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**EU4Youth:**

**«Школьный сад» для развития сельскохозяйственного предпринимательства»**

Проект международной технической помощи

## **Guidelines**

**on the implementation of a training programme for the young**

**“Psychological Aspects of Entrepreneurship”**

Проект является частью инициативы EU4Youth, которая поддерживает возможности по трудоустройству и активное гражданство молодых людей в шести странах Восточного партнерства: Армения, Азербайджан, Беларусь, Грузия, Республика Молдова и Украина.



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## Introduction

These Guidelines have been developed as part of the EU4Youth International Technical Assistance Project “School Garden for the Development of Agricultural Entrepreneurship” funded by the European Union and co-funded by Green Cross International. The Project is aimed at establishing a network of training and production incubators for the development of modern agricultural entrepreneurship, professional and social growth of young people in poor and under-privileged rural communities.

These Guidelines are developed for school teachers, trainers of industrial incubators of the “School Garden” network, senior pupils, rural youth and everyone interested in this topic.

The Guidelines consist of modules divided into sections. A section contains the main topics necessary for mastering the module as a whole. Each topic includes theoretical data, methodical recommendations for conducting training on this topic, appendices and a list of additional informational sources.

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## Contents

EXPLANATORY NOTE	5
PROGRAMME OF THE TRAINING COURSE	5
GENERAL METHODOLOGICAL RECOMMENDATIONS	7
Class 1. The art of being an entrepreneur	8
Class 2. About money with a secret	13
Class 3. "Impossible" becomes possible or the ability to set goals	16
Class 4. Time as a life resource	20
Class 5. Team building: everyone has their own gift	22
Class 6. Conflicts. Negotiation. Partnership	27
APPENDICES	33

## Explanatory note

Within the framework of the School Garden Project, the non-governmental organisation “Green Cross Belarus” has created optimal conditions for the development and implementation of the entrepreneurial potential of the young people in rural areas of Chernobyl zone by providing assistance and support in the establishment of pilot farms called “School Garden”. On the basis of the established farms, the pupils, aged 14 and more, have got experience in the creation and sale of agricultural products grown as a result of the cooperative actions of school agricultural communities as well as obtained the relevant professional knowledge of running their own business and declaring themselves as young entrepreneurs in agriculture.

Implementation of the training programme will increase the level of preparedness of young people for an independent life, allow them to be more confident in themselves and in their choice to stay in their native communities and villages in order to conduct entrepreneurial activities. Consequently, they will be able to cover their basic life needs as well as fulfil their own potential, strengthen their position in life, replace the consumer attitude to the land with ecological consciousness, and serve the development of personal and social efficiency.

As a result of completing the training program, the participants will have the following skills:

- determine their skills and the field where they could use them in the conditions of agricultural entrepreneurship;
- distinguish entrepreneurship as a profession, life vocation and lifestyle;
- master the skills of personal representation and presentation of their own products in the business market for agricultural products and services;
- distinguish fantasies from dreams, transform dreams into goals and formulate goals correctly;
- master time management skills: use various planning methods to achieve the set goals effectively;
- have a conscious attitude to money as an energy that allows you to achieve life goals, personal ambitions, create life benefits and values, and improve the quality of life in villages;
- master an ability to create a team of like-minded people and develop leadership qualities;
- master the skills of constructive interpersonal interaction and conflict resolution, the ability to negotiate and find compromises;
- reflect on their own effective and unproductive strategies of interaction in a team;
- develop an ability to address to their own internal resources and the resources of partners and team in critical situations;
- see prospects of living in rural areas, perceive life as creativity.

In order to understand in detail and learn the material of this training programme, it is recommended to use trainings and relaxed business games. Classes in this programme should not be imposed or have the standard mode of school lessons. The creative approach of teachers and trainers to holding classes on a given topic is preferred.

# Programme of the training course “**Entrepreneurship and Leadership. Psychological Aspects of Entrepreneurship**”

## **Objectives:**

- form an idea of entrepreneurship in the countryside;
- identify a range of interests of a possible entrepreneurial direction;
- stimulate a desire for self-actualization, learning about your personality and the ability to reflect on during joint activities;
- remove barriers of self-presentation and ability to achieve goals; create motivation for self-fulfillment and achievement of goals;
- develop skills of setting goals and objectives, managing time and projects; determine ways to achieve goals;
- form skills of a leader and an ability to work in a team;
- gain experience in making group decisions and managing a team;
- form an ability to negotiate, overcome crises and find compromises in joint work.

## **Used methods and techniques:**

- - group discussion;
- - projective business game;
- - interactive game;
- - big psychological game (BPG);
- - visual projective techniques;
- - art therapy techniques;
- - directional visualization;
- - group training.

## **Necessary materials:**

Writing and drawing paper. Plain and coloured pencils and paints. Brushes for glue and painting, glue, scissors. Scotch tapes, colorful stickers, magazines with images. Musical instruments. Music.

The programme is designed for 6 classes of 6 training hours each (lunch and coffee breaks included). It is recommended to hold one class per week. Classes can be held at tables, but it is better to work in a circle when sitting on chairs. There must be tables for work in the room. The recommended number of group members is 8-12 people. Age of participants: 14 years old and older.

The programme can be used in individual counseling on career guidance and professional self-determination.

## **The programme of the course includes 6 training modules on the following topics:**

### **1. The art of being an entrepreneur.**

Psychological aspects of entrepreneurship. An entrepreneur as a profession, work of life and lifestyle. The main qualities of an entrepreneur. Formulation of an idea of the life activity and product of the entrepreneur’s labour. Actualization of individual characteristics of an entrepreneur and ideas about possible own entrepreneurial activities. The philosophy of a

champion and the strategy of a loser: your own understanding of success. Self-presentation skills.

**2. About money with a secret.**

Money consciousness: money and I. Poverty, wealth and strength. Rules for handling money. The most common mistakes in handling money. The laws of the world of money. Investment principles. What is the difference between “affair” and “business”.

**3. “Impossible” becomes possible or the ability to set goals.**

Goal setting and project management. Formulation of a goal so that it has a verbal expression without negation (for efficiency) and in the present tense taking into account ethical issues (the principle of “do no harm”). Ability to share fantasies and dreams; transforming dreams into goals. Rules for setting goals and assigning tasks. Project management and planning methods.

**4. Time as a life resource.**

Time management. Awareness of one’s own attitude to time, one’s position in time space. Understanding the value of time. The impact of relationships over time on emotional, spiritual and physical well-being; success in life. Focus on the necessity and importance of living in the present. Ability to structure your own time.

**5. Team building: everyone has their own gift.**

Team building and systems thinking. Developing an intuitive sense of each other in a team. Coordinated team actions training. Assignment of roles and responsibilities training. Agreement of your ability, intention and role. Ability to give clear instructions (leadership training). Types and styles of leadership. Mutual support and effective communication on a team.

**6. Conflicts. Negotiation. Partnership.**

A training of overcoming conflicts: ways to resolve. Non-verbal communication training. Ability to listen, have a conversation, express gratitude, and ask for forgiveness and help. Ability to persuade others to their side, the ability to avoid influences and manipulations. Ability to react to anger, express anger, avoid being drawn into the funnel of other people’s emotions. Ability to endure criticism and accept consequences. Ability to find a way out of non-standard situations. Ability to be consistent with others.

# General methodical recommendations on the programme “Entrepreneurship and Leadership. Psychological Aspects of Entrepreneurship”

## **CLASS 1. Acquaintance. The art of being an entrepreneur**

### **Objectives:**

- - remove barriers related to communication; develop self-presentation skills;
- - familiarize the group with the plan and subject of the course; introduce group rules for work;
- - formulate basic qualities of an entrepreneur;
- - update individual characteristics of an entrepreneur and ideas about possible own entrepreneurial activities.

### **Aspects/issues under consideration:**

Psychological aspects of entrepreneurship. An entrepreneur as a profession, work of life, way of life (an entrepreneurially-inclined person, entrepreneur, businessman). The main qualities of an entrepreneur. Formulation of an idea of the life activity and product of the entrepreneur’s labour. The philosophy of a champion and the strategy of a loser.

### **Expected results:**

An idea of entrepreneurship and personal qualities of an entrepreneur has been formed. Self-presentation skills are developed. Personal characteristics which you can rely on in this type of activity have been actualized. Understanding of one’s own success is formulated.

