COACHING TOOLS

Guidebook

Coaching tools to support personal and professional development of Young People



Fundacja Centrum Aktywności Twórczej

cazalla INTERCULTURAL

MILLEPIEDI cooperativa sociale onlus

OpenCom

Erasmus+

Guidebook

Coaching tools to support personal and professional development of Young People

Authors:
Gabriela Bazan
Beatrice Naldi
Valentina Mariottini
Isabella Parodo
Wiktoria Walenciak
Danuta Skrzypczak



Co-funded by the
Erasmus+ Programme
of the European Union

Erasmus + Project "COACHING TOOLS" no 2020-3-PL01-KA205-094960
The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

INDEX

PREFACE	**4**
INTRODUCTION	**5**
1. Guidance for personal and professional development	**14**
1.1. Introduction Guidance	**14**
1.2. Guidance for personal and professional development	**19**
2. Orientative Didactic. Youth at the heart of the learning process	**24**
2.1. The Orientative Didactic	24
2.2. Guiding themselves through experience	27
2.3. Introducing innovation in the educational environments for Orientative Didactic	28
2.4. Introducing innovation in the didactical methodologies	32
3. Non-formal education as a transversal methodology	**51**
3.1. Understanding ourselves	52
3.2. Dreaming big	54
3.3. Discovering how to reach our goals	55
3.4. Getting there in one piece (adapting and growing)	56
Understanding ourselves	**58**
• **If I were an animal I would be...**	59
• **Empathy map canvas**	61
• **An interview with myself**	63
Dreaming big	**66**
• **The one you look up to, is a human too**	67
• **Dream boards**	69
• **Boost-me-up**	70
• **Inspirational talks**	71
• **Dear me, fly high**	73
Discovering how to reach our goals	**75**
• **Mapping out my surroundings**	76
• **Elevator-pitch**	78
• **Peer mentoring (complexity level - 1)**	79
• **Peer mentoring (complexity level - 2)**	81
• **Win a lottery ticket**	84
Getting there in one piece (adapting and growing)	**85**
• **Naming my emotions**	86
• **Empathy map canvas**	87
• **An interview with myself**	89
• **Boost-me-up**	92
• **Inspirational talks**	93
Bibliography	**97**

PREFACE

Coaching tools for youth personal development (project reference: 2020-3-PL01-KA205-094960) is a project co-financed by the European Union's Erasmus + Programme (Key Activity: Cooperation for innovation and good practices exchange, Action type: Strategic partnership in the youth sector).

The project runs from 31 May 2021 to 30 May 2023. and is promoted by the Foundation Center for Creative Activities, Poland, in cooperation with

- Opencom issc (Arezzo, Italy)
- Cazalla Intercultural (Lorca, Spain)
- Cooperativa Sociale Milepiedi (Sant' Antioco, Italy)

The idea of the project emerged when the organizations recognized the need to introduce and develop informal coaching methods to provide support and career guidance to young people (from a very early age). From the preparatory stage, the support is aimed at noticing one's potential and talent, personal development, and self-discovery.

In addition, a balanced approach (among young people) to career guidance supports and encourages young people to develop skills recognized as those that unleash individual potential and maximize their achievements.

The project promotes new practices and approaches at the European level to support youth activities with those with fewer opportunities - such as NEETs (Not in Education, Employment, or Training) - lacking education, employment, and experience, immigrants, young people with low education, from difficult social or geographical backgrounds, etc.

The main aim of the Coaching Tools project is to contribute to the fight against ignorance and lack of ideas and solutions and to facilitate the work of teachers and youth workers.

INTRODUCTION

Hello! Ciao! Cześć! Hola!

We present to you an intellectual product created by four NGOs: Creative Activity Center Foundation (Poland), Cooperativa Sociale Milepiedi (Italy), OpenCom and Cazalla Intercultural (Spain).
The prepared guide contains tips, advice, tools and activities to help teachers, youth workers and career advisors. Those who use the guide will be able to use the tools described in it to work with young people from the age of 10. We know how diverse society is in the world; in every country, we meet with learning difficulties among young people, with fewer opportunities, with disabilities, with the excess of theoretical knowledge over practice, that is why we want the use our intellectual product to facilitate the work and also to guide those who teach the objectives.
Through this project, we also intend to contribute to achieving the goals outlined in Agenda 2030 through a quality orientation of the new generations that can be managed in a shared manner by multiple professionals working in education and schooling.
Indeed, the General Assembly of the United Nations organization, in defining the 2030 Agenda, has set as its goal the transformation of the world also from the point of view of education so that it can grant supportive and equitable access to quality education at every level and to all.
It, therefore, takes the form of a broad and universally shared policy agenda consisting of 17 Sustainable Development Goals and 169 targets to be achieved.

Working markedly on guidance as a process inside and outside School from early adolescence could be a major boost to the achievement of several Goals of the Agenda, such as:

- **Defeating economic poverty.** Supporting the young person in personal and professional growth would increase his or her motivation for active participation in school and the construction of a job placement project in line with desires, opportunities, and skills to defeat the alarming statistic that sees young people ages 15 to 24, at high risk of being among the categories of workers living in poverty.
- **Inclusive and equitable quality education and lifelong learning opportunities for all.** This goal is not just about the quality of education but about the quality of information imparted, possession of the knowledge and skills needed to enter the world of work, elimination of gender disparities in education, and equal access for the most vulnerable. Therefore, our Project intends to support a quality orientation that respects the characteristics of each person since it centers on an informal educational process to be also promoted within the school to foster the knowledge and skills necessary to promote sustainable development, including through education aimed at developing a correct lifestyle, human rights, gender equality, the promotion of a peaceful and nonviolent culture, global citizenship and the appreciation of diversity on various fronts.

We intend to contribute to the training of teachers toward orientation teaching that is innovative and based on an international comparison.
We intend to encourage the use in schools of non-formal education/education methods that also, from an educational point of view, can lead young people with fewer opportunities to create their projects step by step, feeling responsible and responsible for their growth actions.

Another exciting aspect of using non-formal education is that beneficiaries can, as a result of their experience, become multipliers, turning into "more experienced peers" than their friends, motivating and supporting them in a "horizontal" way.

Non-formal education could be a tool for the inclusion of all, especially those who have not been fortunate with the formal education system, thus ensuring a second chance for the social reintegration of young people with fewer opportunities.

Below we also report the results of the transnational survey on which we moved to understand better the state of the art of the situation concerning the main focus.

From the administration of the questionnaires in November and December 2021, we obtained 178 total answers, 100 from Italy, 60 from Poland and 18 from Spain.

Among the participants in the survey, we had a wide representation of professionals from the educational-social and social-health sector, public and private (with a prevalence of teachers of different levels of education (Primary and Secondary I and II level) and educators engaged in public and private services.

In particular, people with very heterogeneous roles in their organization/institutions responded to the survey, which allowed us to collect guidance information from different perspectives (students, project managers, municipal representatives, curricular and support teachers, contact persons for Headmasters, Youth workers, coaches, freelance counselors, etc..).

Another dominant characteristic/feature of the people who participated in the survey was the high professional experience because 57.4% of the professionals involved have been operating for more than 10 years and only 6% have an experience less than or equal to 1 year.
Result, instead, heterogeneous, the age group with which professional work is, since we have almost equal percentage values for each band and therefore we can say that the data in this survey cover the age group 6 - 30 years in a homogeneous way.

Going into the specific of the Orientation, in Italy it emerges that **only half of the respondents were involved in orientation activities. In Spain 33%** and even **in Poland only 25%** of respondents were involved in orientation activities. Among the professionals not involved in orientation activities we find a very high percentage of teachers and professional educators who work mainly with the age group 6-9 years and 10-13 years and who have been operating for more than 10 years.
Respondents involved in orientation activities report that they have participated in initiatives such as:

- Promote School activities, Open Day, Workshop and Orientation Visit from various order school
- School Guidance Programmes and Projects
- School Alternance Activities - Work Abroad
- Vocational training and work orientation
- Activities and seminars at the Municipal Social Services
- Eurodesk service for European mobility orientation
- Draft Guidelines organized by InformaGiovani's Service (youth information center) and local Associations
- Training Orientation Meeting organized for teacher
- Vocational guidance for young startuppers
- University orientation
- Individual Coaching and goal/target setting Sessions
- Guidance for Occupational Relocation

Regarding the specific question on the knowledge of Services and Guidance Projects for children aged 11 to 30 in the territories they belong to, about 70% of respondents say they know about it. Still, among those who are not aware of it, we have a high percentage of teachers, Educators and Youth Workers who should work as facilitators to promote opportunities for young people. This could be read either as a lack of services/ orientation activities in some territories or as poor communication and sharing between regional services on opportunities for young people.

