

Jump To Job Project

Curriculum for the training of peer mentors & job coaches for young people with disabilities

FOLLOWING THE PRINCIPLES OF
THE FROG METHODOLOGY,
AS FURTHER DEVELOPED IN THE
CONTEXT OF THE JUMP TO JOB PROJECT

INCLUDING AN INTRODUCTION TO THE LYK-Z
METHOD ON LEADERSHIP AND LIFE MASTERY



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GET TO KNOW YOURSELF – CLAIM YOUR VALUE

Description of the methodology

Overview

This is a methodology that will help you get in touch with yourself, for empowerment, strength and new motivation. It builds self-confidence and improves your own leadership for a stronger, clearer presence and impact.

Through the different exercises, you will identify and map your own dreams, vision and driving force, and you'll become aware of important visions of your own life.

You will get to see yourself from the outside, through Matryoshka and her layers, you'll see the connections between your identity, values, qualities, actions and surroundings. This will help you identify whether or not you are living your life according to what matters to you. You'll figure out in an easier way why something feels wrong, and more clearly see the obstacles in your life in order to take charge and move forward.

You will see the connection between thoughts, emotions and behaviour/action. You'll understand in an easier way why you act the way you do and how to handle difficult thoughts through the cognitive triad.

You'll get to know some handy guidelines and rules of living life easier. This will teach you four simple guidelines in life. If you're willing to commit, your life will transform.



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GET TO KNOW YOURSELF – CLAIM YOUR VALUE

Description of the methodology

Learning difficulty: Easy - out of the comfort zone

Participants: 5 – 15

Facilitators: 2

Knowledge

- Get in touch with important subconscious knowledge about yourself. To learn about strengths that promotes your own personality and a better understanding of your own inner driving force and passion.
- The knowledge of the different layers in a person and in you as a person. Becoming aware of what really matters to you, becoming aware of your own life situation and if you are living a life according to what matters to you or not.
- Knowledge about human nature in thinking. Understanding the connection between your thoughts and your life, knowledge of situations that trigger you, and limiting thoughts and behaviour. On the opposite, knowledge of a mindset and behaviour that are more beneficial for you.
- Learning four rules by heart of how to live life in a less complicated way. Always do your best. Be impeccable with your word. Don't take anything personally. Don't make assumptions.
- Examples of how this works practically and in daily life.



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GET TO KNOW YOURSELF – CLAIM YOUR VALUE

Description of the methodology

Benefits

- Self-insight, to create a direction and a meaning of own life, to create hope and motivation and specific goals. When allowing dreams to be named, the dream become more present, more real and eventually true. Reference to Martin Luther King.
- Self-insight, higher awareness and knowledge about yourself and what matters to you and in what way you are living your life – or not – according to your own values.
- Self-control - a better clue and overview of the connection of thought, emotions and behaviour, tips to handle your own thoughts and proof that a lot of other people think and feel like you do
- Responsibility. Simple, few and powerful commitments once you're ready to commit to them.
- Commitment. The art of truly commit to something that will change your life, if you are willing.



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GET TO KNOW YOURSELF – CLAIM YOUR VALUE

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Chapter 1 - Dreams – find your driving force

Step 1 - Demonstration of the exercise

Two trainers demonstrate the exercise. One trainer starts by asking the other out loud: "What do you dream of?" The other trainer replies one dream first: "I dream of speaking fluently Spanish".

Then he/she asks back to the other trainer: "What do you dream of?"

After this demo both trainers will end up with two dreams each. The participants are asked to do it the same way as in the demo.

In the intro, the trainers invite the participants to dream freely, with no boundaries, no physical, economical, geographical or psychological limitations. Everything from a new pair of shoes to changing the school system or travelling to Mars.