### **Materials:**

Notebooks and pens (according to the number of children), painter’s tape or badges (to write names), paints, brushes, glue, scissors, magazines for making collages, pencils, pens, tape recorder; a blackboard or a flip chart.

### ***Acquaintance (40-60 min)***

The first class is traditionally associated with acquaintance even if the participants have known each other for a long time. You can suggest the following form of acquaintance and self-presentation:

- - Say your name and age; your school. Do you have an experience of working in the School Garden Project? Tell about it.
- - Is the topic of entrepreneurship essentially new for you or is it something real for you and your family? Are there any entrepreneurs in your family?
- - Have you already done something to become an entrepreneur?
- - What do you expect from the course? What will be a good result for you after its finish?

Further, the children can be familiarized with the content of the course, its topics as well as the schedule of classes.



## Contents of each module of the programme:

### **Module 1. “The art of being an entrepreneur”**

We will find out how an entrepreneurially-inclined person differs from an entrepreneur and businessman. We'll find out our characteristics that will help us in entrepreneurship. We'll imagine what our business activity might look like. We'll become aware of our own understanding of success and strategies for achieving it.

### **Module 2. “The art of handling money”**

We will try to understand our own attitude towards money and the most common mistakes in dealing with it. We will learn about the laws of the world of money. We'll find the reasons for the fear of being rich. We'll learn how to plan your budget.

### **Module 3. “Impossible” becomes possible or the ability to set goals.**

We will learn to distinguish fantasies from dreams, and transform dreams into goals. We will formulate goals in such a way as to achieve them. We will learn effective ways of planning.

### **Module 4. “Life as a life resource”**

We will learn how to be aware of our own attitude to time and our position in time space. The impact of relationships over time on emotional, spiritual and physical well-being; success in life. We will understand the importance of living in the present. We'll learn how to structure time.

### **Module 5. “Team building: everyone has their own gift”**

The classes of this module will be practical and creative. In the process of work, we will learn effective teamwork skills, the ability to coordinate with others, train leadership skills. We'll understand how we can integrate into a team thanks to our abilities and character.

### **Module 6. “Life crises: losses and achievements”**

You will be given an opportunity to practice entrepreneurial skills that help overcome conflicts, negotiate, seek compromises and build strong partnerships.

After the children got acquainted with each other, you need to familiarize themselves with the group norms and discuss them.

## Group norms:

- *Integrity and brevity* (the person, who has the ball in their hands, talks; no one interrupts the speaker. This will save time and maintain respect for the speaker. The speaker talks briefly focusing on the main thing. These are good conditions for psychological safety and self-disclosure).
- *Freedom*. In the real world, we are often limited by many things. Here we have complete freedom. Together with the acquired freedom, we accept responsibility for it to others.
- *Payment*. You have to pay for everything. Compliance with the give-and-take law. Payment is expressed not only via money but also via emotional and human resources. If you have taken a lot of time from the group for yourself, you will have to compensate for this somehow to the group.

- *Proactivity.* We are often inactive in life; active participation of everyone is preferable here and now.
- *“I”-Principle.* You can talk about yourself, your feelings and thoughts. Evaluating others is carried out through the expression of own feelings and experience. Openness to others and respect for oneself.

The following exercise can be used for acquaintance.

### **Welcoming hand (15-20 min)**

There is such an ignorance of each other which consists in instant knowledge. You need to circle your palm on paper, cut it out and write your name on the palm of your hand.

For 10 minutes, each of the children walks around the room exchanging palms with each other and inscribing their impressions of the owner of the “palm” in one word or a phrase. Using offensive definitions is strictly prohibited.

Now you can exchange feelings with the group. Read the “collected” impressions of others about yourself and express which definition was unexpected and, on the contrary, expected, pleasant and overwhelming.

### **Entrepreneurially-inclined person. Entrepreneur. Businessman (40-60 min)**

Are these words – entrepreneurially-inclined person, entrepreneur, businessman – familiar to you? Surely, you are likely to have some of your acquaintances or acquaintances of your family who could be defined as any of these concepts or even several.

- - Who are the leaders in this field? Who do you admire? Who do you respect?
- - Silently, answer this question: when I become an entrepreneur, I will be like ... Who will you be like?
- - As for me, the leaders in terms of leading a business are ...

**Work flow.** With the help of images and symbols found and cut from magazines, you will try to reveal, deepen, and explain these concepts using the collage technique.

We divide our group into three subgroups. Each group reveals one concept. We unite into the group the concept of which is closest to us. With the help of a collage, express what life might look like as well as the products of these people’s labour, their way of life, their rest, place of work, family, interests other than work, their food culture, health improvement and leisure, and their achievements. Your task is to reveal as fully as possible the aspects of the life of these people. Then we return to the circle and discuss the work.

**Reflection:** In such a figurative form, we have considered these serious concepts. The work helped us explore our potential inclinations, desires and dreams.

- - Were members of your group close in spirit?
- - Is there anyone who has a desire to belong to another group in the future?

Perhaps, after participating in the training, there will be many more entrepreneurs and businessmen who want to be in the group.

- **Recommendations for facilitators:**

The facilitator of the programme can talk about the definition of these concepts and what qualities these people have. When talking about an entrepreneurially-inclined person, **you can acquaint with the strategies of the behavior of the champion and the loser:**

<b>Champion</b>	<b>Loser</b>
Changes own behaviour	Tries to change the behavior of others.
Does	Gives promises.
Works a lot with high quality, and still has time. Always allocates time for having a rest.	Always too busy to do what is necessary. There is no time for rest; is constantly under stress.
Knows when to resist and when to concede.	Gives up when resistance is required and fights over trifles.
Respects abilities of others and is always happy to learn.	Does not want to recognize the abilities of others; concentrates on the weaknesses of other people.
Eagerly takes risks in order to do better.	Avoids challenge for fear of mistakes and criticism.
Finds opportunities.	Highlights problems.
Admits that people are different.	Does not recognize the right of other people to be different.
Invests in own education.	Rigid. Follows the same established roles.
Is able to find satisfaction in work.	Inherent dislike for work.
Ready for responsibility; is flexible and able to see an integrate idea.	Avoids responsibility, takes led positions, has minor ambitions.
Is able to see earning opportunities not only because of their profession; is ready to work overtime just for experience or an idea. Can withstand prolonged stress.	Strives mainly for a secure salary, regular vacations and non-working days off.

***Working alone / working on a team (Tower). 30-40 min.***

The next game will help you find out what form of doing your business would be most acceptable for you and what strategies to choose - working on a team or on your own.

**Materials:** pasta, long and thick, plasticine. Oilcloths for tables.

**Instructions:** you should split into several teams who want to work on a team. Those, who want to try their own strength, work independently. You need to build a tower of pasta as high and stable as possible in 20 minutes. To make the tower, plasticine is used as a bonding material. The winner is the team or the person whose tower matches the selected criteria. The game is very gambling so it will

be hard to stop in time. However, we will stop playing as soon as the word “stop” is said. If the team continues to work, it risks losing the “prize”.

**Reflection:** contribute to the analysis and self-analysis of personal qualities and strategies, and the chosen roles of future entrepreneurs.

### ***Entrepreneur’s business card (60-80 min)***

**Objective:** analysis and self-analysis of professional and personal resources of future entrepreneurs.

**Materials:** A4 sheets of paper for drawing according to the number of participants, pencils, crayons, markers.

**Instructions:** create your own entrepreneur’s business card (of a team/group) observing the following points of the plan:

1. Indicate yourself or the name of the team, group, your professional and personal resources (as a specialist/team).
2. Come up with a product (product, programme, project, initiative, service, etc.) that you can offer in the agricultural market. Give it a name.
3. Indicate the goal and objectives of the programme, project, initiatives aimed at the category of people to whom this product or service is provided.
4. Determine your own personal benefit that you expect to receive as a result of the implementation of your idea (programme, project, service, product) in life.
5. Create an estimate of material costs taking into account all the necessary resources. Answer the following questions: as a specialist, how much do you expect to earn for your work? What’s the price for it? How much a given product might cost in the consumer market?

**Work flow.** This work can be done in a creative and colourful manner. Remember, this is a business card that represents you. On finishing, the presentation of your business card takes place.

### ***Completion. Who is the most...? (30 min)***

The facilitator suggests the whole group to point a finger at someone who:

- - has been the most proactive today,
- - has shown uncharacteristic courage and initiative for them,
- - has revealed their new features,
- - has surprised the most,
- - has helped you,
- - has been the star of the group,
- - has been satisfied with the work,
- - are grateful for the work.