Compared to the importance attributed to Orientation for the personal and professional growth of a young person/woman, an almost absolute majority in all three countries considers it essential, indicating the following reasons:

- support in the definition of its objectives by facilitating the analysis of its resources and the context of membership;
- has an impact on increasing motivation to improve their knowledge and qualifications continuously;
- help to plan the future and manage the decision-making process;
- help young people to understand their potential and to know each other better to understand whom they want to be;
- Provides necessary tools that help both in the profession and outside the latter. The world is complex, the information available too much, there is anxiety from "too many possibilities",
- guide and help young people to discover the professional profile best suited to their characteristics and interests;
- helps you to be responsible for your life and to overcome challenges and critical moments;
- young people are often unaware of many of the opportunities available to them and are carried away by the image that others want to project of themselves;
- stimulates the comparison between different generations;
- job expectations do not always correspond to reality, and guidance could help to get a clearer idea. You could also receive information on the types of contracts;
- promotes more informed choices and consequently prevents early school leaving;
- helps to prepare a long-term life plan;

- Because confident choices cannot be made independently of a lack of knowledge and tools;
- because many young people suffer from the options, significant influences from the family;
- because there is nothing more damaging to the construction of one's future than a wrong choice made without knowledge of the facts;
- because each individual in the important selection stages needs to confront experts, even to strengthen their will and thus proceed with a clear goal;
- because it also takes into account soft skills;
- because it is often challenging to compromise what you want to do and what you can achieve in practice.

In addition, to the question "**How important do you consider guidance for the prevention of early school leaving?**", **only 1% consider it unimportant,** and it is specifically 1 Italian professional educator who supports "I believe that there are many other issues at the root of early school leaving, perhaps guidance could give the input to start a broader work on personal motivation". **80% consider it important for the following reasons:**

- there are those who believe that there is only one alternative and that is why he abandons his studies;
- by making bad choices, abandonment is more likely;
- security and prospects;
- strengthens awareness of the importance of training in both personal and professional growth;
- if you choose without knowing what you are studying in that course of study, you risk a possible abandonment as it may not correspond with guys's attitudes;
- because children who have training goals do not leave school prematurely;
- because if you do not choose the school that suits your aptitudes and interests is not very inspiring;
- to give guys alternative life scenarios;
- because when you fix a goal according to a choice and concrete reasoning and felt this is more meaningful;
- motivates and encourages;
- an unconscious choice can create disinterest, frustration, not belonging to the chosen path.

The remaining 20% is neutral on the subject and stresses that early school leaving is a complex phenomenon linked to many different factors that cannot be solved only with guidance. They, therefore, suggest that the latter be combined with joint actions carried out by the teachers themselves and the importance of overcoming the closure of the school context by including counsellors.

About a specific aspect of the orientation that is that of Orientation Teaching**:**

- **76.2% of the respondents in Italy do not know it**
- **83.3% of respondents in Spain do not know**
- **10% of respondents in Poland do not know**

Among these very high percentages of professionals who do not know the teaching orientation, we find teachers, counsellors, project managers, social workers, educators and municipal representatives.

Among those who know it, however, the following considerations emerged:

- depends mainly on the will/professionalism of the individual who intends to use it;
- career guidance activities planned in schools can be adapted to the level of students, which is very beneficial;
- is not used enough;
- is an excellent tool to support the growth and personal path of the individual;
- is an important tool for involving children in the teaching process;
- should be the educational basis for all teaching processes;
- should be practised in outgoing classes;
- is extremely useful and, above all, indispensable in every school order;
- is exciting and engaging;
- is helpful if it is part of a shared path with all members of the class council, teachers, students/parents;
- I've heard about it, but I need to learn all the details of it.

At the end of the questionnaire, **when asked whether respondents were interested in having tools and training available to carry out guidance activities, the answers were quite favourable. 90% of respondents from all three countries involved are interested in obtaining useful tools** to carry out orientation activities with the following reasons:

- all tools are always useful. With new tools the activities for young people are more interesting and we further educate and learn new methods;
- because I work with young people and many times I don't know if I'm helping them or making their situation worse;
- as a teacher, it is very important to have tools to help students with their social, educational and emotional needs;
- at the moment I don't think I have the necessary experience to work on this topic with young students, although at some point I would like to learn!
- you must always update and improve. What was useful yesterday may not be tomorrow;
- I wish I could help kids make the right choices to be happy citizens in the future;
- to have new ideas;
- to help students also on a level outside of teaching;
- to expand the knowledge and skills of the teacher at the service of the student/ they that supports and supports in the complete training of the person;
- to be sure to follow a methodology that can also be compared with colleagues;
- to improve my work;
- because it would allow me to orient already from elementary school;
- because I'd like to learn how to propose it.

Regarding the need for guidance training, 55.4% feel the need for guidance training, while 44.6% do not.
In particular, among those who feel the need, the topics they would like to explore are the following:

- how to motivate young people;
- transversal competences;
- how to bring out the potential of students;
- how to intervene to do prevention and rehabilitation in schools;
- career guidance for very young people;
- post-secondary school orientation, not necessarily university;
- how to grasp in people the talents to be valued;
- orientation teaching as a tool for teaching co-design and for involving students;
- life-long learning to help the person to be an individual aware of his choices in the professional and personal;
- innovative orientation modalities;
- guidance for pupils with special educational needs;
- prevention of early school leaving;
- programming of guidance measures;
- how much new and applicable is available to the school;
- coaching techniques.



1. Guidance for personal and professional development

Focus on orientation as a strategic tool for young people's personal and professional growth. In this section, we will expose the orientation and its potential to support the development of self-esteem, empowerment, motivation and personal fulfillment.

1.1. Introduction Guidance

The concept of “guidance” comes from the process that consists in finding the right geographical position of the cardinal points, so that it becomes possible to determine the correct direction to follow. Over time, it has gained the further meaning of a process, aimed at the management of one’s relation and connection with educational, work, and life experience.

The process of “finding guidance” has therefore been part of human history ever since and it has faced changes concurrently with the development of human society. In fact, any social group has been sensitive to the issue of young people’s future and their transition to adulthood, but this same topic has been addressed differently, according to the society’s peculiarities and how industrial culture demanded work to be organised.

The action of “guiding” and “self-guiding”, in this way, has gone along with the entire men’s existence, changing in line with the human society development, because in all social groups the youth future issue and their crossing to the adult age has always been deeply felt; nevertheless, these problems have always been treated differently, concerning the social characteristics and the work organization needs, imposed by the industrial culture.

In ancient society, closed and homogeneous, there were limited possibilities for change and social mobility, and everything was consistently established with traditions. The youth group used to have a life prepared since birth, based on social class, and family used to play the educational and employer roles since all this was passed down from generation to generation. The crossing to the world of adults used to take place early and was limited to the few known activities; originally, elderly people passed on the rules of life, behaviour models and the required skills for the job to young people, while, later, the natural guidance practices, such as observing, assessment, consulting, deciding and finding solutions became the prerogative of parents, that would help sons and daughters find a job, consistently with gender, physical attitudes and social class.

A turning point in guidance was reached within the industrial era since the sudden technological development meant the increase and the differentiation of professional roles and the consequent need for "targeted" integration of young people into the labour market. Because of this change in the production system, the family proved to be less adequate to carry out the task of informing the new generations about the working activity and the interest in the issue of guidance has shifted to the social level, becoming an actual professional practice.

The starting point of the concept of guidance development and its application as social politics tool can be historically located at the beginning of the twentieth century in the most industrially advanced countries, such as the United States of America, England, and France. The evolution of the concept and practice of guiding has been studied by Italian and foreign experts and researchers, that have contextualized this process over time, identifying five steps.

The first step, developed from the early years of the twentieth century, can be defined as "**diagnostic-aptitude**", as it aimed at finding the right "profile" of a person that best matches the "profile" of working activity, to "match the right man with the right place".

According to these criteria, human resources were selected and guided to a specific job only based on their physical characteristics and aptitudes, according to an objective survey conducted by a specialist who led the entire guidance process. The priority goal was in fact to determine the coherence between the different requirements for carrying out a work activity and the individual aptitudes, considered measurable, through tests and psycho-technical reagents. This meant to highlight those characteristics that would ensure personal future professional success, supporting, in this way, the industrial society in obtaining greater and greater profits from the productive investment of the workforce.