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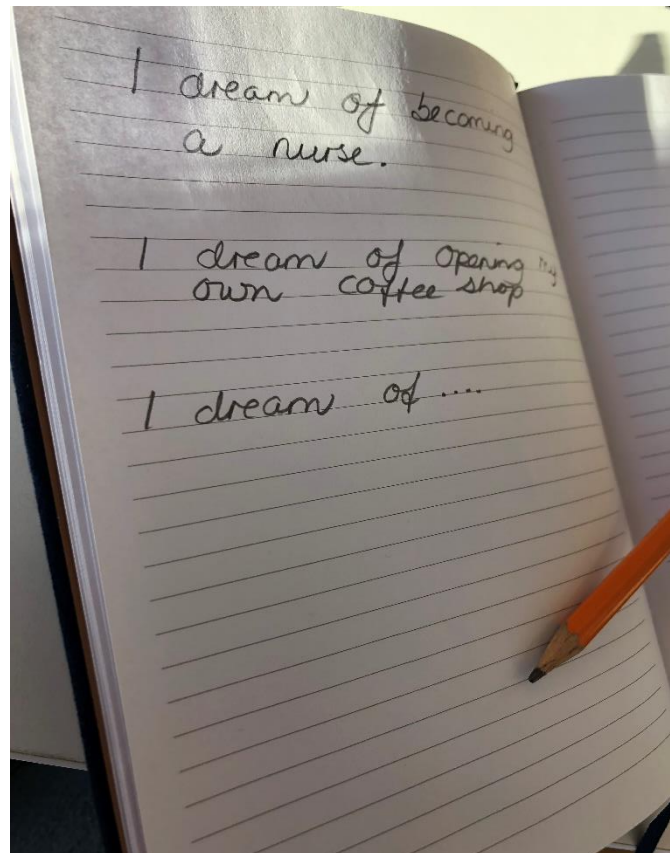


GET TO KNOW YOURSELF – CLAIM YOUR VALUE

Chapter 1 - Dreams – find your driving force

Step 2 - Mingle. All the participants work together, two and two at a time

The participants will mingle with everyone until they have spoken to the entire group. For each new person, they will mention **one new dream**. The trainers mingle with the participants. If they are 12 participants, everyone will eventually end up with 11 dreams each in their own book.



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Chapter 1 - Dreams – find your driving force

Step 3 - Sharing in plenary and making choices

One by one, they are asked to read out loud all their dreams. They always start the sentence with : "I dream of..." for each of the dreams.

After everyone has read their dream list out loud, they are asked to choose the top three dreams. Simply by writing the number one, two and three next to the chosen dreams, in the order they prefer. They read out loud in plenary again, one by one, the top three prioritized dreams.

Then the trainers ask: "When do you want this to happen? Set a specific date on the side of each of the top three dreams." For example: I dream of having more friends – by August 27, 2022.

When everyone has set a date, they read they're top three dreams with the date.



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GET TO KNOW YOURSELF – CLAIM YOUR VALUE

Chapter 1 - Dreams – find your driving force

Step 4 - Identifying common denominator

The trainers ask the participants: "What is one word that connects the top three dreams? What is a common denominator?" Examples can be "freedom, independence, joy, safety, development ". The participants are asked to write the one connecting word down, and then on a sticky tag for them to attach to their chest. They are then asked to say out loud, one by one: "*the chosen word*– is important to me." For example: "Freedom is important to me."

This word, for example "freedom", will be a driving force for the participant.



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Chapter 1 - Dreams – find your driving force

Step 5 - Debrief

Now it's time to do a debrief, for the participants to process the exercise, and to deepen the learning. There are many ways to do a debrief, it's up to the trainers as to how creative they want to be. The main part is to ask the participants open questions. Sometimes there is time to ask all the participants questions (one by one) and other times there is time to ask a few, the rest will listen when this is done in plenary, making their own inner reflections.

Open questions that can be asked, are "What was it like - to dream like this with others?", "What does the common denominator mean to you in your life?", "What surprised you when you were allowed to dream freely like this?", "Who are you when you dream freely?" or "In what way is it useful to dream freely with others in a group?"

