Curriculum of Astoria



Basic Information

Title of the Workshop: Discovering ourselves and connecting to others through drama, movement and nature

Length: This is a 16*45 minutes long alternate curriculum based on the 30-hour long core curriculum implemented in May, 2023, Hungary.

Maximum number of participants: 16

Tools needed:

- paper
- pencil
- speaker, phone
- scarves
- emotion cards with pictures of cats
- 2 ropes
- pair of glasses

Trainer experience needed: experience in drama, storytelling and somatic approaches

The competency areas to be developed

1: Awareness

2: Competence

3: Social aspects

4: Perspective and goals

5: Promote plans

The Assessment

Main Approaches used for this Curriculum

- Drama Methodology
- Storytelling Methodology
- Somatic Methodology
- Nature Methodology
- Art Methodology



Learning outcomes

- Enhancing self-awareness and self-reflection;
- Recognising and naming the emotions.
- Develop emotion regulation.
- Helping reconciling with past moments;
- Imagining the future; Focusing on positivity;
- Preventing negativity;
- Finding a balance between positive and negative aspects;
- Enhancing self-esteem;
- Developing imagination;
- Developing Introspection;
- Learning to create and elaborate stories with the others
- Attunement to our bodies, increasing body awareness
- Attunement and connection to others
- Learn about space and perception of space
- Increasing self-appreciation
- Increasing the internal ability to release and undo stress

Timetable of Astoria alternate curriculum

Time in training hours	Theme	Short description of activity	Tools needed
Day1			
30 min	Introduction / Safe space	Introduction of the Joy Project and of the Facilitator. Introducing the rogersian person-centred approach (Congruency, Empathy, Unconditional Acceptance) as a common basis for the training. Short introduction of the participants in a circle.	
20 min	“Pink Glasses”	The trainer gives around the pink glasses and invites the people to share a joyful moment of their lives.	Pair of glasses
35 min	Space walk	The facilitator asks the participants to start to walk in the space at their own pace.	
30 min	Letter to myself	The facilitator asks participants to write a letter to themselves, writing it as if they are sending it to their best friend. The letters will be closed and collected all together in the same place.	Paper, pencil
40 min	Nature Mandala	Ask all participants to go out into the available open-air space and collect plants and plant parts, fruits, nuts etc., meanwhile reflecting upon their learning during the course. Prepare a large sheet of paper, or a dedicated area to create the Mandala.	little objects from nature
35 min	Speech Training	<ol style="list-style-type: none"> 1. The facilitator presents the first short rhyme, which focuses on the source of the speech. 2. The group learns together a short nursery rhyme, the facilitator can choose. After pretty much everyone has learned it then the facilitator presents the variations. 	
2 h 20 min	Improvisation based on emotions	Emotions for the first day: JOY,SADNESS,ANGER The participants start to choose from the names, that’s how the pairs randomly form. Then every pair chooses one of the emotions and make a scene.	paper
30 min	Evaluation with symbols	The trainer invites the participants to look at the symbols and choose one for each days / activities / areas which happened during the training. People share one-by-one.	Scarves

DAY 2			
25 min	“How are you?” circle		Cat cards about emotions
25 min	“What I like about you”	Participants stand and move freely around the room. When the music stops, or when the trainer says STOP, participants create pairs with whoever is closest, and tell the other person something we like about the other. Then start again.	
35 min	“Marionettes”	People are paired up. One of the pair is the one moving, the other is the mover. The mover gives “headlines” to the moving person: draws lines from the top of the ears of the head towards the sky.	Music: speaker and phone
35 min	“Emotion Square”	Make a cross on the floor (made with 2 ropes or 2 sticks). four feelings: happy, sad, angry, tired (nervous) Groups formed by 2-3 people / one scene stage is divided into 4 square areas; an emotion is assigned to each of the areas. The players developed a coherent story, whereby the characters can move freely. one person starts, making clear the role, next one is coming.	2 ropes
2 h 20 min	Improvisation based on emotions (continuation of the exercise from the first day)	Emotions for the second day: FEAR, ENVIE, DISGUST	paper, pencil
45 min	Meeting with a tree	Mindfulness exercise of the nature - Choose an area with plenty of trees but few other ground cover hazards. The participants make pairs, one player will be blindfolded, the other acts as guide, who leading their pairs by the arm towards a tree to ‘meet’ it.	natural environment
20 min	Lifeline	Step 1: Drawing your lifeline (20 minutes) <i>CH-Q is about optimising existing internal strengths and converting them into different levels of recognition (from informal to formal).</i>	paper, pencil
15 min	Letter to myself	Back to the first day, and read the letter. The facilitator ask if anyone who wants to read the letter, or they can be randomly read by another participant.	
20 min	Feedback Circle	How are you? What kind of feelings have you got? What do you think of the training? What do you think of the JOy project? Which one do you find useful or rewarding?	