This approach failed during the Thirties of the twentieth century, due to the affirmation of the next **"character-affective"** step, which began to highlight the importance of personal interests as the main key to performance and motivation, that have gradually replaced the concept of attitude. According to this approach, it began to be considered as "adequate" for a specific job not only who knew how to do but who found pleasure in a specific job, because he/she was motivated by interests that supported him/her and motivated him/her to act. These new characteristics gave the concept of guidance a psychological facet, focusing on the affective and motivational aspects in the choosing process. The guiding action shifted to form an external perception of personal skills to an inquiry into the psychic dynamics and the internal motivation for a specific activity. Similarly to the previous step, however, this one still was too psychometrical, because the personal interests were inquired through the administration of tests and the involved person still had a passive role and was dependent on the professional, that acted through the administration and reading/interpretation of standardized tools, to combine people and jobs.

The overcoming of this conception can be chronologically located in the Fifties, with the third step, "**clinical-dynamic**", focused on the contributions of psychoanalysis. Personal life, past, unconscious and deep motivation became more important. The clinical interview and the projective testing became the privileged inquiry methodologies, that widened the guiding action sphere and allowed us to focus firstly on the gratification and personal realization needs, and only secondly on the labour market needs.

The focus was on persons and their personalities to guide them to the job that could better fit their needs. Consequently, in the Sixties, the fourth step, called "**maturing-personal**", began, referring to the vocational development theory, by Super (1957), who thought that it is possible to identify evolution stages in choosing, that let people decide on future if appropriately supported. This new approach was aimed at achieving subjective decisional autonomy in the designing of their personal life and work projects and, according to this point of view, guidance started to be meant as self-guiding, where subjects were viewed in a central and active role in the decisional process. In this way, the dominant role played by the counsellor was questioned since he had to become a facilitator for subjects, and no longer a decision-maker.

This perspective change was confirmed in the definition of guidance, provided within the UNESCO Congress that took place in Bratislava in 1970, according to which "guiding" meant to "**help people become conscious of themselves**" and educate them to choose process, related to the continuously changing life needs, with a double goal to achieve the full development and contribute to the social progress.

The new concept of guidance led to the introduction, in the early Nineties, of guidance at school as a strategic tool to reduce early school-leaving and school-drop out, enhance educational success, and in general, improve the climate of class.

The awareness that guidance should not be reduced to the final stages of a study course increased, along with the idea that guidance should become part of the entire scholastic course, so that pupils could self-guide also within the school, choosing a working method, finding the right motivations and attitudes. The main counsellors were teachers of all grades and levels of education.

At the moment the focus is on the so-called model "**personal-integrated**", which aims at promoting personal development, through the progressive refinement of decision and choice skills. On a practical level, this project of guidance is mainly assigned to teachers, but also with significant support from external experts who have the right competencies.

The primary target is no more only the teenager that is facing a moment of transition, but the entire person. **Guidance becomes, in this way, an evolution process, that is continuous and gradual, is related to individual development, that makes us more aware of the world around us.** A logical consequence of this conception is the impossibility to realize circumscribed and occasional interventions, and the need for a permanent educational process in which every distinction between scholastic guidance and professional guidance – meant, in the past, as two separated realities and activities, to be developed in different and specific moments – has crashed. Nowadays, guidance is conceived as a tool oriented to "life project" building.



1.2. Guidance for personal and professional development

Growth and personal guidance, if meant as processes aimed at a "life project" building, are linked to all life aspects. So, these concepts are strictly related to self-fulfilment, the ability to achieve the set goals through potentialities. **Guidance can help define goals in all life's aspects – personal, social, and professional – and face all those challenges that can be found, learning from errors to achieve goals.** The guidance also **helps gain self-confidence, which is necessary for motivation and commitment. In all these aspects, guidance can be defined as a complex activity or, rather, a set of actions aimed at helping people recognize their potential and guide them to scholastic, professional, and personal aims that can be carried out.**

All young people, even those more apathetic and oppositive, think about their future, which is demonstrated by the fact that they have ideas, dreams, and projects, even if unclear and confused. This is, in general, confusion caused by a lack of self-knowledge and awareness of the reality in which they live. For this reason, they need help to acquire the necessary tools to guide themselves, that is, to be aware of the position in which they are and where to go. This means defining intermediate and final goals, planning and carrying out to achieve them, controlling their implementation, and making adjustments and changes, if and when required. For this, many competencies are required:

- to find, select and critically analyse information about reality;
- to reflect on personal knowledge and self-evaluate it;
- to plan and decide;
- to achieve self-esteem and self-confidence in individual skills and abilities, a sense of self-efficacy, and motivation towards tasks.

Guiding and self-guiding are educative and formative processes, that must be continuously pursued to finally achieve personal **empowerment**, that is full autonomy in defining and realizing the personal and professional life project.

A key concept of the guidance process, which meant a person's growth in many life aspects, is sure "agency", meant as the ability to intervene in a causal sense on reality, acting both in the internal world and in the external environment and transforming both, depending on the personal anticipations, predictions on future events (Bandura, 1986). This requires the ability to focus on a goal and to identify suitable actions to achieve the specific goals.

In order to develop **agency**, it is necessary to work not only on individual aspects but also on the social ones, recognizing and using the wider whole of relationships (reference adults, peers, community). **So, the agency is always a co-agency, that is expressed in a dynamic framework of interactive relationships that help to move progressively towards personal goals**. To develop agency it is important to motivate the person to follow passions, help the person link different formal and non-formal experiences and guide them in defining and implementing projects.

In nowadays society, and in the future society, citizens will need wide and specialized knowledge, linked both to disciplinary aspects and interdisciplinary and transversal aspects, in order to think in a transdisciplinary way and create connections between different elements. In this framework, taking responsibility means being able to think autonomously and to work with others, considering the consequences of actions, evaluating and accepting risks and returns, establishing consistency between actions and personal and social goals, adopting a system of norms, meanings, values and limits, in order to better understand what is good and what is bad; this means to develop the suitable self-regulation abilities, such as self-control, sense of self-efficacy, willingness to engage in problem-solving and adaptability.

According to OECD Learning Framework 2030, being able to take responsibility is a skill that derives from a cyclic-sequential process set up on three linked moments:

- **Anticipation:** using critical-analytic thinking to analyse situations, contexts, and scenarios and understand their elements, seize opportunities, identify necessities and developments, and even link to future results of personal actions. It means also being able to understand others' intentions, actions, and feelings and the short-term consequences of actions. Conceiving the future as open and able to be influenced by action can increase the sense of control over situations and the motivation towards an active commitment.

- **The action** refers to the willingness and ability to impact reality. The responsible and aware person uses the Anticipation of outcomes to define, plan and carry out specific actions.

- **Reflection,** to assume a critical position towards Anticipation and Action steps, to decide whether if confirm them or change them, taking a step back if necessary, considering the situation from different perspectives and not neglecting their indirect and not immediate effects. Reflection is linked to metacognition, self-confidence, revision of an experience, the assumption of responsibility for personal decisions, self-assessment, judgments formulation and, finally, self-improvement.

Anticipation, action and reflection are both steps of the skills-building process and elements of skills because the process of anticipation, action and reflection becomes a way to approach consciously and with pro-activity to the world.

According to the European Qualification Framework (EQF, European Commission, 2008), the word "competence" indicates the **proven ability to use personal, social and/or methodological knowledge, skills and abilities in work or study situations and in professional and/or personal development**. Competences are described in terms of responsibility and autonomy and emerge in facing new situations, never seen before, that make people mobilise their own resources (knowledge, skills/abilities, approaches…) to "invent" independently a solution to a problem and justify it, assuming the responsibility.
The person must finally evaluate the itinerary and the correctness of their own interpretations and actions, reviewing and changing them if they do not prove adequate in the course of events (Trinchero 2012, 2018). According to these considerations, we can define four elements that characterize the possibility of acting effectively, and therefore the level of competence:

- **the first element concerns the quantity and quality of Resources – held and mobilising** – in terms of knowledge, and personal, social and/or methodological skills and abilities, together with the adequacy of these to the situation-problem to be addressed.
- **the second element concerns the models, explicit or implicit, that guide the interpretation of the situation-problem** and the consequent choice of the strategies to be applied. The correct overview of the situation allows one to choose the adequate action strategies for the situation and so more effective, but also, whereas necessary, to redefine the problem in an optimal way to solve it, "seeing" it within aspects that only the specific and competent person can seize. These models are defined as "Mental Structures of Interpretation".
- **the third element concerns the concrete operational strategies that are applied in order to achieve specific goals** if there is a problematic situation. These strategies are defined as "Mental Structures of Action".

- **the fourth element concerns the abilities linked to understanding, the itinerary, if the adopted strategies are effective and the best possible, and to change them if not.** These self-reflective and self-regulatory abilities require the ability to analyse and review interpretations and actions and to learn from everyday concrete experience; so they are called “Mental Structures of Self-regulation”.