The trainers make sure they follow up what the participants answer, and that they continue to ask powerful open questions based on what the participants answer. After 2 to 4 questions, the trainers say thank you and move on to another participant for debriefing.



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GET TO KNOW YOURSELF – CLAIM YOUR VALUE

Chapter 1 - Dreams – find your driving force

Preparations

For the trainers:

- Prepare a good demonstration in advance, to have the tags ready and the flipover for the brainstorming.
- To be fully prepared by understanding the chapter and knowing what to say to the students.
- To be prepared for the debrief and memorize some of the example questions, if needed.

For participants:

- To have a book and a pencil ready.

The teachers will not, under any circumstance, stop, limit or make doubts about any dreams, unless they are unethical. The point is to be able to dream freely.



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Chapter 2 – Number & Feeling

Step 1 – introduction and background

This is an exercise you will do every morning and every afternoon.

Number and Feeling is an exercise whose purpose is to increase the individual's awareness of their presence and participation.

The participants are sitting in the semi-circle when doing Number and Feeling. One by one will answer a feeling/state of mind that they have right now and a number, representing how strong the feeling is. Use the scale from 1 to 10. 1 representing very low and 10 representing very strong. By doing this we "neutralise" talking about feelings and we create focus, concentration and increased awareness of the "here and now" of the individual and for the whole group.

Awareness of feelings is one of the reasons for the big changes we see.

How we feel will in turn affect our behaviour and actions. The ongoing interaction between thoughts, feelings and behaviour of the individual, and the interaction between the individual and the environment, are among the most important conclusions we rely on in our approach to and work with young people in our workshops.



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Chapter 2 – Number & Feeling

Example:

Trainer: Number & feeling? **Participant:** Demotivated 5.

Trainer: What does it take for you to go from 5 to 4? / You're unmotivated at 5, what do the other 5 consist off? **Participant:** Impatient.

Trainer: What are you impatient for? What are you waiting for? **Participant:** For something to happen. Nothing is happening.

Trainer: What kind of feeling do you have in other situations when you know that something is going to happen? **Participant:** Then I am happy, or excited.

Trainer: If, by coincident, something will happen here, how would that affect you? **Participant:** I don't know yet, but I might be interested.

Trainer: how interested are you now on a scale of 1 to 10? **Participant:** 3

Trainer: Ok, good. Is this something you can use for the rest of the day? Will it be more helpful for you in terms of making things happen? **Participant:** Yes sure. Okay.

Trainer: Thanks. Then we will remember to check in at the end of the day to see if something has happened.

By following up with questions like this, we invite the participant to change his attitude to something that will increase his presence thus increase the likelihood that he will learn something.



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GET TO KNOW YOURSELF – CLAIM YOUR VALUE

Chapter 2 – Number & Feeling

Preparations

For the trainers:

- Check in on each other in the morning before you meet the group. Decide then and there what you would like your answer to be for the first round you do with the group
- Use Number & Feeling in the morning as your intention for the day. What do you need to be more of today to be an excellent trainer?

For participants:

- Nothing



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Chapter 3 – Matryoshka – claim your value

Step 1 - Introducing the exercise

Level 1 - The first layer (outer) of matryoshka - is about you and your surroundings, how you look, how you dress, who you are with, how you live etc. It's the external you.

Level 2 - The second layer - is about your activities, what do you like to do? For example, football. What do you need to do? Work? School?

Level 3 - The third layer - is about your qualities and abilities. What quality are you using while doing your homework? (Maybe patient) What quality are you using when you spend time with friends? (Maybe outgoing)

Level 4 - The fourth layer - this is your values, and of huge importance for your personal and professional development. Here is why everything is important to you

Level 5 - The fifth layer - this is the hard core of who you are, your emotions hide in there and will very often decide your reactions to whatever happens around you, and sometimes the reaction you have is not the one you would like to have. How to manage your reaction and make choices in a better way?