Annex 2. – Curriculum of CSC (IT)



“A journey of self-discovery: from individual to collective awareness”



**JOY Alternate Curriculum by Centro per lo Sviluppo Creativo
Danilo Dolci**



Basic Information

Title of the Workshop: “A journey of self-discovery: from individual to collective awareness”

Name of Organization: Centro per lo Sviluppo Creativo Danilo Dolci

Length of Workshop: This is a 16*45 minutes long alternate curriculum based on the 30-hour long core curriculum implemented in May, 2023, Hungary.

Maximum number of participants: 20 people

Tools needed:

- Powerpoint presentation about the Joy Model and the Joy Criteria;
- Projector;
- Screen;
- 2 small balls;
- Flipcharts;
- Board;
- Postits;
- Papers;
- Pens;
- Markers;
- Pencils;
- Orange;
- Tarots;
- Music;
- Speakers;
- Scarfs;
- Lifeline exercise’s sheets

Main approaches used for this Curriculum

- **Storytelling Methodology**
- **Somatic Methodology**
- **Nature Methodology**
- **Art Methodology**
- **Drama Methodology**

Learning Outcomes

The objective of this path is to allow participants to start a journey to rediscover themselves and their relationship with the other through the use of different methodologies, all referring to the Joy model.

The group dimension and the possibility of carving out individual moments of self-reflection will lead the participants to think about their limits, their abilities and their desires for improvement, giving them the opportunity to find the necessary motivation to face their private and professional life.



The Learning Outcomes that the course aims to achieve are listed below:

- Enhancing self-awareness and self-reflection;
- Improving narrative and symbolic skills;
- Helping reconciling with past moments;
- Imagining the future;
- Focusing on positivity;
- Preventing negativity;
- Finding a balance between positive and negative aspects;
- Enhancing self-esteem;
- Developing imagination;
- Developing Introspection;
- Learning to create and elaborate stories with the others;
- Improving the ability to concentrate;
- Learning to feel more comfortable with one own's body and other people's bodies;
- Strengthening public speaking skills;
- Creating a dialogue with the surrounding space and recognizing it as a friendly place

Time-table of CSC Alternate Curriculum

*each hour of training lasts 45 minutes

** on every day of training there will be two breaks of 10 minutes each or one break of 20 minutes, depending on the needs of the participants

Time training hours	in Theme	Activities	Tools needed
Day 1			
20 min	Introduction to the workshop	- Introduction to the workshop through a powerpoint presentation explaining the Joy Model and the Joy criteria	Powerpoint presentation; Projector; Screen
15 min	Introduction to the workshop	- Name-learning games	2 small balls
20 min	Introduction to the workshop	- Expectation and fear tree	Flipchart; postits
30 min	Storytelling	- Letter to my self	Paper; Pens
60 min	Storytelling	- Chasing Memories	Papers; Pens; Markers; Pencils
15 min	Closing Circle	- Discussion to close the day in circle	/
Day 2			
10 min	Warm up	- Hi/Hello	/
20 min	Mindfulness	- 5 senses exercise with orange	Orange
75 min	Storytelling	- My Major Arcanas	Tarots
30 min	Body work and Dance	- Marionettes exercise	Music; Speakers
10 min	Drama	- Jacobson Relaxing Exercise	Music; Speakers
15 min	Closing Circle	- Discussion to close the day in circle	/
Day 3			
30 min	Body work and dance	- Arrival to space and body	Music; Speakers
30 min	Nature	- Meet my tree	Blindfold (scarfs)
45 min	Nature	- Becoming Nature	/

40 min	Art	- Land Art	The materials collected during the previous exercise
15 min	Closing Circle	- Discussion to close the day in circle	/
Day 4			
10 min	Warm up	- Princess/Prince/Dragon	/
45 min	Drama	- Emotion squares	Papers; Markers
45 min	CH-Q Valuation	- Lifeline	Sheets; Pens
30 min	Storytelling	- Letter to myself (re-read and discuss in pairs)	Letters collected the first day
30 min	Closing circle	- Expectation and fear tree revisited; Discussion to close the training in circle; Final Evaluation	Flipcharts and postits collected the first days; Evaluation materials



Annex 3. – Curriculum of GeSoB (AT)



EN-JOY!