## **CLASS 2. About money with a secret.**

### **Objectives:**

- - comprehend the art of interacting with the world of money;
- - form money consciousness and a reasonable attitude to money;
- - understand your own strategies for handling money;

- - learn to plan your budget in accordance with the law of distribution of funds;
- - understand the reasons for not accepting money.

### **Aspects/issues under consideration:**

- The most common mistakes related to handling money.
- Laws of the world of money (earning, spending, saving, investing).
- The difference between “own affair” from “business”.

**Expected results:** formed the ability to calculate your material balance (receipt and expenses) and plan your expenses, taking into account the laws of distribution of funds; learned the most common mistakes in dealing with money, learned the principles of investing money.

### ***Introduction***

- **Recommendations for facilitators.**

Through the study of this topic, you can revise your beliefs, build new productive intentions, transform fears about money, etc. One of the life laws has it: what you pay attention to is what you get. Therefore, by working on this topic and starting to think positively about money, we increase the chances that there will be more money in our wallet.

So, the money is inside us... Let's go.

The class on this topic can be started by analyzing the parable “Diamond” with the children (see *Appendix*, p. ...)

### ***Exercise “Money is...” (15-20 min)***

Each participant should continue the phrase “Money is...” and express their thoughts, feelings and associations related to money; what it means to them. What would they like to know today in class about money.

### ***Exercise on visualization “Guests” (30-40 min)***

Imagine that you are at home. Then you hear the doorbell ring, look through the peephole and see that money has come to visit you in the form of people. What are you going to do? If you open the door, will the money come to you? How many people will there be? Will you stay in the hallway or invite money into the room? What happens next? How do you feel in the presence of money? How does money feel in your home? Imagine what happens next. Maybe you will have tea with them and talk ... But now it's time for the money to leave. How do you feel about it? Are you free to let your guests go, or will you discourage them? How do you feel when the money is gone?

### **Discussion and analysis:**

- What do you think, if you closed the door and did not want to let your guests out, how would they feel?
- Would they like to come again?
- And so on.

The facilitator should pay attention to the strategies of interaction of adolescents with money, to the feelings that children have when they talk about money.

- Recommendations for facilitators

An important emphasis should be placed on the fact that money is of the nature of water. It loves circulating, renewing and strengthening. It flows away; it runs from those who want to “deprive it of space.”

To summarize this exercise, it is worth mentioning the **Rules for Handling Money**:

1. Do not get obsessed with money and the source of income.
2. Love its presence.
3. Respect it.
4. Enjoy it.
5. Help yourself and your loved ones.
6. Maintain a give-and-take balance.

Just like electricity or radio waves, money is a completely neutral force and energy that can be used for both good and evil. Above all, money should bring joy and pleasure.

### ***Money exchange (30 min)***

#### **Instructions:**

Ask the teenagers to use as much money (real) in the game as they can risk it. (Real money can be replaced with money that is not in use but then the game will not acquire the dynamism that “real” money can provide even if it is of a low denomination).

#### **Game flow:**

The teenagers sit in a circle and give money to each other at the start signal. The exchange of money lasts as long as the sound signal lasts (you can use music from a player or a mobile phone). The most important thing is to correctly state the instructions: “With the beginning of the music, you begin to give money to each other, i.e. exchange it, and in a way that you consider best for yourselves. Continue doing this until the music stops playing or you hear the word “stop”. To all the other clarifying questions of the children on how to exchange, answer: “I don’t know. Just give it the way you consider it possible”.

#### **Reflection:**

We all exchange money with each other in different ways: we buy, sell, lend, receive in debt, receive as a gift or give money as a gift. After such an exchange, someone has more money and someone has less. At the stage of reflection after the game, ask the children to count their money: who has gained, who has lost, and who saved the same sum (did not become poorer but did not get rich either). Let everyone assess and tell you what strategy they chose in the game.

- Recommendations for facilitators

Draw the attention of the teenagers to the fact that money was invented in order to facilitate the circulation of energy and its exchange between people. Talk with the guys why some people have more of these cherished pieces of paper (gold bars, precious stones and plastic cards) while others have less. How to attract money to yourself and increase it? How to be happy with what you have? How to be happy with and without money? Better with money, of course... Tell them about the **Five sources of abundance**: love, friendship, chance, money, happiness. Explain to the children that

money, like electricity or radio waves, is a completely neutral force and energy that can be used for both good and evil. Above all, money should bring joy and pleasure.

**Tell them about the Reasons for not accepting abundance:** fear (of life, money); distrust of yourself, life; unwillingness to take responsibility; self-dislike; self-doubt; lack of self-esteem; guilt; laziness; envy; a feeling of money being ugly and dirty.

**The most common mistakes in handling money** (Appendix 2).

### ***Am I already rich? (30 min)***

List all your sources of income (a salary, entrepreneurship, a scholarship, income from various funds, sponsor money, government pensions, help from relatives, regularly received gifts, etc.)

Record all tangible and intangible assets and liabilities you have and indicate their current market value.

For example:

2-room apartment	45K\$
gold earrings, one pair	200 \$
smartphone	100 \$
PC	300 \$

### **Reflection:**

Analyze what has been written. Check the box next to those objects that really give you the energy of money, and with some other sign, mark what requires money. Write down the conclusions.

Perhaps you are rich but you aren't aware about it yet.

- *Recommendations for facilitators*

Tell the children about the **Laws of the World of Money** (Appendix 4), **Principles of Investing** (Appendix 5) and **Sources of Abundance**:

and the **Law of distribution of money income**: love, friendship, chance, money, happiness.

**If your income is taken as 100%, then you should spend 80%, save – 10%, invest – 10% (8: 1: 1)!**

### ***Completion. A letter to money (30 min)***

We will “write” this letter orally. How do you feel about money? If you can formulate the endings of the following phrases, then continue them:

- I love money because...
- I think that my current financial situation is...
- My biggest fear about money is...
- When I was a child, what I learnt about money was...
- I forgive money for...
- In my relationship with money, what I would like to change or improve is...

### **Money talisman (30-40 min)**

Focus on your current money situation. Now think about your desired money situation. Draw your talisman of prosperity and wealth. Invest your energy in your future success. You can make this drawing in a circle or in a square; you can choose any shape as a background for this.

Recollect how you played with coloring books as a child. Choose colors and patterns that you think best describe your desired money situation. Name what you've created. On the left, write your belief about money. This is already in the past. On the right, write constructive, productive, magical beliefs that are good for money.

### **CLASS 3. "Impossible" becomes possible or the ability to set goals**

#### **Objectives:**

- - the ability to distinguish between fantasies and dreams, to transform dreams into goals;
- - develop the ability to formulate a goal, choose meaningful goals and move towards the goal;
- - teach the use of effective planning options (work with schemes, schedules, planning principles).

#### **Aspects/issues under consideration:**

- Conscious professional or life choices (activation of the desire for self-realization).
- Rules for setting goals and assigning tasks.
- Stages of goal formation.
- Project management and planning methods.

**Expected results:** formed the skills of goal-setting.

"The weakest of mortals can change the course of the future", "***We do not choose the times, we can only decide how to live in the times that have chosen us.***" They say that the Japanese, who know to achieve their goals, spend 95% of their time on planning and only 5% on actual implementation.

#### **Strength of impact of the set goal (5 min)**

Stand with your feet shoulder-width apart, arms extended forward parallel to the floor. Turn your whole body back and fix with your gaze on the wall the place to which you managed to turn. Return to starting position. Close your eyes. Imagine turning your body much further next time. With opening your eyes, try to turn again. Comparing the place in space in which you now find yourself, with the mental mark on the wall that fixed your previous turn, you can clearly see the real force of the impact of the goal set in front of you.

This is a simple physical metaphor suggested by A. Robbins.

#### **Free! (30 min)**

This task will help you focus on your desires and understand what you want because *desires are half life, indifference is half death*. An imaginary extreme situation will help the participants see new goals that may have been hidden by a veil of conventions and outdated illusions.

**Instructions:** you experience something like a shock, and this may help you to look at your life in a new way. Each of us has many desires and goals. We are aware of some of them and strive to satisfy



them. We can guess about others but we prefer to leave them in the semi-darkness. And some of our desires are hidden, probably in the darkest depths of our unconsciousness. What happens if we begin understand our desires and goals more clearly?