These actions define the **R-I-Z-A Model: Resources, Interpretation, Action, and Self-regulation** that allow one to work on the personal competences, and remind one that nobody can hold agency without knowledge and resources that let take the right decisions, without the ability to analyse reality, and without the ability to have an impact on reality and to reflect on personal interpretations and actions.

A good guidance action has to instill doubt when necessary, to teach one to question oneself, to change strategies when ineffective, with a view to the progressive improvement of one self.



2. Orientative Didactic.
Youth at the heart of the learning process

Focus on guidance as integral part of the learning process, since primary school. In this section the potentials of a new didactics that guide pupils in self-discovery and the development of critical thinking for the interpretation of the world around, of the necessary awareness for choosing in life and of the motivation to achieve goals are explained.

2.1. The Orientative Didactic

Thinking of guidance as a continuous process that includes all those activities that can be useful and necessary to become aware of skills, abilities and attitudes, in order to succeed in personal realization, school plays a central role, guiding life from 3 to 19 years. School represents the principal place in which to decide about future and where to identify and realize oneself, building specific and transversal skills, such as creativity, entrepreneurial attitude and languages/technologies mastery.

So educational didactics means that kind of didactics that enhance youth guidance through a specific approach, strictly linked to reality and no more to a pure notionism and superficial factual knowledge. A concrete didactics, developed according to specific goals, such as enhancing the integration into the world of work through responsible decisions and personal realization.

The concept of educational guidance has been widespread for a few decades within the international scholastic environment, but it is still little implemented, since the stereotype “teaching well is guidance” still remains. Actually, a good guiding education shall be characterized by **a definite methodology to enhance in all students the basic guidance skills and competences, i.e. “a set of characteristics, abilities, attitudes and personal motivations, that a person must have in order to consciously and effectively manage their educational and working life, positively overcoming crossroads moments”** (Pombeni, 2001).
The two pillars of educational guidance, that require teachers’ education and reflection on experience, are:

- **GUIDING DISCIPLINARY PROJECTING,** centred on teaching by skills through interdisciplinary approaches of which students know aims, methods and goals, in order to make them conscious leaders of their guiding learning process. In particular, interdisciplinary approaches can be realized through the **Problem Solving for Educational Disciplinary Guidance Method,** according to which there are alternate steps of individual or little group work in the research of solutions to a problem, that is posed in a play or challenge form, or through the **Method of Interdisciplinary Paths constituted by Learning Units**, that includes working on transversal issues to work on the development of competences linked to citizenship, work, identity and memory.

- **LABORATORIAL METHODS ADOPTION** to activate motivation, autonomy and active learning in students.



Therefore, some examples of Orientative Didactics are:

- **Didactical laboratories**, to test students, in group or individual activities, in order to test their flexibility and the adaptability to problems;
- **Trips organization** in order to acquire new knowledge, strengthen communication within the class and have confrontations with extra-scholastic environments;
- **Projects and stages** to affect positively on students' knowing how to be and how to do.

Along the educational guidance way, in order to ensure its correct monitoring and assessment, a report could be drafted for each student's year course and their growing process; it could be so characterized:

- **Knowledge**: the meeting of parents, students and teachers to know the main outcomes that shall be achieved throughout the year;
- **First report**: a description of students in their initial situation, to confront it with the progress that will come throughout the year;
- **Tutoring**: the tutor will ensure the continuous individual and/or motivational help;
- **Final report**: a final description of the carried out activities in terms of achieved learning outcomes, with the release of documentation certifying the process and the school curriculum.



2.2. Guiding themselves through experience

Learning, when focused on experience, lets students better understand the situation, highlighting expressed or hidden potentials. To gain experience within an educational activity means to act, doing activities linked to exploration and continuous research, that arouses reflection. But reflection without a mediator or counsellor means nothing because it has to be always linked to specific consequent meanings so that it can be transformed incompetence.

Reflecting on the made experiences, inside or outside school, requires the ability to get the right information to activate learning and so ensure the experienced continuity even in other contexts, whether scholastic or not. Therefore, experiences have to be guided and caused, in order to create reflection, knowledge and competencies. Each experience aimed at involving abilities, knowledge, attitudes and meanings, has to allow extrinsic and intrinsic gratification, where difficulties have to create a conscious reflection.

This kind of circular education has been analysed by two well-known authors, J. William Pfeiffer and John E. Jones, that in the late 1980s explained how an experiential learning cycle includes 5 steps:

- **Experiencing**: the student, involved individually or in a group, tries many activities (reading, studying, exercises…) with defined learning outcomes, real-life and significant, linked to real and important needs.
- **Publishing**: the experience sharing. This is the discussion moment of processes/products with peers/group of peers, in which students can become aware of the many alternative strategies that can be used to carry out a task, identifying and sharing “best practices”.

- **Processing**: reflection on personal experience and its assessment, according to specific criteria, agreed before, to the facilitator's comments and the peers' activities. The main goal of this step is to become aware of the problem.
- **Generalising**: new working models are elaborated; schemes, rules and systems, even relevant in other problems and different contexts, are derived.
- **Applying**: to apply these new patterns in a new and different problem-situation (of the same type as the previous one).

2.3. Introducing innovation in the educational environments for Orientative Didactic

Educational guidance means to rethink environments, methods and approaches to achieve integrated and continuous learning.
Concerning **learning environments,** we can define them as spaces where educational activities take shape, and if thought in an innovative way they can bring those following opportunities:

- **BROKEN UP SCHOOL** or "broken up class". Based on Bardi's method, it is linked to the experience of introducing tables within the class environment, to ensure the development of the European and active citizenship key competencies. The educational action promoted by this model assigns a researcher role to the teacher and the class activities are developed through the Learning Units, according to an interdisciplinary perspective and with the direct involvement of families. The class breaking up is multi-level:
  - overcoming hierarchical issues in the relationship between teachers and students, in order to have a relationship based on collaboration and cooperation;

- dynamic groups that continuously change according to the needs, highlighting the individual characteristics;
- collaboration and cooperation with other classes, from the same school or other schools, interacting in a network and creating learning communities, without special borders;
- timetable organization structured according not only to subjects but also to learning paths, shared between all teachers.

The necessary steps to break up and rethink school are the following:

- **sharing with families of the "broken up school" methodological approach**, to let them better understand the schools' vision, teachers' roles, the nature of educational activities and of the usage of digital tools;
- **starting of the organizational changes** to multiply teachers' opportunities to meet and work together and to improve the communication between families and school;
- **educational contract and agreements with students** so that they can get to know the educational opportunities for them, the rules to follow and the reasons why the school is proposing them these non-traditional paths and learning processes.

The "broken up school" approach is aimed at the redefinition of spaces according to students' involvement, in order to investigate which devices they are used to use, to create in the class space a familiar environment in which to feel good and to move autonomously.



The type of environment that is inspired by this model is structured in many workplaces: an area outside the class with comfortable chairs in which students can sit to read and carry out individual activities; workplaces with benches, aligned against the walls and equipped with devices; an area-library with some workplaces to read books; some workplaces to watch films in a group; a workplace to participate in videoconferencing; a workplace to make eBooks; a wall against which the teacher desk is aligned, to which the Learning Units and other teachers' timetable are put up so that each student can move to other classes and interact with other students groups.

In a so-equipped environment the planned educational activities, defined as Learning Units, are aimed at the achievement of citizenship skills and planned within class meetings, disciplinary departments and teachers of similar subjects. Subjects, grouped by cultural axes, are not thought of as static, but they are linked and thought of in a transversal way, according to their cores. This learning environment model, as explained by Bardi, can be proposed even since pre-primary school, within which Learning Units can be planned according to the provided experiences areas. The broken up class model can be adopted even by identifying other school spaces outside classrooms environment or in the area. The concept of open learning environment can be expanded by deconstructing the concept of "scholastic order", creating shared spaces between students of different orders, in which Learning Units are activated according to the logic of continuity and adoption of vertical curricula.

The Educational Avant-garde movement, created by INDIRE (Mosa e Tosi, 2016) places the theme of space as one of the pillars of innovative teaching, and one of the ideas that enhance, the "**Disciplinary Laboratory Classrooms**" idea is one of those are more projected to the change of learning environments in an innovative key.

These classrooms are organized according to the subject that host, so students have to move from one room to another according to the class that they have to attend, whereas the subject teacher has to stay in the class where to host students. Teachers will set up the furniture of the room, organize the room environments, arrange the necessary equipment for the disciplinary activities to be done and make the environments comfortable, in order to enhance concentration and stimulate creativity.