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GET TO KNOW YOURSELF – CLAIM YOUR VALUE

Chapter 3 – Matryoshka – claim your value

Step 1 - Introducing the exercise



GET TO KNOW YOURSELF – CLAIM YOUR VALUE

Chapter 3 – Matryoshka – claim your value

Step 2 - Working individually with the exercise

The participants will now have 15 to 30 minutes for reflective work. They will draw the matryoshka and the 5 layers and the name of each layer in their books. Then, they will fill in as many words they know about themselves on the different layers.

Level 1 - Conscious and unconscious IMPACT. Authentic communication.

In this level your thoughts become visible through your body language, choice of words, and actions.

Level 2 - In this level your choices based on your VALUES become active. Authentic communication.

In this level you can choose to change your thought (it's just a thought).

Level 3 - In this level the ability you need will be activated by the choice you have taken.

The quality is used to complete or not complete the task, do you know and trust your qualities?

Level 4 - In this level communication based on your values will rock your life.

In this level you have the power to limit yourself and your values (or the opposite).



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GET TO KNOW YOURSELF – CLAIM YOUR VALUE

Chapter 3 – Matryoshka – claim your value

Step 2 - Working individually with the exercise

Level 5 - In this level you get conscious on how your emotions run your life. In this level your emotion is alive, and you cannot choose your feelings. Your thought, on the other hand, you can choose, and the thought will control the feelings, and again decide your actions. How conscious are you of your feelings?

Step 3 - Debrief

Now it's time to do a debrief, for the participants to process the module, and to deepen the learning. There are many ways to do a debrief, it's up to the trainers as to how creative they want to be. The main part is to ask the participants open questions. Sometimes there is time to ask all the participants questions (one by one) and other times there is time to ask a few. Trust that the rest will listen when this is done in plenary, making their own inner reflections.

Open questions that can be asked, are "What was it like - to see yourself through the Matryoshka?", "What layers are most active in you?", "What layers would you want to be more active?", "In what way?" or "What will be different in your life, when you are more active in level 1? 2? 3? 4? 5?"



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GET TO KNOW YOURSELF – CLAIM YOUR VALUE

Chapter 3 – Matryoshka – claim your value

Step 3 - Debrief

“In what situations do you feel frustrated?”, “Which layers/ levels are you not paying attention to then?”, “In what situations are you being yourself fully?” or “What values, qualities and actions become more present then?”

The trainers make sure they follow up what the participants answer, and that they continue to ask open powerful questions based on what the participants answer. After 2 to 4 questions, the trainers say thank you and move on to another student to debrief.

This is a highly visual and strong remedy to communicate; how we often tend to hide behind layers and layers of who we truly are. Our core is whole and inseparable.

**A summary example:
John, a tall slender teenager with a dapper clothing style. Blue eyes and blonde hair. Surrounded by other teenagers in a classroom. He likes to take photos. When he takes photos, he is being creative. Being creative is important to him because aliveness is important to him. When he gets to be creative, taking photos that bring aliveness, he feels proud.**



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GET TO KNOW YOURSELF – CLAIM YOUR VALUE

Chapter 3 – Matryoshka – claim your value

Preparations

For the trainers:

- To prepare a good demonstration in advance
- To have the flipover ready for the demo and a Matryoshka.
- To be fully prepared by understanding the chapter and knowing what to say to the students.
- To be prepared for the debrief and memorize some of the example questions, if needed.

Take your time when opening the doll. Introduce the different layers thoroughly by using one of the students as an example for each layer.

For participants:

- To have a book and a pencil ready.