Imagine that you have taken a magic pill that temporarily removes all the constraints and learnt lessons. You are freed from shyness, indecision, anxiety, internal censorship and any external pressure. The magic pill lasts for a week.

What would you be doing all this time? What would you say? What would your life look like? How would you feel? Think (write) how you would live this week. You have 15 min for this.

Now think what you could make from what you wrote down without the magic pill. What goals can you strive for without it? What can you do yourselves?

### ***Whose desire is this? (30-40 min)***

#### **Instructions:**

On a piece of paper, write as many of your desires as possible: what you want to happen to you in the future, the way you want to live, what to have, what to learn, whom to learn from, how to feel, what to do, etc. Write as many wishes as possible.

#### **Reflection:**

Now take a red pencil and mark those wishes the fulfillment of which will especially delight your parents. With a green pencil, mark those desires the fulfillment of which will give you a sense of prestige. With a yellow pencil mark those ones which cause happiness and excitement running through your body, appearance of an involuntary smile, and a feeling that your heart beats lightly. These desires will be yours. They will make the most sense to you.

#### **Destination. Parable.**

One person asked the sage:

- - How do you think I can earn the grace of God?
- - How can I know? - he answered. - The Bible says that Abraham was always kind; therefore, God was with him. Elijah prayed and God was beside him. David ruled the kingdom, and God was with him.
- - How do I know what I am destined for?
- - Ask your heart what affair is the most dear to it. And do it.

The meaning is related to the spiritual dimension where a person lives. Goals are connected to other dimensions – physical, psychological and social ones. People don't plan failures, they plan badly.

#### **PRINCIPLES OF GOAL SETTING**

- 1<sup>ST</sup> RULE: **THE GOAL MUST BE SPECIFIC.**
- 2<sup>ND</sup> RULE: **THE GOAL MUST BE REALISTIC.**
- 3<sup>RD</sup> RULE: **IMPLEMENTATION OF THE GOAL MUST DEPEND ON YOU SOLELY.**
- 4<sup>TH</sup> RULE: **THE GOAL MUST "RADIATE WARMTH".**

The facilitator's task is to help the children understand the principles above and to explain if anything isn't clear.

### ***How to formulate goals (20-30 min)***

Let's try to formulate goals based on the following rules.

FIRST OF ALL, **the goal must be formulated in the present tense.**

SECOND OF ALL, **there should be no negative turnovers in the goal formulation.**

THIRD OF ALL, **the goal must be formulated very clearly.**

The task for the participants of the training is to formulate and write down goals. The facilitator should help the children relate the goal statement to the three rules above. Then they should rewrite those goals several times. The process of rewriting each goal will help it transform, which will contribute to its formulation.

Now that the children have their pieces of paper in their hands with their goals clearly written on them, the facilitator recommends that they think about what they can do to achieve each of the goals right now. Well, as least tomorrow in the morning. This can be a very small step. No matter how big each goal is, the path to it can be broken down into very simple steps the first of which can be done... Right now!

Goals need to be reviewed. The children are recommended to keep their pieces of paper on which they wrote down their goals. They should reread them and check from time to time: do the goals continue "radiating warmth"? Time passes, and a person and their priorities change. The ability to set goals for oneself also implies the ability to abandon those of them that have ceased to be relevant. Do not become a slave to the decisions once made! If a goal has stopped radiating warmth, it's time to put a new one in front of you.

### ***Stages of achieving a goal (60 min)***

The participants of the training are invited to choose any of their goals and describe the stages of its achievement by using the table from Appendix 6.

Teamwork also requires setting and implementing goals. The following exercise will help you practice project management.

### ***More / Less / Keep on (30-40 min)***

**Materials:** multicolored stickers or pens of 3 colors (red, green, yellow).

**Instructions:** Imagine a problem that you need to solve within the framework of your School Garden activity. Transform it into a goal according to the principles and rules mentioned above. Write down this goal.

Now you must consider the path to achieve it from the following positions: do something to achieve it to a greater extent\do something to achieve it to a lesser extent (stop doing it altogether)\continue (start) doing something to achieve it as it leads to the result.

- *Recommendations for facilitators*

You can prepare such a table on the blackboard.

Goal:		
More (green)	Less (red)\ stop doing.	Keep on (yellow)

**Work flow:**

1. Everyone receives stickers or pens in three different colors. You can think of three colors as the colors of a traffic light:
  - Red (a red pen) means “stop doing or do less”.
  - Green (a green pen) means “keep doing, start\do more.”
  - Yellow (a yellow pen) means “keep on doing as you did before or you are doing now.”
2. On pieces of paper each of the participants writes down one objective on one piece of paper. They can write several objectives. Remember about the colors and what they mean: do something to achieve to a greater extent\do something to achieve it to a lesser extent\ keep on doing something to achieve it in the way you did it all this time.
3. When the work is done, you will need to collectively make one or two commitments to do something differently according to your notes.

**Completion. “Creation of the world or My world and I as its creator” (60 min)**

**Materials:** paints, crayons, pencils, magazines for making collages, glue, scissors, brushes, A3 paper, music.

**Content of the exercise:** suggest the children to create a collage on the topic “I and My World” (how I imagine my world, what surrounds me, how my world will look like in the near future). This exercise is aimed at emotional symbolic perception of oneself in the world and visualization of one’s intentions. It can be a good summary step in this lesson.

Be sure to provide an opportunity of speaking their mind to each participant about your collage.

**CLASS 4. Life as a life resource**

**Objectives:**

- - master the skills of structuring time and its rational use;
- - teach to be aware of one’s own attitude to time and own position in time space;
- - teach the use of various “organizers”, schedules and principles of time allocation.

**Aspects/issues under consideration:**

- Value of time.
- Focus on the necessity and significance of living in the present.
- Influence of relationships over time on emotional, spiritual and physical well-being and success in life.
- Principles of time allocation.

**Expected results:** skills of structuring one's own time have been formed.

Introduction can begin with the idea that time is the main life resource. It often happens in life that this resource acquires strong economic characteristics. At the same time, this is the only resource that you can never buy for money, and under no circumstances can you return it back.

### ***Intuitive counting (10-15 min.)***

This little exercise will serve as an epigraph to our topic today. On hearing the facilitator's clap, the participants start counting "One, two, three ..." and so on. It is prohibited to agree on who will start the account. You need to feel who will do it from the group, who will start and who will continue. The main thing is not to name the next number at the same time as someone else. If the counting number is called simultaneously by several participants, the group must start counting again. And so on until there's more intuition.

We started the day with counting for a reason. This is how clocks, calendar sheets, months and years measure the course of time. How do you feel about your own time? Do you feel it in its fluidity or constancy, a sharp change (the wind of change) or "getting stuck" (time has stopped, everything has stopped)?

### ***Time is... (10-15 min)***

Everyone in a circle speaks about time starting with a phrase "Time is ...". It is necessary to characterize the time with two or three words, associations, thoughts or feelings. Then, in their notebooks, the children can draw the line "Time" and mark at what point on this line they are.

✓ *Recommendations for facilitators:*

The facilitator can puzzle the children with a question: how do they develop their relationship with life and over time? Do they make fun of their time? Can they appreciate it? Can they live in the present? Are there periods in their lives when they simply do not know what to do, what to do with their time? Do they remember what they did yesterday and the day before yesterday? A few days ago? Suggest the following exercise.

### ***Photo of the day (20 min.)***

The Photo of the Day exercise will help you organize the use and allocation of your time. We will use the table (Appendix 7) in which you can write down every evening everything that you did during the day. Let's fill it in now and give it a name.

**Reflection:** this table will help you visually assess how well you are using your time. The name of the table is about you today. What feelings do you have on seeing it? Did you do anything yesterday to make your goals come true tomorrow? If not, make a different day plan today taking into account the things to do to achieve tomorrow's goals.

✓ *Recommendations for facilitators:*

The facilitator explains to the children the idea of how important it is to learn to feel their own time, to understand its value and to realize the influence of relationships over time on emotional, spiritual, physical and well-being and on success in life. It is important to learn to structure your time and plan it.