In this way, classrooms, linked to the subject teacher, can become a multi-purpose space within which to teach, but also plan, and host students that want to deepen topics, pick up some of the work they have missed, update, experiment and research.

Moving from one class to another means careful planning that conciliates the needs of teachers and avoids overlapping, and requires the reduction of the timetable of the lessons, in order that it is possible to move from one class to another. This movement, even if only physical, allows one to break the routine of traditional lesson, and to assume other ways of thinking, thanks to the debate with other students. If a school is equipped with additional spaces and an adequate number of classrooms for additional subjects, some classrooms may be set up for the attendance of optional or extra-curricular subjects, that students could include in their study plan regardless of the school order and the class attended.

Another crucial aspect of the innovative educational guidance is Laboratory Teaching, intended as active, constructivist and experiential teaching, with a disciplinary and interdisciplinary orientation. This way of teaching thinks about the laboratory not only as an equipped physical space where to produce something, but also as an experiential situation within which students can gain experience and train creativity, planning and research competencies.

The learning process that the laboratory didactics enhance is discovery-based learning, based on problems (raised by the teacher) and real situations, that can inspire curiosity and research, exploring and sharing attitude.
Laboratory Teaching methodology can be adopted also within the humanistic area, in addition to the scientific one, even if in the humanistic area the frontal teaching is still dominating and the laboratory teaching methodology struggles to spread.
The laboratory teaching can be adopted effectively in all school orders and the facilitator should try to spread this methodology, trying to involve other teachers that could be interested in it and suggesting them how the space can be organized, helping them in disciplinary and interdisciplinary paths, according to learning outcomes and core themes of the school, involving students from other orders, and guiding on methods that can be adopted and the assessment tools that can be used or even created.

2.4. Introducing innovation in the didactical methodologies

Teaching Models are schemes that provide a simplified representation of theoretical and operational elements and therefore guide the design, implementation and evaluation of teaching and learning paths in an environment or implementation context, according to the aims to be achieved.

The teaching model can be adopted in order to guide the teaching activity, by identifying its key aspects and to guide teachers and educators in planning and designing innovative teaching best practices. The main teaching models, focused on innovation, within teaching and learning processes, are:

- **STEMs**. A teaching model that is spreading and that is focused on training students within four specific subjects (science, technology, engineering, and mathematics), according to an integrated and interdisciplinary approach, based on practical and significant learning experiences. Integration can be effective, since acquiring linked concepts is better than acquiring non-linked concepts: if linked, in fact, concepts can seem better organized to build meanings. Connected knowledge structures can in fact better develop students' ability to transfer and apply the developed knowledge and skills in new or unfamiliar situations. The integration between different subjects, that brings opportunities and advantages, can become a barrier to learning, because it can overload cognitive processes as attention and memory. Therefore, it is fundamental, in all STEM-based learning experiences, to create group works, involving the students in group debates, decision-makings, group problem-solving, in order that they can face complexity. The STEM-based activities can be provided even since pre-primary school, since children are interested in the world around. Even for pre-primary school children STEM-based activities can be provided within the four different subjects, according to an inquiry-based approach, that comes from a question – both asked by the teacher or by the children themselves. The activities, linked to the solution of common and daily problems, can dispose children towards subjects such as mathematics and sciences.

There is also an alternative to this model, the STEAM, that integrates within the subjects also arts, making more interdisciplinary this model, which, otherwise, could be focused only on scientific subjects. STEAM, therefore, includes a creative variable, which students express by creating objects that also include an artistic component.
Learning is meant as a mental pattern that enhances exploration, experimenting and learning, in all subjects. Learning is identified in fact as a life perspective and an attitude that characterized the student in all growth and life. Even teachers should have this forma mentis, not only in curriculum definition but also in the attempt to motivate students and in the ability to grasp and exploit their potential.

- **INTEGRATED DIDACTICS**. The model focused on identifying transversal themes, and that makes use of the contribution of subjects also very distant from each other by crossing, for instance, disciplines of humanities area with those of the scientific area. Integrated teaching contributes to the development of students, as well as basic skills, also of soft skills such as citizenship skills because it promotes inclusive teaching through very flexible forms of learning. The approach requires the integration of disciplines that traditionally are addressed separately so that students can achieve a higher and more authentic level of understanding. The integrated teaching model has many advantages for teachers, such as the possibility of joining interdisciplinary teams to break down barriers, which are still difficult to break down in secondary school and which lead to considering subjects as compartments. The interdisciplinary integration can be initiated collegially by organizing the school curriculum around thematic cores that cross all disciplines.

- **DIDACTIC FOR SCENARIOS**. A teaching model that comes from multi-annual testing was carried out as part of a European project, called iTEC, “Innovative Technologies for an Engaging Classroom”. The key concepts of the iTEC approach are **Learning Scenarios, Learning Activities** and the so-called **Learning Story**. The Learning Scenarios, meant as descriptions of innovative learning experiences, are focused on elements such as teachers/students interactions, tools and resources to use and the main characteristics of the learning environment. Each scenario is composed of activities that represent examples of activities that can be used in the learning story area that the teacher wants to develop. The Learning Story is a document of educational planning with a narrative format, that the teacher can draft out of a scenario. The teacher can therefore decline the scenario with respect to some contextual variables, such as subject, curriculum, students’ age, territorial and cultural context. In Learning Story development the teacher will decide whether to act on themselves, plan with other teachers, or if to involve in the planning activity even with students. The transformation of the student's role is part of the process of educational innovation, required within this model, in fact students participate in the activity planning and development, adopting peer tutoring, even replacing, in some moments, teachers and taking on the role of producers, designers and experts, especially where technologies are employed.

- **FLIPPED CLASSROOM**. The model aimed at innovating teaching, flipping the traditional lessons. The frontal lesson is replaced with collaborative teaching, within which teachers can deepen topics, already explained before in video lessons, in order to ensure better comprehension and a more personalized learning process. The key factors of the Flipped Classroom model are the first and second inversion.

Within the first inversion, theoretical learning, which was characterized by traditional school lessons, is moved to home. Students at home are introduced to topics through recorded video lessons or other didactical resources and autonomically explore, according to their learning rhythms.
The video lessons should last between 5 and 15 minutes and should provide different clips, in order to stimulate attention. It would be better to provide a video for each topic, with specific materials, and more than one video for difficult topics. The textbook, as a traditional didactical resource, shouldn't be replaced by the video lessons but integrated as an additional and still fundamental resource.
The second inversion of the model is based on the movement, at school, of homework. In class, in fact, students can have debates with teachers and among themselves, in order to clarify doubts and deepen topics. The teacher will decide, according to the topic, methodologies, and activities. According to the students' difficulties, the teacher will provide materials in addition, or adapt the collaborative and laboratory activities. The strategies that can be adopted within the Flipped Classroom model are cooperative learning, peer education, problem solving and laboratory didactics. These are all strategies, that are hardly adopted, because they require a large time investment. This time is moved from school to home thanks to the video lessons and, as a result, the time available in the classroom increases considerably to be able to devote entirely to collaborative activities.

- **BLENDED LEARNING**. An educational model based on the strategic integration between face-to-face teaching and online teaching. Students, attending blended learning, learn also online, training in this way learning time, space – both physical and virtual – and rhythm control.

Teachers should be helped effectively integrate online and face-to-face experiences, in order to maximize students' learning. The online and face-to-face experiences should be integrated so that they are not separated, but strictly linked: the only addition of a technical tool won't generate quality. The Blended Learning model can take four configurations:

- Flipped Classroom, which flips the traditional teaching so that students can have lessons also at home, through video lessons, whereas they do group works at school.
- Station Rotation, in which stations are set up, where student rotates according to a predefined calendar or at their discretion. Each workstation can accommodate a small group of students, which can be better followed by the teacher with personalized teaching.
- Class Rotation, which, unlike Station Rotation, involves the rotation of an entire class group, which leaves the class and moves to another space set up with technological workstations.
- Flex Model, in which most of the processes are online, ensures a high flexibility level for students to work according to personal rhythms. It requires a huge teacher investment, in activities planning and materials preparation.

- **SERVICE LEARNING**. An approach that promotes educational initiatives conducted in real-life contexts, thanks to which students develop, in addition to disciplinary skills, transversal, professional and active citizenship skills. It comes from Dewey's experiential learning theory and Freire's "Pedagogy of the Oppressed", and it is characterized by learning in which there is no difference between school and the world.