Connecting to ourselves and nature with stories,
movement and personal sharing



Alternate Curriculum of GeSoB



Basic Information

Title of the Workshop: Connecting to ourselves and nature with stories, movement and personal sharing

Length: This is a 16*45 minutes long alternate curriculum based on the 30-hour long core curriculum implemented in May, 2023, Hungary.

Maximum number of participants: 20 person

Tools needed:

- Symbols
- Flipchart papers, markers, post-its,
- Papers, pen
- Two little balls
- Drawing tools, papers
- Spaghetti
- Blindfolds
- Polyfoam mattresses
- Polyfoam noodles
- JBL, music
- Elements from nature
- Ball of yarn

Trainer experience needed: experience in somatic approaches as well as storytelling approaches

The competency areas to be developed

1: Awareness

2: Competence

3: Social aspects

4: Perspective and goals

5: Promote plans

The Assessment



Main Approaches used for this Curriculum

- **Storytelling Methodology**
- **Somatic Methodology**
- **Nature Methodology**
- **Art Methodology**

Learning outcomes

- Enhancing self-awareness and self-reflection;
- Improving narrative and symbolic skills;
- Helping reconciling with past moments;
- Imagining the future; Focusing on positivity;
- Preventing negativity;
- Finding a balance between positive and negative aspects;
- Enhancing self-esteem;
- Developing imagination;
- Developing Introspection;
- Learning to create and elaborate stories with the others
- Attunement to our bodies, increasing body awareness
- Attunement and connection to others
- Learn about space and perception of space
- Learning about somatic approaches in performative arts and in self-development
- Increasing self-appreciation
- Increasing the internal ability to release and undo stress

Timetable of GeSoB alternate curriculum

Time in training hours	Theme	Tools	Tools needed
Day1			
0-2	Introduction / Safe space	Arrival to Space Intro of the workshop Introduction with symbols Expectation tree Name-learning games	Symbols Flipchart papers, markers, post-its, Two little balls
3-4	Safe space + storytelling	Warm up game Chasing memories – drawing Sharing in pairs Plenary reflections What is joy? Discussion Letter to myself exercise	Drawing tools, papers
5-6	Safe space	Walking attunement exercises Spaghetti / pair leading exercises Reflection on safe space – what is safe space? Getting to know	Spaghetti
7-8	Self-valuation / A And closing	Reflection on safe space – what is safe space? discussion “Proud of” CHQ tool Closing circle	Flipchart, markers Papers, pen
DAY 2			
9-10	In the Nature	Opening circle Activating the senses in nature Meeting my tree Becoming Nature	Blindfolds
11-14	Somatics / Bodywork	Arrival to space and body We are a network Space geometry and scores Break The feeling of being moved – Bodywork	Polyfoam mattresses Polyfoam noodles JBL, music

		“Marionettes” Sharing and discussion	
15	Wrap up and evaluate	Recollection Expectation tree revisited 10 min Self-letters reread and discussed in pairs Evaluation with symbols and words (flipcharts with the areas of JOY criteria)	
16	Closure	Nature Mandala Spiderweb Closing circle	Elements from nature Ball of yarn



Annex 4. – Curriculum of Rogers Foundation (HU)



Path of your JOY!

Discovering your own way with nature, art, drama techniques



Alternate Curriculum of Rogers Foundation





Basic Information

Title of the Workshop: Discovering your own way with nature, art, drama techniques

Length: This is a 16*45 minutes long alternate curriculum based on the 30-hour long core curriculum implemented in May, 2023, Hungary.