In order to learn how to organize the use and distribution of your time, you can use various diaries, schedules and planners. They might look like special weekly notebooks, plans for the year or long-term goals: 5-10 years, plans for a month reflected in calendars with “grids”, plans for a week reflected in special desktop forms (show them!), plans for a day written down in any form, lists of unfinished affairs with deadlines. The question may arise on the reasons of complicating your life. In fact, if such planning did not help people, there would not be a demand for this kind of printed products in the market. Structuring time in any form convenient for you allows you not to overload your head and allocate space for creativity. Structuring time is an important aspect in human life which allows living *here and now* but not there and later.”

### ***Circle of time (10 min.)***

There is a circle (Appendix 8) in which each sector represents an important area of life. Try to spread out time you spend on each area as a percentage. What area of your life do you spend the most time on? Does it surprise or sadden you? Evaluate whether the time is wasted or spent is paid back.

Look at the circle again, listen to yourselves and your feelings while answering the question: is such a waste of time on this area of life justified today? Will it help you achieve your goals tomorrow?

### ***Time windows: Past / Present / Future (60-90 min)***

**Materials:** three pieces of A4 paper, art materials and scissors, magazines for collages, glue.

**Instructions:** on each of the three pieces of paper named as “Past”, “Present”, “Future”, you need to make a figurative representation of yourself in each “window”. It can be your own image (portrait), a symbolic expression of what you spent, spend and will spend your time on. It can be your own image of time: past, present, future. At the same time, you can pay attention to which element (earth, water, fire, air) is more associated with time.

**Summary:** in order to live to the utmost, all three aspects of time are important – knowing the past, living in the present and planning for the future. The most difficult thing to live in the present moment is to be present, to be aware of what you are experiencing in the present moment without “flying away” into past experiences or drowning in the fantasies of the future.

### ***Completion. How do we ripen? (30 min)***

Let’s think it over! When ripening, the nut hardens. When ripening, the cherry is poured with juice. When ripening, the peach becomes soft and a side of the pear turns pink. Each fruit ripens in its own way. At the same time, a human is an amazing creature; they get mature, their will hardens, and their soul becomes softer. Speak your mind about the way each person “ripens”. Whom should time change, and in what way? Figuratively speaking, what kind of fruit would you turn into?

## **CLASS 5. Team building: everyone has their own gift.**

### **Objectives:**

- - develop an intuitive feeling for each other in a team;
- - develop the skills of well-coordinated team actions (corporations);
- - train the ability to distribute roles and responsibilities in a group between its members;
- - develop the ability to give clear instructions (leadership training);
- - develop the skills of mutual support and effective communication on the team.

### **Aspects/issues under consideration:**

- Team and operational thinking.
- Skills and self-realization in the group.
- Types and styles of leadership.

**Expected results:** skills of mutual support and corporation have been formed; conditions have been created for the actualization of leadership qualities and skills.

### ***Bound with a single chain (5-8 min)***

**Instructions:** the group should stand in one line shoulder to shoulder and ankle to ankle. The group must concentrate to complete the exercise. The group should walk some distance without breaking contact at the ankles and shoulders. The task is considered completed if the group has overcome the prescribed distance having fulfilled this condition.

**Reflection:** analyze whether the participants succeeded in completing this exercise. What were the strategies for movement? For whom was it hard? Who felt the excitement and drive? Assess what the team's work was like.

### ***Team metaphor (30-40 min)***

**Instructions:** the participants are invited to express their personal vision of their group as a whole, as a team by coming up with an image, comparison or symbol. For example, you can compare a group to a luxury car. Each participant offers a different metaphor. It can be expressed using the collage technique. You can break up into small groups and imagine a sculpture or small scene.

**Discussion:** diagnostics of the perception of oneself as a team. Based on the metaphors suggested during the exercise, you can highlight the strengths and weaknesses of the work of a particular group.

**Summary:** we deserve the team we are in. Each of us contributes to what happens to our team. Everyone is responsible for what everyone has. If you like your team, let's make it even more effective. If you are unhappy with the kind of team you are, let's work on improving it today.

#### ✓ **Recommendations for facilitators::**

At this stage of the training, it is recommended to talk about the orders of development and the laws of existence of a group/ a team. Any group has its own development stages and laws of existence. Here they are:

1. 1<sup>st</sup> stage – the whole is greater than its individual parts.
2. 2<sup>nd</sup> stage – membership.
3. 3<sup>rd</sup> stage – hierarchy.
4. 4<sup>th</sup> stage – progress.

### ***Elements of the Universe (30min)***

**Instructions:** the children should use non-verbal movements to depict the zodiac sign to which they belong but not to name it out loud! Does everyone know their zodiac sign? (Anyone who does not know should be told quietly so that the group does not hear). The participants are united by the signs of the zodiac with each other. Each sign of the zodiac symbolizes some poem. Now the group needs

to be divided in such a way that four subgroups are formed, representing the 4 elements of the world: earth, water, fire, air.

Each group now needs to present its element with the help of a small theatrical performance (you can use musical instruments) no more than 5 minutes for a performance. Name the qualities of your element, think about how these qualities are represented in the character of a person, their temperament and profession.

✓ Recommendations for facilitators:

In any phenomenon of the world, you can find a reflection of all the elements of the Universe. Any groups or teams can be considered taking into account this principle which is called Solar coordinate system. Consider a team from the point of view of this Solar coordinate system:

1. Earth: technical equipment, material resources (secretaries, technical workers, accountants, people responsible for everyday life; this role can be played by partners of your organization whom you rely on). **These are the main workers - doers.** There should be a lot of them.
2. Water: functional groups (creators and performers). There are enough of them to implement ideas but less than the technical staff. **On a team, they often provide great emotional support and create a corporate spirit.**
3. Fire: PR, promotion, advertising. They need significantly less than creators and performers. **They are the ones who promote the team, fight for its viability, stand guard over ideas and principles.**
4. Air: scientific methodologists, developers. We need few of them; otherwise, it will be difficult to find a consensus – there will be a dispute. **They are the brains of the team. Responsible for developing ideas and communicating them to consumers of the company's product.**
5. Ether: idea, meaning, leadership. **The leader is always one. They set the tone, are responsible for the spirit and unite everyone. They serve the people and ideas.**

If the leader builds their team, adhering to the Solar Principle, the work will be effective, and everyone will be consistent with their role.

### ***Orchestra and conductor (30 min.)***

**Work flow:** a conductor is selected who tries to play a harmonious melody with their orchestra. They control the orchestra: set the melody, tell who to solo or to join, how to play (quietly, loudly, quickly, slowly, etc.)

**Reflection:**

Has the conductor succeeded in their role? How does the conductor oneself feel whether they have done it or not? How does it feel to be a conductor?

✓ Recommendations for facilitators:

At this stage, you can talk to the group about the qualities of a leader: optimism, meaningfulness of activities, responsibility, the ability to inspire, loyalty to different team members, the ability to create a team of allies, and the possession of a respectful manner of interaction with others as well as about the styles of leadership (Appendix 9).

Management. Key thoughts:

- A very difficult question.
- Thousands of books have been written.
- There is no single “correct” style.
- It must fit the person who manages.

### ***Photo of the class (30-40 min.)***

This exercise will help you to discover the overt and hidden leaders in the group, to manifest and reflect on your role in the group.

**Instructions:** the children are invited to imagine that their famous team is being captured by a photographer. Let everyone stand in such a way so that the photographer can take a group photo. Give the participants an opportunity to stand in the way they want. The leader should observe the spontaneous process of agreement in children. You can capture the children with a camera or make a video but in no case do not change their places and do not direct them. Do not interfere. Let the process complete.

**Summary:** ask the participants if they like the places they are in, who agreed with the place assigned to them, and who chose it themselves. Let everyone speak up their mind about what was most convenient for them: agree with the leadership of others or be managers. Who was a clear “commander-in-chief” of this process? Does this person take on the functions of the main one in everyday life? Do they trust the leader? Can they follow the leader? The next exercise is to test the leader’s “strength” and train their leadership qualities.

### ***Guided drawing (30-40 min.)***

The objective of this exercise is to learn how to give clear and understandable instructions for everyone.

**Work flow:** the initiator of this task is given a diagram of a simple drawing who, by looking at it, explains to the group of participants step by step what each should depict. At the same time, the facilitator does not specifically name the image itself. The task is to give instructions so that everyone gets a drawing as alike as possible with the one they hold in their hands. The person who explains the instructions hides the image from the rest.