The key elements are many:

- **curriculum**: the activities are part of the scholastic curriculum and training offer, not being in fact extra-curricular activities or other projects.
- **interdisciplinarity**: the response to the needs expressed by the territory requires the contribution and the interconnection of several disciplines.
- **real problems solution orientation**: through a needs analysis of the territory context.
- **participation**: of students, teachers and stakeholders outside the school, whose contribution is fundamental for the realization of Service Learning.
- **collaboration**: within little groups, class groups and collaboration of different class groups.

Students have a leading role in the conduct of the needs analysis in the territory of reference, in the identification of the experiences they intend to analyse and conduct, in the implementation of the service, in the documentation and dissemination of the results of the experience. Even families are involved in many steps, such as external monitoring and dissemination. Eventually, the external actors play a central role in the contribution they can give in the design and implementation of the initiative, making it available to the school experts, providing people to interview, or welcoming students for activities to be carried out in their organizations.

The key steps of Service Learning are:

- identification of a problem, such as a specific need or a problem, felt by the community, and potentially significant for students' learning;
- analysis of the problem, which is a deepening of the problem through an interdisciplinary approach and conducting research aimed at the community;

- the execution, which consists in the realization of the service that can give a response to this problem, that has to be monitored, and of which it is necessary to define the progressive outcomes;
- assessment of the achieved results, with respect to the effectiveness of the service, but also with a view to self-evaluation of the skills achieved by students;
- communication and dissemination, so the sharing and the strengthening of the realized practices and their transferability in other contexts.

- **MAKER EDUCATION**. The educational model that comes as a cultural movement, focused on doing, planning and prototypes realization. The Maker movement is linked to constructionism, which is focused on those experiences that bring to the construction of a product, especially if the products have been produced in order to solve a problem. The challenge posed by the problem, the debate that arises and the activities, oriented to problem-solving, activate in students many disciplinary and transversal skills and highly motivate students. Even mistakes have formative value as well, enhancing metacognition, problem solving and reflection. Mistakes can often occur and students can easily test and remedy them, using tools that enhance a better understanding and reflection and quickly and functionally modifying their project.

- **PROJECT-BASED LEARNING.** A widespread model based on authentic educational activities and tasks that are presented to students as challenges to solve; these activities are usually focused on everyday life activities, and are proposed to a little group of students that work together in order to achieve a common objective. Thanks to the PBL students learn not only content, but they can develop also important competencies that they can spend in their future adult life.

These abilities include communication and presentation competencies, organizational and time management skills, critical thinking development, research and scientific inquiry skills, meta-reflection, self-assessment, and leadership skills. Students' performance is evaluated on an individual basis and takes into account the quality of the final product, the achieved learning level within the learnt contents, but also of the individual contribution to the group work during the project lifetime.

The opportunities that students receive thanks to this model are many:

- they can use the knowledge that they gradually acquire;
- they are helped in understanding, applying, and internalizing information;
- they can work with experts that enrich teachers' and students' knowledge, and that highlight how theoretical knowledge can be linked to everyday life;
- students' motivation, in experiences as this, increases considerably.

The key factors of this model are collaborative learning and the creation of concrete results to represent what was learned. Students use technologies and apply an inquiry method in order to face complex topics, problems, or challenges. The inquiry is focused on the student and group learning and the teacher acts as a facilitator.

The activities are similar to professional practices, rather than the activities usually carried out in the classroom.

This approach, in addition, encourages openness to many solutions, rather than just one through the application of predefined rules and procedures. Students design the research process to find a solution, having the chance to analyse a task through different perspectives and using many different resources; they work autonomously and take responsibility when they have to make a choice.

In the climate that emerges within the class mistakes are tolerated and change is encouraged; this has proved to be a particularly suitable approach for students who have little profit.
Teachers play the facilitator role, rather than the knowledge giver, and are responsible to guide and help students.

- **SITUATED LEARNING EPISODES (SLE)**. The educational model provides students with the chance to explore contents before the class lesson, with activities that stimulate curiosity. The SLE are different from the Flipped Classroom method: SLE are articulated in three work phases, each of which requires specific actions from both teachers and students. The first phase, the preliminary step, is focused on problem-solving and discovery-based learning. In class, teachers provide a conceptual framework, in which contents are organized, and ideas that will guide students in their home and individual work. The second phase, the operating step, consists of the development of an activity aimed at the creation of an individual or group product. The third phase, the restructuring step, is done in class and includes the correction of the work carried out until then. This approach differs from traditional teaching because it focuses on the active building of the teaching activity and provides frontal actions, limited only to the exposure of the contents in the preparatory phase. Teachers interact with students by listening to them, paying attention to their needs, clarifying their doubts, showing appreciation, stimulating them with questions, and encouraging their active participation. From an emotional-affective point of view, students live intensely and positively in the learning experience, due to the awareness of playing a personal role in the carried out activity, and having the chance of choosing the best strategy to achieve the predetermined objectives.

- **CODING AND COMPUTATIONAL THINKING**. Computational thinking is a fundamental precondition to learn to program within new technologies, but it can be extended because it can improve students' involvement, motivation, self-esteem, problem-solving, communicative skills and performance. It can be defined as a combination of mental attitudes and abilities, that lead to create through technology, not only consuming it passively. The computational thinking includes, according to the ISTE23 classification, many skills: breaking up (data, processes and problems in littler and more controllable parts), pattern identification (pattern, trends and data regularities observing), abstraction (making a problem easy to understand, reducing all the unnecessary details), algorithms design (gradually develop instructions to solve similar problems), assessment (ensuring that my solution is good). Then there are attitudes: confidence (believing in personal problem-solving skills), communication (skill to effectively communicate with others), flexibility (ability to manage change and open problems). Finally, there are approaches: tinkering (experimenting and playing), creation (designing and developing), debug (finding and fixing mistakes), perseverance (managing to continue), collaboration. Computational thinking, therefore, can be learnt through coding, that is not a programming language, but can be an important tool to approach students to programming, being a useful language that helps visualize and gain more concrete experience on some concepts. For ages as that three-six, the most suitable activities are those without technology, the so-called unplugged. These activities are based on the use of paper and pencil, can be manipulative, or mean body movements to gain experience with some coding principles or even the use of programmable robots.

- **STORYTELLING.** It refers to the action of telling stories from a book, whereas digital storytelling replaces books with multimedia stories, based on an e-book or a multimedia file. Whereas traditional stories contain text, joined with pictures, digital stories contain a combination of text, pictures, video, music, audio, and sometimes, are interactive. The digital storytelling process can go beyond the pure reading and enjoying an interactive story, to go to the story creation, usually collaborative, according to a series of phases: script writing, digital elements collecting (pictures, sounds, sound recording, videos, music), storyboard creation, story building in a digital form and story publishing and sharing with the community. This is an interesting alternative and innovative educational method for many students. The creation of stories can be used to face many subjects, not only humanities, such as mathematics, science, arts (pictures creation to be used for the story), technology, geography, history, music and physical education. It can encourage the creation of an inclusive learning environment, allowing to actively involve even students with special needs in the story creation, according to their cognitive competencies and linguistic skills, motivating them and maximizing their individual results.

- **COOPERATIVE LEARNING**. Structured and systematic approach in which small groups of students collaborate to achieve a common goal. The teaching strategies based on this approach use many elements:
  - **positive interdependence**: students are linked to each other, so that everyone can carry out the task only if the others contribute.
  - **face-to-face interaction**: students interact to solve a problem.
  - **personal responsibility**: students must work together and share their work with others, in order to avoid their failure contributes to the overall result of the entire group.

- **social abilities:** students have to know, trust, support and encourage each other, and effectively communicate**.**
- **group reflection:** students have to reflect on the performance of each collaborative session to highlight which aspects have been useful and which instead have been an obstacle to the group.

Similar to Cooperative Learning, the Team Game is based on the subdivision of the tasks within the group, with the difference that, instead of the individual test, students participate in competitions with members of other groups, in a sort of competition between teams.
The evaluation takes into account the individual contribution of each student in the group and can be conducted using observation grids, self-assessment and peer evaluation. The product evaluation, on the other hand, expresses a judgement on the final work quality, according to the predefined requisites and the achievement of the expected results.

- **PEER EDUCATION**. Students, belonging to a group, guide their mates, their peers, in knowledge acquisition or competencies development. Peer education activities can be proposed in all school orders because students with difficulties, doubt and need clarification, are used to pay more attention to the mates explications, rather than teachers' ones, because mates use more informal approaches, to give explications and to support the learning process. The "peer educator" student in fact uses shared language with mates and plays a symmetrical role. In addition, those who master a topic or a concept better, find themselves explaining it to peers, as well as, consolidating and internalizing even better the concept on which they are dwelling, developing better self-esteem and a sense of self-effectiveness and greater responsibility.