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GET TO KNOW YOURSELF – CLAIM YOUR VALUE

Chapter 4 – Cognitive Triad – thought – feeling - behaviour

Step 1 – Introducing by demonstrating the cognitive triad

The trainers will demonstrate the cognitive triad. They start by drawing a big equilateral triangle on the flipover. Over the top corner, they write "thought", under the right bottom corner, they write "feeling" and under the left bottom corner they write "action/ behaviour". They explain that this is a triad showing the connection between thought – feeling – behaviour. And, that thoughts are just thoughts, they are not the truth!

Trainers starts with an example, by asking a student: "What is a typical negative thought?" The student might reply: "I am not good enough". The trainers write this answer next to "thought" on top of the triangle. Then the trainers ask: "the thought", "I am not good enough", how does that make you feel?" The student might say "frustrated". The trainers writes "frustrated" next to "feeling" on the right bottom corner of the triangle. The trainer now ask: "the thought", "you are not good enough", and you feel frustrated, how do you act?" The student might say: "I become passive". The trainer write down "passive" next to action/behaviour under the left bottom corner of the triangle. Then the trainer ask: "the thought", "you are not good enough", you feel frustrated, and you become passive. What is a new negative thought that comes to mind?" The student might say: "I will not make it". The trainer writes down "I will not make it" into the right angle of the triangle. Then the trainer continues the same procedure as described above, until the corners have three or four statements. This time – only negative thoughts. You want to make sure you fully show the connection, and how one thought leads to an emotion, leading to a behaviour that again generates more negative thoughts etc, etc. This demonstrates a negative spiral that the trainers can visualise inside the triangle, by drawing a spiral going down and becomes very narrow.



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Chapter 4 – Cognitive Triad - thought – feeling - behaviour

Step 2 – Working in pairs with the cognitive triad

The students will work with this in pairs. They will bring their books and sit together two and two. They will work together with one cognitive triad at a time, and make sure they fully expand the negative loop for both students.

Before they start, they will do a brainstorming in the pairs, of this question:
What are typical situations that you find triggering or that brings out the worst in you or doubting yourself? This is a great way to come up with negative thoughts that occurs in these situations in an easier way – for the cognitive triad. Ex.: social settings, doing a task at school, unknown surroundings etc.

They will make sure to have at least three or four statements on each corner of the triangle, just like in the demo, by asking the questions the same way. After they are done with the one person, they do the same with the partner and they only write in their own triangle.



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Chapter 4 – Cognitive Triad – thought – feeling - behaviour

Step 3 – Introducing the optimistic cognitive triad – changing the thoughts

Trainers ask the same person that they did above from the first triangle: “Is the thought “...” 100% true? Do you have ex. that “You have made it” (the thought)? The answer from the student will not be 100% true, it might be 90% true but it’s still not 100% true, and it will be ex. that disprove the thought “I will not make it”. Then the trainer put a line through the sentence. Do this with each thought. Now, you have validated the thoughts, and this is one way of dealing with thoughts. Remember, it’s just a thought, not the truth.

Trainers pick up the new equilateral triangle, with the same “thought” – “feeling” – “behaviour” corners. Trainers had drawn this in advance. This is the same triangle as above, showing the connection between thought – feeling – behaviour. But this triangle will show an optimistic spiral.

Then the trainer takes the new triangle and ask the same student: “If you’re going to see optimistic on the situation, what could be an alternative thought?” For example, the student answers: “I will do my best”. Then the trainer writes the thought next to the top corner. Trainer says: “When you think “I will do my best”, how does it make you feel?” Answer: “Hopeful”. Trainer writes “hopeful” under the right bottom corner. The trainer now ask: “ When you think “I will do my best”, and you feel “hopeful”, how do you act?” The student might say; “I take initiative”. The trainer writes “initiative” next to action/behaviour under the left bottom corner of the triangle. Then the trainer asks the same student: “When you think that “I will do my best, you feel hopeful and you take initiative, what is a new thought that comes to mind?” The student might say: “I am good enough”. The trainer writes down “I am good enough” next to the top corner of the triangle. And the trainer continues the same procedure as described above, when you think “I am good enough”, what is a new “feeling” that you get? And “when you think “...”, and you feel “...”, how do you “act”? Continue in this way until the corners have three or four statements.