Maximum number of participants: 20 person

Tools needed:

- Symbols
- Flipchart papers, markers, post-its,
- Papers, pen
- Drawing tools, papers
- Oranges
- Blindfolds
- Polyfoam noodles
- JBL, music
- Equipments of 4 elements stages
- Elements from nature
- Ball of yarn

Trainer experience needed: experience in nature approaches

The competency areas to be developed

1: Awareness

2: Competence

3: Social aspects

4: Perspective and goals

5: Promote plans

The Assessment



Main Approaches used for this Curriculum

- **Storytelling Methodology**
- **Somatic Methodology**
- **Nature Methodology**
- **Art Methodology**

Learning outcomes

- Enhancing self-awareness and self-reflection;
- Improving narrative and symbolic skills;
- Helping reconciling with past moments;
- Imagining the future; Focusing on positivity;
- Preventing negativity;
- Finding a balance between positive and negative aspects;
- Enhancing self-esteem;
- Developing imagination;
- Developing Introspection;
- Learning to create and elaborate stories with the others
- Attunement to our bodies, increasing body awareness
- Attunement and connection to others
- Learn about space and perception of space
- Learning about somatic approaches in performative arts and in self-development
- Increasing self-appreciation
- Increasing the internal ability to release and undo stress

Timetable of Rogers alternate curriculum

Time in training hours	Theme	Tools	Tools needed
Day1			
0-2	Introduction / Safe space	Arrival to Space Intro of the workshop Introduction with symbols Rules Name-learning games	Symbols Flipchart papers, markers, post-its, Two little balls
3-4	Safe space + storytelling	Prince, princess, dragon - warm up Chasing memories – drawing Sharing in pairs Plenary reflections What is joy? Discussion Letter to myself exercise	Drawing tools, papers
5-6	Safe space	Eating orange Reflection on safe space – what is safe space? Getting to know	oranges
7-8	Warm up Self-valuation / B And closing	Space geometry and scores “Lifeline..” CHQ tool Closing circle	Papers, pen
DAY 2			
9-10	In the Nature	Opening circle Activating the senses in nature Find your nature voice Meeting my tree Becoming Nature	Blindfolds
11-14	Nature	Drawing circle paralel Path of 4 elements	colours, papers JBL, music equipments of the stages

		Sharing circle with symbols	
15	Wrap up and evaluate	<p>Noodle-fight</p> <p>Self-letters reread and discussed in pairs</p> <p>Evaluation with cards and words</p> <p>(flipcharts with the areas of JOY criteria)</p>	
16	Closure	<p>Nature Mandala</p> <p>Spiderweb</p> <p>Closing circle</p>	<p>Elements from nature</p> <p>Ball of yarn</p>



Annex 5. – Curriculum of UWEZO (DE)



IN HARMONY EVOLVE WITH JOY



Alternate Curriculum of UWEZO



Basic Information

Title of the Workshop: in HARMONY EVOLVE wit JOY

Length: This is a 16*45 minutes long alternate curriculum based on the 30-hour long core curriculum implemented in May, 2023, Hungary and the 30-hour long exercise testing in June, 2022, The Netherlands-

Maximum number of participants: 16 person

Tools needed:

- Flipchart papers, markers, post-its,
- Papers, pen
- Drawing tools, papers
- Blindfolds
- JBL, music
- Elements from nature
- Ball of yarn
- Flipchart
- Beamer + laptop

Trainer experience needed: CH-Q. drama techniques

Introduction

Dr. Frederikson listed the positive emotions as: Joy, Gratitude, Serenity, Interest, Hope, Pride, Amusement, Inspiration, Awe, and Love. Research shows the following effects of positive emotions:

- Impact of positive emotions ranges from
- better physical health (less sick-leave)
- mental health (less burn-out, less stress)
- higher job-satisfaction and more committed to the organisation
- stay in their current jobs
- higher production
- higher quality of work