**Summary:** let’s analyze how the group’s drawings turned out to look alike as the leader’s drawing according to which they gave instructions. What is the reason for this? Was it easy for the facilitator to complete this task? Did the group understand the facilitator’s instructions? How should the leader explain so that a group can understand the instructions? What did the facilitator learn?

!!! Before criticizing someone, you should try to do it yourself.

### ***RASI is a simple tool (30 min.)***

So we have considered “what we are doing” and “how we are doing it”. Now let’s see “who does what”. A clear definition of the goal and clarity of the role are the key to the fulfillment of the task. Let’s take a look at one of your RASI goals. RASI is a technique that helps distribute roles on a team when a task needs to be completed.



**Materials:** markers, Whatman paper, reference tables on a flip-chart, so that it is convenient to check the correctness of the task or a table prepared in advance.

**Instructions:**

- Clarity of the performed role is an important aspect of the successful work of the Team
- We all need to know who is doing what
- This eliminates confusion
- It provides us with our own mission
- Helps us understand what others are doing
- Helps us connect with others
- Is favorable for the implementation of a joint project
- FOCUSES ON THE NEEDS OF THE CUSTOMER

RASI is a technique that helps distribute roles on a team when a task needs to be completed. RASI stands for:

- **A** – Accountable. It can only be one person who has the right to say “yes / no”.
- **R** – Responsible. This is the person/people who are doing the work.
- **S** – Support. This is a key figure needed to assist in completing an assignment.
- **I** – Inform. This is the person/people you need to contact with.

The team of your school garden decided to complete the task, for example, to sow something, grow and implement (the task can be taken as urgent/real). You need to write down who will perform what roles in this assignment. Who will be responsible for what. Let’s train.

***Completion. Whose square is more equal (5 min.)***

**Instructions:** the class should split into two teams (the first or the second ones) and use a rope to create a square in space within a minute.

**Summary:** whose square turned out to be more equal?

The measure of each person's ability and willingness to cooperate leads to a common result.

The result is a mirror of the group’s energy state. It will show how much vitality and fullness there is in it, or it will be stingy and timid.

**CLASS 6. Conflicts. Negotiation. Partnership.**

**Objectives:**

- - train the skills and abilities of listening, conducting a conversation, expressing gratitude and disagreement, asking for help, persuading and avoiding influences;
- - train the ability to express anger, avoid being drawn into the emotions of others;
- - make critical remarks and accept the consequences;
- - train the ability to negotiate, find a way out of non-standard situations, active imagination; the ability to come up with ideas;
- - train the ability to overcome fears, anxieties, doubts, to endure criticism at work.

### **Aspects/issues under consideration:**

- Addressing conflict at five levels.
- Conflict: an obstacle or an opportunity. Ways to resolve conflicts.
- Lasado number, Golden shadow, Kind word.

**Expected results:** basic skills of effective communication have been formed.

### ***Generation of an idea (10-15 min.)***

**Work flow:** the group is divided into subgroups of three people. Each member of the subgroup speaks one word indicating an object or action. Then one of the subgroup comes up with an idea of what could be done with these items or activities and what kind of business could be built on it. The next three words are assigned to the next participant. In turn, each of the members of the subgroup of three participants should offer their own idea.

**Reflection:** discuss in a large group whose idea was more interesting. Did you like this exercise? Are you ready for generating ideas, and most importantly, acceptance of other people's ideas?

This work shows how perceptive we are to the ideas of others, how willing we are to support the idea and "squeeze" lemonade out of a lemon.

### ***Three things you'll need (10-15 min.)***

**Instructions:** we develop the ability to find a way out of non-standard situations. Everyone is in a circle. The facilitator throws a ball to someone with the words: "I am sending you to a desert island. What three things will you need there? Answer quickly and think about where you will send your playmate. Throw a ball to this person."

Options: to the sky to get a star, through a yellow fog, through the Looking-Glass, to an abandoned castle, miles away from there, go there-don't-know-where, to the Magic Land of chatterboxes, to the refrigerator.

✓ **Recommendations for facilitators:**

Rules that help live in a community:

1. I do not agree. Justify!
2. Remember that while you are wasting your time on clever cleverness in someone else's territory, weeds are covering yours.
3. Try your best to melt your helpless envy into inspiration for your own development.
4. Silence is golden.
5. Envy is your sorrow for the welfare of your neighbor.
6. When comparing yourself with someone who seems to you in some way superior to you, you must remember: this person just expresses themselves a little more effectively than you. You can always learn a lot from others.
7. Be obsessed with recording.

### ***Minefield (30 min.)***

**Materials:** a scheme for the facilitator which indicates the "mined" cells (Appendix 10), a lot of space for the scheme which is glued directly to the floor using masking tape (tape 1.5 cm wide)

**Instructions:** all players in turn must pass through the “minefield” avoiding stepping on a mine. Each participant is given three attempts. If the group is large, then one at a time. When a player steps on a dark square (according to the facilitator’s scheme), the facilitator informs this player about “stepping” on a mine. This player has to return to the start of the game. The player who managed to cross the field has to wait for the rest of the team on the other side of the field. Moves can be made: left, right, diagonally but you cannot step over one cell.

The players memorize the “safe” cells and step on them but before that they learn from their own experience of others and the experience of others.

**Reflection:** How did the participants feel when they watched others perform the task? How did you feel when you completed the task yourself? In which of these two cases did the children’s feelings become especially heated?

The feelings experienced in the game should not be forgotten when we instruct someone in real life to do something for the first time. ***Knowing and seeing is no more difficult than doing it yourself!***

### ***Baby goats-kids (60 min)***

**Instructions:** choose 4 baby “goats” and 5 guests. There will be 3 wolves among the guests but the guests themselves won’t know who of them are wolves and who are real guests. The mother of the baby goats went to visit her friends and left the kids themselves home. The kids mustn’t open the door to anyone or let anyone in. However, kids are kids... Therefore, in this game, they are allowed to let in at least two guests. This is a prerequisite for the game.

The guests come and ask to enter the house taking on different roles and giving reasons why they can and should even be allowed in. The baby goats listen to the ideas and then decide whom to let in or not. They should remember that their task is to survive until their mother comes.

✓ *Recommendations for facilitators:*

So that the “guests” and “wolves” do not know their actual roles, they can be distributed by a secret drawing lots. Neither “guests” nor “wolves” should reveal their roles to each other.

**Reflection:** Which behavior strategies and beliefs scare away? Which ones attract? What is there in the appearance and behavior what makes people believe others? You can speculate about stereotypes of perception of appearance. Threats and excessive emotionality are alarming. Addressing specific individuals is more effective than addressing a group directly.

✓ *Recommendations for facilitators:*

### **Lasado number**

This number is 2, 9013. It characterizes communication on the team. It is the ratio of positive and negative transactions. If there are three positive messages for one negative message, this is a normal team. If 6-8, then this team is most effective. If more, then the team is ineffective as the information about the drawbacks is not communicated. If one negative transaction is less than 3 positive ones, then a negative and toxic environment is formed on the team.

### ***Musical dialogue (30 min.)***

**Materials:** musical instruments.

**Instructions:** there are two chairs with their backs to each other in the center of the circle. The facilitator asks a person, who has wanted to tell their teammate something for a long time but didn't do it for some reason, to do this exercise (for example, this person wanted to confess something to their teammate, tell them off, entrust a secret, ask for something, tell them something, etc.). This participant must choose a musical instrument which they will use to "say" everything, and invite that person to whom they will speak. The person invited for a dialogue also takes a musical instrument. The whole group observes the "talking" and tries to understand what they are talking about.

**Discussion:** Was the dialogue successful? What was the conversation about according to the group? Did the participant invited for the dialogue guess what their interlocutor wanted to communicate? Was it difficult to talk in this way? What is difficult in communication for you personally: to understand the emotions or the essence of the conversation?

### ***Symphony of the conflict 30 min.***

**Materials:** musical instruments.

**Work flow:** in this exercise, the children understand and overcome the emotional prerequisites for entering and exiting a conflict.

A) In a situation of an argument, quarrel or conflict, we raise our voice, shout, and sometimes use physical force. We're going to pair up now. Everyone will pick up one musical instrument. In pairs, you will quarrel and argue only in an unusual way with the help of musical instruments. Listen carefully. Try to understand what the partner's instrument is talking about and only then enter into an argument. Use all the possibilities of a musical instrument: from quiet resistance to violent indignation. When you feel the need, try to portray what physical aggression sounds like such as a fight.