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Chapter 4 – Cognitive Triad - thought – feeling - behaviour

Step 4 – Working in pairs with the optimistic cognitive triad

The students will do the same as in the demo, by working in the same pairs.

They start with one of the persons in the pair and validate the “thoughts” in the same way as in the demo. Then, they draw a new triangle, and ask the partner; “if you’re going to see optimistic on the situation, what could be an alternative thought?”. They follow this in the same way as in the demo, and make sure that each person has at least three or four statements on each corner of the triangle.

After they are done with the one person, they do the same with the partner and they only write in their own triangle.



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Chapter 4 – Cognitive Triad - thought – feeling - behaviour

Step 5 – Debrief

You have now learned that “a thought is just a thought and it’s not the truth”, and that you can change thoughts by finding an optimistic thought that is more uplifting. You have the choice of which thoughts you nurse. Now it’s time to do a debrief, for the participants to process the module, and to deepen the learning. There are many ways to do a debrief, it’s up to the trainers as to how creative they want to be. The main part is to ask the participants open questions. Sometimes there is time to ask all the participants questions (one by one) and other times there is time to ask a few. Trust that the rest will listen when this is done in plenary, making their own inner reflections.

Examples of open questions: “What do you know about thoughts now?”, “How can you use this information in your daily life?”, “What will change in your life, knowing what you now know?” Trainers make sure they follow up what the students answer, and that they continue to ask open powerful questions based on what the students answer. After around 2 to 4 questions, the trainers say thank you and move on to another for debrief.



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Chapter 4 – Cognitive Triad - thought – feeling - behaviour

Preparation

For the trainers

- To prepare a good demonstration in advance, to have the flipover ready for the demonstration.
- To be fully prepared by understanding the module and knowing what to say to the students. To be prepared for the debrief and memorize some of the example questions, if needed.
- On a flipover draw the two triangles on each sheet.

For the participants

- To have a book and pencil ready



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Chapter 5 – Photospeak

Step 1 - Introducing the exercise

Beforehand make sure to have 1 camera for each group, or that someone in each group has a smartphone that can take photos and send this to you to be printed. You will also need to have access to a printer.

Start the introduction with a brainstorming. Ask the group to brainstorm all kinds of topics in society and their community that engages/concerns them, and topics they want to see a change in. Write all the answers on a flipover. Examples might be: drugs, bullying, social exclusion, climate change etc.

It should be topics that mean something to them, resolved or unresolved, and that are creating major problems in the community.

After the brainstorming tell them:

- You will now be divided into groups, and each group will create a pictorial story (called a Photospeak) of a topic of your choice.
- Each group will write a screenplay and create a storyboard.
- When the above has been approved by the trainers, you will go out and take the photos. The story you have written shall be told through photos, and only photos.
- The story must have a theme, a beginning, a description of a situation/issue, and a solution that you are a part of.



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GET TO KNOW YOURSELF – CLAIM YOUR VALUE

Chapter 5 – Photospeak

Step 2 – Working in groups

The groups start to work. You will give them a set time to plan. When the time is up you tell them to go out and take the photos and meet back again after 2 hours.

When the groups return, they will look at all of their photos, and choose the photos of the story they want to show. They will choose a minimum of 5 photos and maximum of 15. They must choose odd numbers. They will either email or load the photos on a USB stick and then give them to the trainers to print. Trainers will print the photos for each group and give them areas, or different rooms, to hang the photos in. Use sticky tack to stick them to the wall.