Aim

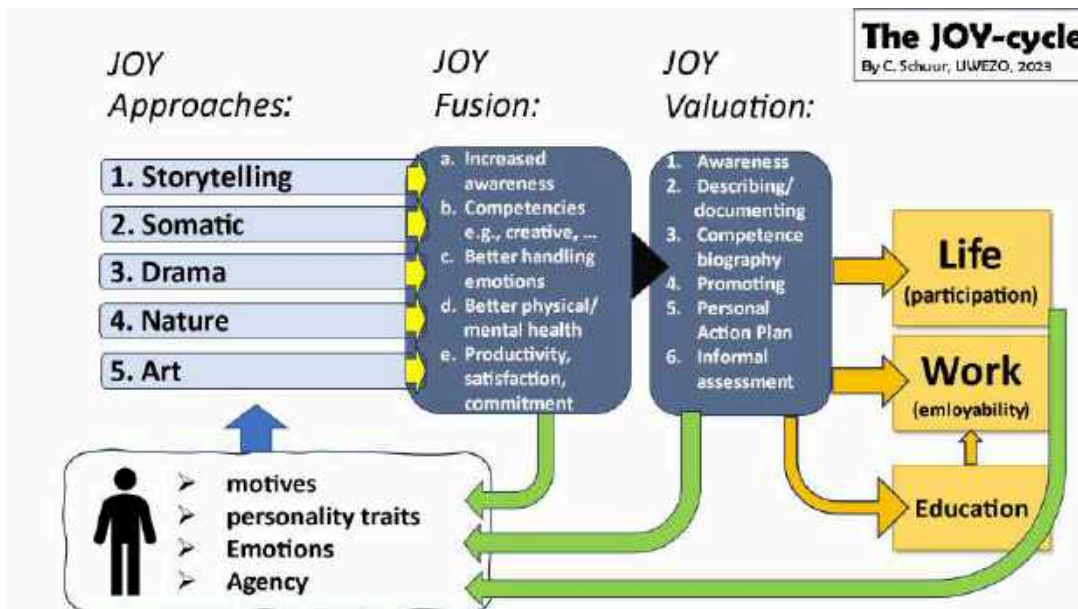
With this 2-day training

How?

In this training we integrate the artistic approaches (storytelling, somatic, drama, nature and art) with the bottom-up approach (CH-Q) for sustainable management of competencies as step to the system approach of education (NVQ) and organisations (functional profiles).

Main Approaches used for this Curriculum

The JOY-model has a fusion of four approaches (Storytelling, somatic, nature and art) combined with integrated bottom-up method of valuation of competencies, based on the CH-Q method for sustainable management of competencies.



The figure above describes the JOY-cycle, which the participants follow throughout the training.

- **Storytelling Methodology**
- **Somatic Methodology**
- **Drama Techniques**
- **Nature Methodology**
- **Art Methodology**

Steps in Valuation of Prior Learning (VPL)

Valuating competences is A competence is a combination of knowledge, skills and behaviour that enables a person to act effectively in certain situations. A competence becomes visible what a person is able to do in everyday life and working practice. The value of a competence depends on the combination of valuing system: Personal, social, organisation, branch and the NVQ-qualification.

The VPL-part of the JOY-model is based on the CH-Q method. It divides the competences in four groups:

Self-competencies	intelligence, personal effectiveness Say something about you, about your character. You can say: 'I am.....' <i>Examples: I am disciplined, I am resistant to stress, etc.</i>
Social Competences	interpersonal effectiveness, management Can be seen when you are dealing with someone else, your contact with others. <i>Examples: I can work well with other people, I am good at projecting myself, communicate, etc.</i>
Methodical Competences	approach to work Tell you something about how you do something: how you do your work, how you approach / perform a task. <i>Examples: I am good at organising, I am structured, I am good at planning, I am good at solving problems</i> And: methods that can be applied in different situations at home, at work, e.g., <i>Word, Excel, Email</i>)
Specialist competences	Are related to knowledge and skills of a particular specialist field. Related to specific activities in a function.

By using these four categories, it is easier to connect emotions, motivation, personality traits to the competencies and to exercises that are looking for solutions.

During the 2-day training the participants follow the five VPL steps

1. **Awareness**
2. **Describing/documenting**
3. **Competence biography (portfolio)**
4. **Social aspects / networks**
5. **Promoting + Personal Action Plan**
- (6. **Informal assessment**)

1: **Awareness** - Who are you? What do you stand for? What are your positive emotions (and resilience to negative emotions)? What are your norms and values? Which experiences from the past are valuable for the present? What did you learn, both at school and non-formal and informal? What did you do / do in study, work and private life and what does that say about your qualities? –

2: **Competence** biography (description of "me") - What are your most important qualities, according to you and according to others? What are your development points? What value do you attach to it? What is your Result Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential) personal competence profile? How can you prove your competences? Record this in a portfolio. –

3: **Social aspects** – „The order of chaos“, systemizing & self-esteem. How can I be part of my (social) environment, be mindful of others while keeping my identity, my boundaries? How do I build meaningful connections? –



4: Perspective and goals -What kind of activities appeal to you and fit your interests? What options do you see for yourself? Which way do you want to go in your career? Which first step can you take? Which standards are existing? How can you measure yourself against those standards? –

5: Promote plans - What is your action plan for your career? What do you want to achieve? How are you going to approach that? Who or what can help you achieve your goals? How do the competencies that you already have, helped you to achieve your goal?