Peer educators develop therefore transversal skills (problem-solving, critical and creative thinking, effective communication, empathy) which are important for their growth and future and their presence within the class fosters a positive climate.

- **DEBATE**. A methodological approach consists in a debate in which two teams of two or more students, debate with respect to a topic that has been assigned by the teacher to stand for or against a point, supporting and justifying their position through logical reasonings. The topic can be chosen within the disciplinary curriculum or can be a controversial or provocative issue. The debate is not a free discussion, but a formal discussion, in which there are specific rules and times, and for which students must be prepared by reading up and studying research and reliable sources, followed by a critical elaboration of the collected information. In this preparatory phase, the use of technologies is fundamental, in order to enhance the sources searching as well as the documentation on the subject, and teachers can empower the resources research by enhancing guided research and analysis, for example showing videos and preparing guiding questions, that can be useful to collect and organize students points of view. Through the debate, minds are trained and students' are stimulated to consider different points of view and broaden the cultural borders, to justify opinions and train emotional control, developing critical thinking and assertiveness. The debate can be proposed as an interdisciplinary activity, which combines different disciplines and that can be assessed by a jury, composed of the student. The judge teams performances with the assignment of a vote attesting the achieved competences with respect to the addressed contents, the debate relevance, information accuracy, verbal and non-verbal language use, and language properties.

The main steps are: class division in groups, topic assignment; identifying three reasonings for the topic and three against; opposite reasonings schematization; division into two groups (for and against the topic); research laboratory activity at home and at school to collect data supporting the assigned reasonings; preparation in groups of the reasonings; debate with the reasonings exposition, with proofs and data. Some techniques are useful to help students get familiar with this methodology, such as brainstorming, aimed at train critical thinking; the interpretations of quotations in form of proverbs and aphorisms, which train logical and critical thinking, also accustoming students to master the basic techniques for public speaking; the search for information to substantiate the arguments with information from authoritative sources.

- **WRITING & READING**. It helps students approach reading and writing –intended as the key to knowing the world and expressing thoughts – in order to make them competent writers and lifelong readers. It makes students leaders – as capable of expressing thoughts – in cultivating passions and in wishing to know, sharing, and debate with others, to whom is given the opportunity to express one's voice. Students that attend the laboratory are a strong group of writers and readers that grow as a learning community immersed in reading and writing, comparing, suggesting and, experimenting with different techniques. The environment is carefully structured by teachers, but students are free to choose projects on which to work and to formulate those personal objectives that they want to achieve, with teachers' support.

The laboratory is articulated in two work sessions, each of them during one hour and started with a mini-lesson of twenty minutes on a particular writing strategy or process, in which students analyse a text – chosen by teacher or based on a piece of literature. After the mini lesson, the next thirty minutes are destined for the individual writing, also adopting the learned techniques, within the mini-lesson. While students write autonomously, teachers provide students with individual counseling to students, as mentors, suggesting techniques to adopt and trying to understand students' needs in the writing phase. In the last ten minutes, there is the sharing, during which students/writers can read their ideas or teachers can share what emerged within the individual counselling. Students and teachers can give feedback.

The approach to writing is based on clear and structured, but not too rigid, indications, in order to let students be free, creative and focused on their needs.

Also reading is a fundamental component in this laboratory and is configured as an intense activity that results in narrative practice sharing, through debates, conversations, and book presentations. Students read in a dedicated desk in class or in the school library, destining at least one hour per week to read. Even reading specific sessions are provided, that are opened with a mini-lesson on comprehension and text analysis strategies, and followed by the individual reading session that lasts thirty minutes, during which students can require the teacher counselling or participate in little groups' in-depth analysis, guided by the teacher. The moments of individual reading can be alternated with moments of aloud reading, during which the listening by the students' apprentice readers are not passive but can be accompanied by questions and the expression of their considerations. The notebook is also used in the reading session to annotate thoughts and reflections.

- **CIRCLE TIME**. It is one of the most effective methodologies in socio-affective education in which students sit in a circle with the teacher who leads the exchanges and urges the interventions. This approach is adopted mostly in pre-primary and primary school in order to develop self-confidence and promote positive behaviours. The approach, in fact, promotes self-knowledge, ideas, opinions, and emotional sharing, with respect to topics that teachers or pupils intend to address, in a calm atmosphere. The time circle promotes mutual knowledge and values differences, that make this approach a tool that can promote inclusion and conflict management. The space dedicated to circle time, in which the central element is represented by the circle of people, includes the chairs arranged in a circle, or an area of the class, identifiable by a carpet; it can be organized in an indoor environment as a fixed appointment or, if time permits it, in an outdoor space such as the courtyard or the lawn. Participants can speak if they have a predefined object in their hand (talking stick or a soft game with the youngest children), and then pass it from hand to hand to determine turns, while everyone else listens to whom is speaking; everyone can ask to speak. When participants show inappropriate or bad behaviours, they are excluded from the circle with the indication to re-enter as soon as they manifest their intention to behave appropriately. The facilitator is a member of the circle and sits together with its components, standing at the same height and giving appropriate information and suggestions about the faced topics. There are two kinds of circle time:
    - A circle time, already planned as a part of a path that provides for a progression of personal and social development of students and that is achieved through structured and guided activities
    - A circle time related to a topic decided at the moment.

In any case, circle time should be organized periodically and guided by the same person, in order to make it perceived by the class as an integral part of their teaching activities and school routine. The circle times can be weekly or bi-weekly and have a duration, especially for older students, even sixty or seventy-five minutes.

- **GAMIFICATION**. The basic principle is to make pleasant and engaging disciplines that are not normally pleasant and engaging and since the game is the key entertainment activity, gamification allows us to accomplish this step, transferring game elements to other contexts. The key elements of the game are points, levels, rewards, missions, status, leaderboard, and voluntary participation. Moreover, through game, it is possible to establish goals (achieving a goal makes sense, that promotes competitivity, and guides gamers' actions), respect rule (imposing limits to possible actions to achieve a goal and enhancing creativity and lateral thinking development) and receive feedback (allowing gamers to know how close they are to reach their goal). Feedbacks help gamers focus on their goal and keep high motivation. In order to create involvement, it is necessary to develop coherent and engaging game experiences, taking care to find the right balance between difficulties, rewards and mission progress.

- **CREATIVE PROBLEM-SOLVING**. A process, a method or a system to face a problem in a creative way that becomes an effective action. It means seeing a problem as a challenge, that if successfully overcame, offers and opens to different opportunities, generating multiple solutions thanks to creativity. The traditional problem-solving approach is composed of four steps:
  - **Challenge understanding**: looking for opportunities in the context in which we operate, what data is available, and whether it is sufficient, or needed to be deepened or whether we can divide the problem into a series of micro-problems.

- **Ideas creation**, in which there is no concern about their feasibility or judgment on them.
- **Action preparation**, in which it is necessary to develop solutions, choose between the most promising ideas, examine from different points of view the possible solutions and prepare for the next stage.
- **Approach planning**, requires the choice of the involved people, the activities to be carried out and the design of the process to be followed.

Creative and innovative ideas can be applied in each of the different steps in terms of competence that can train; in this case, creativity is to be understood as the attitude to research and generate new ideas that can give greater possibilities to solve a specific problem, or better to accept a challenge.

Blocks to creativity are usually caused by:

- Available time, and hurry to find a solution
- Resistance to change situations and subjects with which to work
- Habit of not being creative and following the same attitudes and routines
- Fear of sounding strange and non-compliant with the conventions, even social ones.



3. Non-formal education as a transversal methodology

In this section, we can introduce the importance of non-formal education activities both in the non-school and school spheres and as a transversal methodology that can be employed by various professional figures working with young people to create a common approach to support personal and professional growth of new generations. Non-formal education activities, which can be included in the educational offer plans of any type of institution of any order and grade, can foster different spheres of individual and group learning such as the sphere of knowledge and know-how (to do and be). They can also foster personal growth and group growth in terms of relational dynamics, recognition, and appreciation of diversity, integration, conflict management, intimacy, achievement of common results and performance.

To facilitate training design, we have designed a breakdown system into objectives according to four simple steps, which can help us support the participating groups on their path of exploration and growth.

The four steps reflect the individual stages of growth and adaptation that we go through (even several times and not necessarily in that order) during our life journey and are divided as follows

1. Understanding ourselves
2. Dreaming big
3. Discovering how to reach our goals
4. Getting there in one piece (adapting and growing)

3.1. Understanding ourselves

It starts with knowing oneself and their emotions. To work with young people of any age group it is necessary to start with their feelings and emotions.