Step 3 – Presenting the Photospeaks/stories

When all the photospeak stories are on the wall, gather the whole group next to one photospeak. Ask the participants who are not part of the group that owns the photospeak, what they think the topic/issue of the story is. When they guess the topic correctly, the group that owns the photospeak tell them if it's right. Then, ask one or two of the participants that not owns the photospeak to guess the story. Encourage them to tell the story, picture-by-picture. When two participants have done this, turn to the group who made this particular photospeak and ask them what the topic/issue was and then ask them to read the original story. When they are done - trainers will give them lots of acknowledgements, and recognitions of what is good with the pictures they have taken.

Repeat with every group.



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Chapter 5 – Photospeak

Step 4 – Changing the story

The next step is to have the groups remove and replace the image sequence.
Tell them:

- Each group will now produce a story with a new and different ending.
- The topic/issue will remain the same.
- You will have a minimum of 3 photos and a maximum of 13 photos. Every group will remove at least 2 images.
- You will have 5 minutes to make the change in images and rewrite the story.

After 5 minutes the whole group will visit the renewed photospeaks again. Choose one participant that is not part of the owner group to tell the new story. Then ask the owners to read the new story. Point out to the participants how fast they changed a story into a another clear story.

This chapter is about the ability to change a story – their story. With just a small grip they have now made a story and changed it – and just as easily they can change their own story.



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GET TO KNOW YOURSELF – CLAIM YOUR VALUE

Chapter 5 – Photospeak

Step 5 – Debrief

Now its time to do a debrief, for the students to process the chapter, and to deepen the learning. There are many ways to do a debrief, its up to the trainers as to how creative they want to be. The main part is to ask the students open questions. Sometimes there is time to ask all the students questions (one by one) and other times there is time to ask a few, the rest will listen when this is done in plenary, making their own inner reflections.

Open questions that can be asked, are “What have you learned about yourself and your ability to swap images?”, “What role did you get, or did you take, in the collaboration?”, “Is this a natural role for you?”, “What did you learn?” or “In what arena of your life would you like to add a new photo (metaphorical)?

The trainers make sure they follow up to what the students answer, and that they continue to ask open powerful questions based on what the students answer. After around 2 – 4 questions, the trainers say thank you and move on to another student for debrief.



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GET TO KNOW YOURSELF – CLAIM YOUR VALUE

Chapter 5 – Photospeak

Step 6 – Preparation

For the trainers

- A camera for each group (or make sure that the participants have a smartphone that can take and send photos)
- Sticky for the debrief and memorize some of the example questions, if needed.
- tack (to attach the photos to the wall)
- Notebooks/sheets of paper for the participants to write the story on
- Flipover with markers
- To be fully prepared by understanding the chapter and knowing what to say to the students.
- To be prepared

For the participants

- To have a book and pencil ready



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Chapter 6 – The four agreements – future guidelines

Step 1 - Introduction of the exercise

The trainers presents the book "The Four Agreements", by Don Miguel Ruiz.

- 1) Be impeccable with your word.** Speak with integrity. Say only what you mean. Avoid using the word to speak against yourself or to gossip about others. Use the power of your word in the direction of truth and love.
- 2) Don't take anything personally.** Nothing others do is because of you. What others say and do is a projection of their own reality, their own dream. When you are immune to the opinions and actions of others, you won't be the victim of needless suffering.
- 3) Don't make assumptions.** Find the courage to ask questions and to express what you really want. Communicate with others as clearly as you can to avoid misunderstandings, sadness and drama. With just this one agreement, you can completely transform your life.
- 4) Always do your best.** Your best is going to change from moment to moment. It will be different when you are healthy as opposed to sick. Under any circumstance, simply do your best and you will avoid self-judgement, self abuse and regret.