The Assessment - The training concludes with formative assessment of the personal action plan that the participant worked on during the training. The participant receives an assessment and feedback on the steps he has taken during the training.

Learning outcomes

After the training the participant is (better) able

- to understand and describe their competencies and how internal and external factors influence.
 - increased self-awareness, self-appreciation, and self-esteem
- create a higher level of intrinsic motivation for learning.
- for valuation / recognition of their competences, both in their professional and in their personal life.
- To use and to manage their positive emotions (Pride, contentment, satisfaction, joy and to understand how the emotions can influence the outcomes of their activities.

A short introduction will be given of Europass and other more or less accepted portfolio systems (e.g. Profilpass in Germany). The participants will receive an additional exercise as homework.

The time (2x 8 hours) is limited. Results are:

- Enhancing self-awareness and self-reflection.
- Increasing self-appreciation
- Enhancing self-esteem.
- Emotion management and link with personality traits.
- A filled in STAR-form (Situation-Task-Activity-Results)
- A lifeline
- A competency biography
- A self-promotion
- A personal action plan

Instruments used

- CH-Q bottom-up approach for sustainable management of competencies and valuation of prior learning
- Developing imagination and imagining the future
- Improving narrative skills and learning to create and elaborate stories with the others
- Focusing on positivity + preventing negativity;
- Finding a balance between positive and negative aspects;
- Increasing the internal ability to release and undo stress

- Helping reconciling with past moments;
- Developing Introspection;
- Attunement to our bodies, increasing body awareness
- Attunement and connection to others
- Learn about space and perception of space
- Learning about somatic approaches in performative arts and in self-development

Program of UWEZO alternate curriculum

Day 1 – Morning 09.00 – 12.30

Module 1: Self-finding			
<i>Block</i>	<i>Theme</i>	<i>Exercise</i>	<i>Tools needed</i>
1.1	Introduction / safe place. Getting to know	Introduction to workshop Getting to know... Letter to ourself. What are my expectations?	
1.2	Somatic	Spacewalk through stages in life	music
Coffee / Tea break			
1.3	Expectation	Expectation tree (start) Whispering-exercise (3-persons)	Flipchart, markers, post-its,
1.4	Valuation – START (CH-Q)	Proud of	
	Evaluation		

LUNCH (13.00 – 14.00)

Day 1 - Afternoon 14.00 – 18.00

Module 2: Structuring			
<i>Block</i>	<i>Theme</i>	<i>Exercise</i>	<i>Tools needed</i>
2.1	Drama	Recognise own feelings: Play with own extreme feelings (in pairs)	
2.2	Symbol work / LandArt	T-shirt (art, symbol, ...): My own statement	T-shirts, paint, markers
coffee / Tea break			
2.3	Natur		
2.4	Valuation (CH-Q)	Lifeline	
	Evaluation		

DINNER (18.00 – 19.00)

Day 1 – Evening 19.30 – Light program

Module 3: Free emotions			
<i>Block</i>	<i>Theme</i>	<i>Exercise</i>	<i>Tools needed</i>
3.1	Drama	“Adams apple” Discussion	
3.2	Music / open fire	Creative with music	Internet access Boxen

BREAKFAST

Day 2 – Morning 08.30 – 12.00

Module 4: Describing			
<i>Block</i>	<i>Theme</i>	<i>Exercise</i>	<i>Tools needed</i>
4.1	Storytelling	Cards – history – about me	
4.2	Drama	Theatre: Emotion cross	
coffee / Tea break			
4.3	Drama	self-expression reaction exercises	
4.4	Valuation (CH-Q)	Value-systems and promotion of yourself	

LUNCH (13.00 – 14.00)

Day 2 - Afternoon

Module 5: Planning / preparing for the future			
<i>Block</i>	<i>Theme</i>	<i>Exercise</i>	<i>Tools needed</i>
5.1	(E)valuation (CH-Q)	Personal Action Plan Expectation tree (closing) Letter to ourself (receive it back + closure))	
5.2	Certificate	Evaluation Certificate	



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