B) Now let's split into two groups. This is already a conflict between two groups (wall to wall). We argue and quarrel only with the help of musical instruments. We start at the command of the facilitator. What does a group fight sound like?

C) Let's pair up again. Your task is to start an argument and then try to get out of it, stop the conflict or fight. We use only musical instruments.

**Discussion:** What does the symphony of a conflict sound like? What in an argument or quarrel enhances aggression as manifested with the help of instruments? What does group conflict sound like? How did you understand that the conflict is dying down or intensifying? What sounds helped to get out of the conflict?

✓ *Recommendations for the facilitators:*

Conflict: obstacle or opportunity? A mature person does NOT avoid unpleasant situations. They explore a conflict comprehensively. They remain conscious. They resolve conflict through open communication. They reach a state of freedom from it (emotional balance and mental calmness).

You can try to see any conflict through an image: a boxing clinch, a fight without rules, a chess game, a tug-of-war game, a chase, a dispute between children in a sand pit, an iron curtain, who will outfox whom, etc...

Representing a conflict through a metaphor also helps: in a deeper understanding of the situation, discovering the strategy of the conflicting or unconsciously chosen role suggests a way out in the context of the chosen metaphor.

### ***Tukh-Tibi-Dukh! (5-8 min.)***

This exercise suggests another way out of conflict; overcoming emotions of anger and irritation.

**Instructions:** I will tell you a special word. This is a magic spell against bad mood, resentment and disappointment. In a nutshell, it is against everything that spoils the mood. You'll need to do the following if you want this word work.

Start moving around without talking to anyone. As soon as you want to talk, stop next to one of the children and tell them the magic word extremely angrily. The magic word is "Tukh-Tibi-Dukh". At this time, the other participant stands quietly and listens as you pronounce the magic word. They don't have to answer anything. However, if the participant wants, they must answer you by saying "Tukh-Tibi-Dukh!" three times also extremely angrily.

After that, continue walking from time to time stopping in front of someone and say this word extremely angrily. It is important to pronounce it not into emptiness but address it to the person standing in front of you.

**Discussion:** Did you like this game? What effect did you find? Do you feel differently than at the beginning of the game?

There is a comic paradox in this game: although you should have said this word angrily, it was hard not to laugh at the end of the game. Remember: when someone is angry, their anger and irritation can be very funny to another.

### ***Tree: from part to whole (30-40 min)***

This exercise contributes to the development of non-verbal communication skills, experience of group interaction, awareness of their role on the group and provides an opportunity for final diagnostics.

**Materials:** A4 sheets of paper according to the number of participants. Crayons or paints. Brushes. Scotch tape. Music.

**Instructions:** each of the children must draw on the sheet some part of the tree. Everyone remembers that the topic of the joint drawing is a tree. The finished drawing should be a tree made of parts. The main condition is not to talk to each other and not to agree on who will draw which part of the tree. To do this, you should concentrate well on your individual part and at the same time coordinate your intentions and desires to draw with the rest of the group. It should always be borne in mind that the goal is a holistic overall drawing of the tree.

**Facilitator observes:** who has chosen which part for drawing; if several draw one part, then whose idea wins as a result when the parts will be connected into one drawing; what efforts each person makes in order to protect their vision (trunks, crowns, roots, etc.); what elements each brings to the big picture.

**Reflection:**

- What is your contribution to the whole? How is it expressed?

- To what extent do you perceive your drawing as a part of the whole?
- Move into your drawing, imagine that you are your drawing: how do you feel, for example, from the edge or in the middle? What is your relationship with your neighbours? Do you occupy a similar place here in the group (for example, at the edge or in the middle)? What about your relationships with your team? Are you satisfied with your “place” or not?
- Now choose for yourself another part of the tree: the one that especially attracts you and place yourself there. How do you feel in this place? What do you bring to the whole?
- What are you now in contrast to your drawing? Have you got any new feelings and opportunities? What can you do and feel that you couldn't before?

### ***Completion. Compliment to a colleague (60 min)***

The room space with chairs is organized like in a theater. There will be chairs for spectators and there will also be a chair for whoever faces them.

**Instructions:** each of you will take turns in going out and sitting on a chair “in front of the audience.” The rest, if they wish, can say something good to the person sitting opposite for which they love and respect this person. It is forbidden to criticize and mock!

✓ *Recommendations for the facilitators:*

#### **A kind word.**

Among kind words, there are real diamonds. These are the words that are spoken sincerely with love and at the right time. How to give quality feedback to another on the team:

- - talk about specific facts;
- - show the special value that this fact tells you about;
- - make the person feel recognized: tell them how you feel about this.

Anyone who can speak kind words is a very valuable person. In a few seconds, such a person can create great invisible value which is recognized by many people regardless.

## Appendix 1.

### Diamond.

#### Parable

We rarely think about what we have. In contrast, we often think about what we lack...

Once while digging in a field, a peasant found an unusual pebble and thought that his children might like it. They could play with it. Therefore, he put the pebble in his pocket and brought it home.

Kids! Kids are everywhere! They played with the pebble until they got tired of it. Then they put it on the windowsill and forgot about it.

A wandering man was looking for a place to stay for a night, and the peasant invited him to his home. They had supper, and then the traveler, who knew many things about everything in the world, talked about what he had seen. He said:

- I know a place where you can find diamonds right on the river bank. With little work, you can become fabulously rich! Working on your land by the sweat of your brow, you have to work from dawn to dawn all your life.

The next morning, the guest left but he planted hope in the peasant's mind which grew into a desire that completely captured the poor man's mind. Not knowing what kind of river it was, he set off in search saying to his wife and children:

- You have to wait. I will be back fabulously rich in five years!

He worked hard but in five years he did not find a place where there were so many diamonds that it would not be difficult to mine them. However, over these five years, he learnt what a diamond is.

And when he returned home with the same travel bag, which contained modest gifts, and approached his hut, he could not believe his eyes – the rarest and greatest diamond that could only be imagined lay abandoned and forgotten by everyone. It was on the windowsill of his home! Then he remembered how he had found it.

What is it about for you?

## Appendix 2.

### The most common mistakes in handling money.

(From the study of the different attitudes of people to money, according to R. Tegmeier "Spirit in the Coin")

- money is obtained only by hard work;
- work only for the sake of money;
- believe that the acquisition of wealth is possible only at the expense of other people;
- not flirt with poverty; do not pretend that you are poorer than you really are; you should calmly talk about money and your prosperity;
- believe that financial dependence is your fate, and it cannot be changed;
- not know the basic laws of money; it is not enough to be aware of money;
- perceive money as static inanimate matter; money is energy;
- turn your own fears into monetary worries;
- allow money matters to spoil your mood;
- convert feelings of guilt into debt;
- consider the value of money to be objective;
- see the possibility of solving your personal, mental and material problems only depending on the availability of money;
- associate financial success with the position held;
- believe that money spoils a person;
- consider money to be "dirty";
- not allow yourself anything;
- be stingy and petty in money affairs;
- not allow the joy of acquisitions; when you are happy, then you get even more for your money;
- be afraid of wealth; be stingy;
- be jealous of those who are successful in financial affairs;
- consider money to be the most important thing in life.



### Appendix 3

#### Monetary assets and liabilities

Object	Cost

## **Appendix 4.**

### **Laws of the world of money.**

#### **1. The law of receiving money**

**lies in the fact that all human wealth is created by the human mind. It is only you who are the creator of your life.**

Money is a symbol embodied in paper and metal. Money does not work without creative energy and human action. Only we ourselves create the conditions under which money willingly comes to us.

Consequences from the law: 1. People become rich because they decide to become rich. 2. People are poor because they have not decided to become rich yet.

#### **2. The law of spending money: Law of spending/ exchange/ giving.**

##### **Money must flow to multiply!**

Spending money correctly is the secret to have your money back multiplied.

Money needs to be circulated. Remember that when you spend money, you are enriching other people. In turn, they enrich you. Don't be stingy but don't waste money either. Plan your expenses and keep a home budget.

The value of money is determined by the buyer and seller for each trade operation. Knowing this law frees you from guilt about money, the fear of deceiving others and the fear of being deceived. You may be tempted to give more out of guilt or not give more out of fear of poverty. We have in life only what we have been able to give away.

#### **3. The law of accumulation of money - Law of savings.**

##### **Increasing wealth by creating abundance!**

By putting aside cash surplus we increase our spiritual and material wealth. In addition, we create investment packages.