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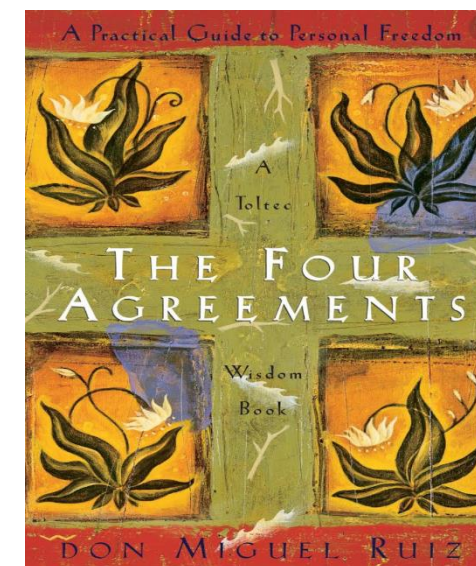
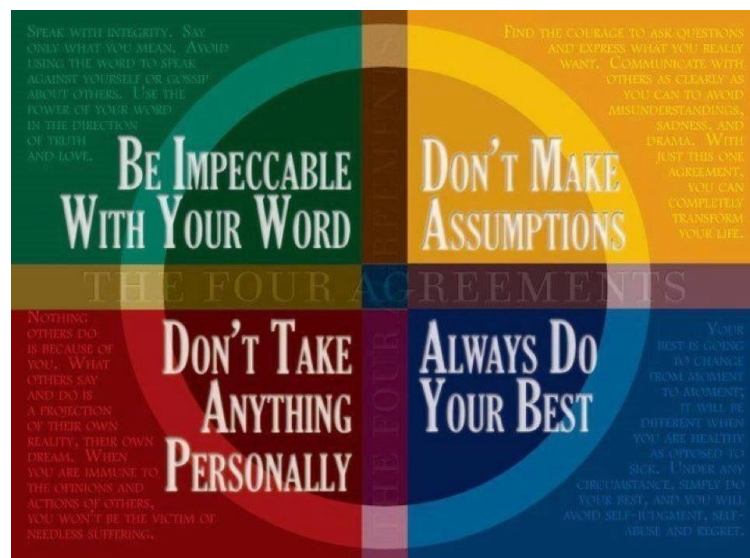
Chapter 6 – The four agreements – future guidelines

Step 2 - Working in groups, each group with one agreement.

The trainers set the class up in four different groups. Each group gets one of the four agreements to work with. The students will have 45 to 60 minutes to prepare a presentation of their agreement. It can be by holding a lecture, through a PowerPoint presentation, through role play, through a painting, pictures, drawings, a dance. The students get to choose the way they want to present their agreement as long as everyone in the group is involved.

Step 3 - The groups present their work in plenary

One group by one group enters the front of the room, presenting their agreement in the way of their own preference. It is of importance that everyone in the group is involved. The rest make sure to applaud when they are done with their presentation.



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Step 4 - Debrief

Now it's time to do a debrief, for the students to process the chapter, and to deepen the learning. There are many ways to do a debrief, it's up to the trainers as to how creative they can be. The main part is to ask the students open questions. Sometimes there is time to ask all the students questions (one by one) and other times there is time to ask a few, the rest will listen when this is done in plenary, making their own inner reflections.

Open questions that can be asked, are "What do you know about your own assumptions now?", "How do you know that you have done your best?", "How did you maintain your agreement active working with your presentation in your group?", "What becomes different in your life when being impeccable with your word ... or not making assumptions ... or always doing your best ... or not taking anything personally..?", "If you were to evaluate yourself when being impeccable with your word, what would you say?" or "What agreement do you find the easiest/ hardest to maintain? Why?"

The trainers make sure they follow up what the participants answer, and that they continue to ask open powerful questions based on what the participants answer. After about 3 to 5 questions, the trainers say thank you and move on to another for debrief.



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Chapter 6 – The four agreements – future guidelines

Preparations

For trainers:

- To be fully prepared by understanding the chapter and knowing what to say to the students
- To be prepared for the debrief and memorise some of the example questions, if needed
- Preferably have read the book in advance
- To print sheets of the four agreements for each group

For participants:

- To have a book and a pencil ready
- It is important that everyone takes part in the presentation of the agreement



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