Accumulate some of your income in savings. If you develop the habit of saving 10% of your income, you are securing your future financial well-being.

#### **4. The law of investing money.**

##### **The surplus works and multiplies by itself!**

With an active investment of money, they work for us instead of us working for money. Let yourself be an investor and bet on new sources of income.

If you move from the consciousness of prosperity, then the work comes from enthusiasm (not from needs) and you get rich.

## **Appendix 5.**

### **Principles of investment.**

#### **Any investment is a matter of psychology.**

Invest only in those things which you personally believe in being guided by your intuition. Before you invest in something, ask yourself if you really believe in this object. Do not follow other people's advice as often advisers pursue their own interests.

#### **The most valuable investment is yourself.**

Investing in your own education and expanding knowledge is the best possible investment. Your life becomes richer, more varied and keeps your mind alive, fresh, active.

#### **Invest in your own freedom.**

Creative idleness is the greatest source of wealth. It is necessary to regularly arrange pauses in creative doing-nothing. It relaxes and strengthens health. In addition, creative people report that the best ideas and inspiration come to them most often during the moments of doing nothing. Inventors and scientists confirm this.

#### **Invest in "tips".**

Remember that you are not tipping because you want to reward good service but because you are tipping for yourself to commit your generosity to yourself. Give as much money as you would like to receive yourself and as much as you think is commensurate and appropriate to the situation.

#### **Invest in other people.**

When making an investment, don't think only about the profit. Think about the pleasure it can bring to you. Investing in people can take the form of lending, patronage, hospitality or charity.

## Appendix 6.

### Stages of achieving goals.

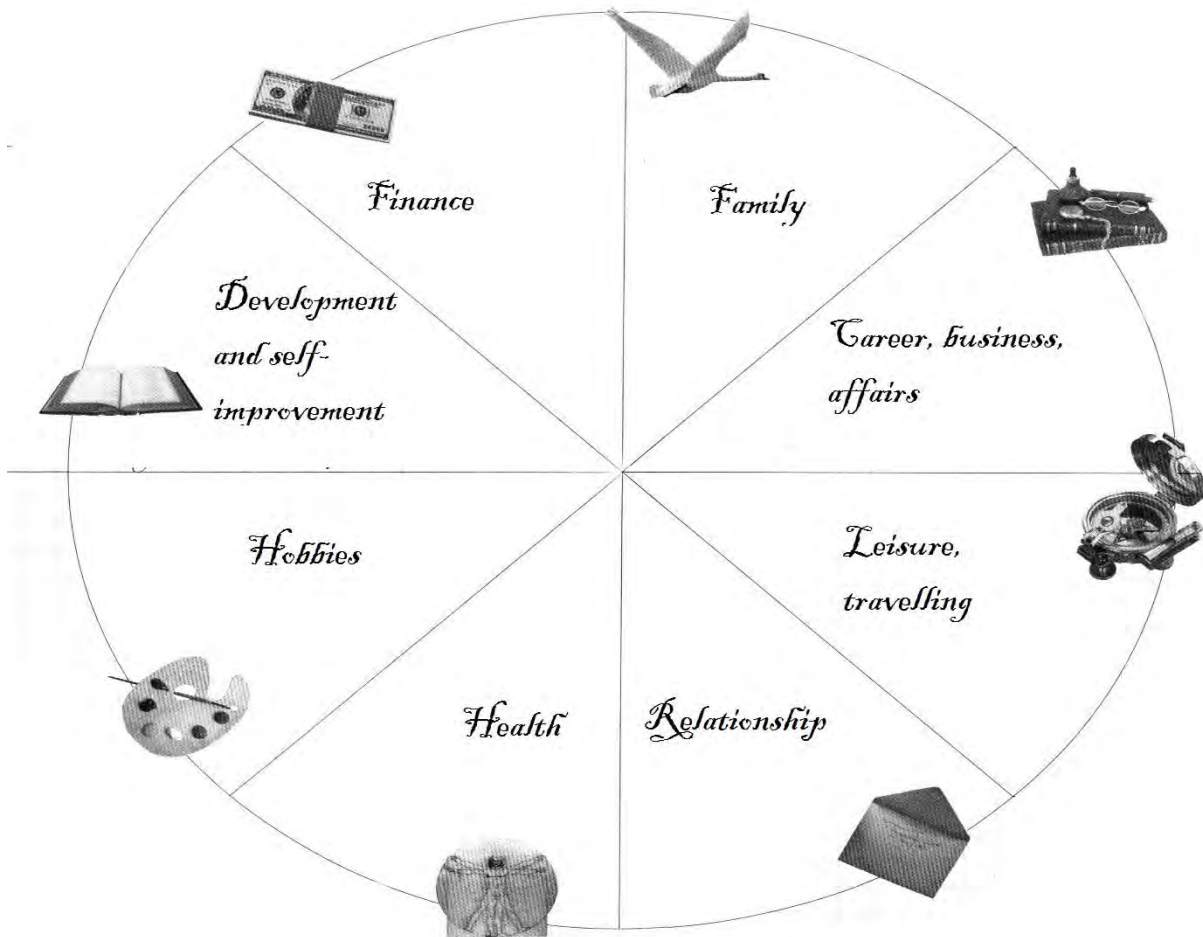
Goal (what you want to achieve, get)	How do you know you have achieved it? Describe the "procedure" and "evidence". How much and what will you get? How will it look like? What will you hear while doing this? How will you feel?	What do you need to do to get what you want? What are the easiest ways to achieve the goal?	What do you need to be to achieve what you want?	How will you congratulate yourself on reaching your goal?

**Appendix 7.**

Date: \_\_\_\_\_

Time	What I was doing?
7.00 – 8.00	
8.00 – 9.00	
9.00 – 10.00	
10.00 – 11.00	
11.00 – 12.00	
12.00 – 13.00	
13.00 – 14.00	
14.00 – 15.00	
15.00 – 16.00	
16.00 – 17.00	
17.00 – 18.00	
18.00 – 19.00	
19.00 – 20.00	
20.00 – 21.00	
21.00 – 22.00	
22.00 – 23.00	
23.00 – 24.00	

**Appendix 8.**



**WHEEL OF TIME**

Name this circle.

Try to allocate time you spend on each area as a percentage.

What area of your life do you spend the most time on?

## Appendix 9.

### Management styles

Role of the manager		Role of employees	
		Directive	Advisory
<b>Who makes the decision?</b>			
The manager who later informs the employees.	Management makes a decision after consultation with the employees.	The employees make suggestions and act with approval.	The employees make suggestions and act as they have received approval from the manager whose competence they are confident in.
<b>When is it appropriate?</b>			
A delicate question. The team does not have enough skills to make decisions. Critical situation.	Management has information but it cannot share it. Management wants to get ideas and see a particular contribution.	Ideas and involvement of the employees are required; there is a risk that the employees act "on their own / alone."	The employees have skills and experience and can take full responsibility.
<b>Effect?</b>			
Management is responsible and controls.	The manager benefits from the ideas of the employees.	The employees take the initiative and complete tasks.	The employees take responsibility.
<b>Relationship.</b>			
The employees depend on management.	The employees feel like they are more involved.	The employees and the manager rely on each other.	The employees are empowered and independent.
<b>The most efficient distribution.</b>			
5 %	10 %	25%	60 %

## Appendix 10.

### Distribution of roles and tasks on the team according to the RASI principle

People / Tasks	Petr	Lyudmila	Pavel	Tatyana
What particularly we are going to sow, grow and sell	supporting	reporting / supporting	responsible	responsible
Choose a product, crop	supporting	informing	reporting	supporting
Find the materials: seeds, planting site, place of sale	reporting / responsible	informing	supporting	informing
Prepare materials (seeds, land, sale conditions)	responsible / supporting	informing	reporting / supporting	informing
Organize the process of sowing, growing, sale	supporting	reporting / responsible	informing	supporting \ informing
Complete this assignment: sow, nurture, sell.	supporting	supporting \ informing	reporting / responsible	supporting



Appendix 11.

Scheme for the game "MINEFIELD"

Gray	Gray	White	Gray	Gray
White	Gray	White	Gray	Gray
Gray	White	Gray	White	Gray
Gray	White	White	White	White
White	Gray	Gray	Gray	Gray
Gray	White	Gray	White	Gray

## Notes