Emotions are "watchmen" who tell us how we are and whether we are achieving the goals we have set for ourselves in life. They tell us if we are having a good or bad day, if we are satisfied or if we need a change in our life, if we are well or if we are too overloaded. In general, they tell us how things are going. All emotions are therefore useful and, indeed, indispensable from an evolutionary point of view: in a certain sense, they serve us to survive. Without emotions, we couldn't get away with it. For example, without fear we would not stop at the red light; without anger, we would not defend ourselves if the car was stolen under our nose, without sadness we would not be able to process the bereavements and losses of our lives and so on.

Emotions perform mainly three basic functions:

1. They physically prepare us to act. They are quick, involuntary responses and push us to put in place a certain behavior fundamental to our survival. They save our time and act immediately.
2. They communicate to others how we feel. Facial expressions, the tone of our voice, our posture, gestures, and actions provide those around us with an important signal of how we are. Research shows that when what we say in words and body language do not match, our interlocutors tend to trust more of the information provided by our nonverbal expressions.
3. They communicate how we feel about ourselves. They are signals that warn us how we are, and tell us whether or not we are achieving our personal, affective and interpersonal goals.

Young children deal with many of the same emotions adults do. Children get angry, sad, frustrated, nervous, happy, or embarrassed, but they often do not have the words to talk about how they are feeling. Instead, they sometimes act out these emotions in very physical and inappropriate ways.

Parents or educators can help their children understand and express their emotions. The following strategies are some of the ways you can help them express their feelings:

- Help them understand their emotions by first giving the feelings names and then encouraging them to talk about how they are feeling.
- Give them lots of opportunities to identify feelings in themselves and others.
- Teach them the different ways they can respond to specific feelings, conflicts, or problems. Talk about your feelings with them.
- Teach them to identify and express their emotions in ways that the family and friends find acceptable.

Understanding emotions is a critical part of children's overall development. It is up to adults to teach children to understand and deal with their emotions in appropriate ways. Teach them about their emotions, help them come up with new ways to deal with emotions, give them lots of time to practice their new strategies, and always remember to give lots of positive encouragement.



3.2. Dreaming big

Growing up also means learning to respect limits and be more realistic, of that there is. But sometimes this also leads us to convince ourselves that certain opportunities or possibilities are not available to us, or that we cannot achieve certain goals because we will never be able to... and this is not always good for us.

Being aware of one's limits on many occasions can also be healthy, but some factors can negatively affect our perception of them, for instance, lack of self-esteem, growing up in an environment which does not stimulate us, or simply lack the knowledge regarding the tools and opportunities at our disposal.

To get us out of this vicious circle, we can be helped by examples of other people who have performed great deeds and whom we admire, we could study their stories and take their example, or we could simply imagine a utopian future, but then build a path of our own that takes us in new and unimaginable directions.

At this stage, we do not try to base ourselves on a forcedly positive philosophy that inculcates the thought of "you can do anything you set your mind to, working hard enough", but rather try to break out of our inner limitations, even flying high, and then turn dreams into concrete and possible goals.



3.3. Discovering how to reach our goals

In this phase of the educational process, we accompany the young participants in transforming 'dreams' into more realistic and achievable goals. Once small and large goals have been defined, we will pause to analyse the resources available in the area (but also online) to map out a path together. There will certainly be obstacles, but this should not discourage us: in the end, goals are not secular trees with giant roots, they can transform and adapt over time! Plans are drawn and revised as we go along, so don't be afraid to come back to this point as often as necessary, or to teach participants various techniques for redrawing their goals at an individual level, regardless of the group process in which they might be participating.



3.4. Getting there in one piece (adapting and growing)

Educate a child about emotional intelligence means shaping an adult who was capable of correctly dealing with the normal hardships of life, without frustration or fear; on the other hand, it also allows the child to learn to understand their inner world and to live peacefully in a social context, in contact with other children.

Below, there are some techniques for parents to help with the development of their child's emotional intelligence:

Label your child's emotions

Kids need to know how to recognize how they're feeling. You can help your child by putting a name to her emotions—at least the emotion you suspect your child is feeling.

Show empathy

For example, when your child is upset—especially when their emotions seem a bit on the dramatic side—it can be tempting to minimize how they're feeling. But dismissive comments will teach your child that the way they're feeling is wrong. A better approach is to validate their feelings and show empathy.

Model appropriate ways to express feelings

Kids need to know how to express their emotions in a socially appropriate way. The best way to teach your child how to express feelings is by modeling these skills yourself.

Teach healthy coping skills

Once kids understand their emotions, they need to learn how to deal with those emotions in a healthy way. Knowing how to calm themselves down, cheer themselves up, or face their fears can be complicated for little ones. Teach specific skills.

For example, your child may benefit from learning how to take a few deep breaths when they're angry to calm their body down. A kid-friendly way to teach this involves telling them to take “bubble breaths” where they breathe in through their nose and blow out through their mouth as if they're blowing through a bubble wand.

Develop problem-solving skills

Part of building emotional intelligence involves learning how to solve problems. After the feelings have been labelled and addressed, it's time to work through how to fix the problem itself. Perhaps your child is angry that their sister keeps interrupting them while they're playing a video game. Help them identify at least five ways they might solve this problem. Solutions don't have to be good ideas. Initially, the goal is just to brainstorm ideas.: once they've identified at least five possible solutions, help them assess the pros and cons of each one. Then, encourage them to pick the best option.

In the next pages, we will list the possible ideas and tools for orientation divided into the four steps identified

- **Understanding ourselves**
- **Dreaming big**
- **Discovering how to reach our goals**
- **Getting there in one piece (adapting and growing)**



UNDERSTANDING OURSELVES

- If I were an animal I would be...
- Empathy map canvas
- An interview with myself



If I were an animal I would be...

Number of participants: any
Age group: any

Aim of the activity: to better understand ourselves through fairly simple metaphors and to encourage the habit of looking inside and reflecting on our inner selves.

Description: This activity can be done in pairs or individually with the active facilitation of a person acting as a group leader.
In both cases, the person answering the questions is instructed not to dwell too much on their answers and to let themselves go. It is not an examination but should be perceived as a fun way of discovering oneself and letting oneself be discovered.
After the brief introduction, people receive the questions and answer them (out loud if the exercise is done in pairs, in writing if done individually). The questions are asked one at a time so that one cannot answer them already thinking about the next question. In the end, the person facilitating the activity can do a reflection round that will help participants understand the value of the activity and evaluate their own results.

Questions to ask:

- If you had to choose an animal to describe yourself and your life, what would it be?
- Why did you choose this animal?
- Which aspects do you see yourself in most, thinking of the animal you have chosen?
- What are the strengths of "your" animal?
- If this animal had to choose a particular mission or motto, which one would you choose?
- Thinking about "your" animal's weaknesses, what would you tell it to improve? What is one thing it could learn?

If I were an animal I would be...

Suggested reflections and debriefing questions:

- Your animal does not completely identify you, but with this exercise, you can learn more about yourself. How do you feel about this?
- Do you identify with the strengths and weaknesses you mentioned regarding your animal?
- If you had to address the last question to yourself, what would you answer?

Materials needed: paper and pens, list of questions

Remarks: For younger participants, it is more appropriate to focus on one's perception of oneself and relationships at school, in sports, and in the family.



Fundacja Centrum Aktywności Twórczej
cazalla INTERCULTURAL
MILLEPIEDI cooperativa sociale onlus
OpenCom
Erasmus+

Empathy map canvas

Number of participants: any

Age group: any

Aim of the activity: Build empathy towards the people surrounding us, develop a deeper understanding of different points of view and get more in touch with the human environment we live in.

Description: We ask our participants to think of a person with whom they interact a lot and whom they think should be doing something in particular and is not doing it or whom they do not usually understand very much. Once they have identified the person, we ask them to draw their face in profile (no need to be artists, a stylised look with a mouth, nose, one eye and one ear is more than enough). Important: they must leave some white space around their drawing because they will have to write their reflections there. Once they have drawn their profile, they should write their name at the top, with the things they do not understand or what they think this person should do. Once they have done that, they will have to proceed clockwise, completing the empathy map. The person leading the activity can ask the following questions to guide the participant's reflection.

1. Eyes - try to put yourself in the shoes of the person we have chosen: what do you see around you daily? What do they read? What is their environment like?

2. Mouth - what do they usually say? We rely on what we have heard, but we can also imagine dialogues by putting ourselves in their shoes.

3 - Neck - what do they do? What did they do today? What makes them, particularly in their attitudes and behaviour? What might they be capable of doing?

4 - Hearing - what do they hear from people every day? And from friends? Who do they usually talk to, and which people do they listen to most?
Have they ever heard other people talk about them?
What do they like to hear, and what turns them away?

Empathy map canvas

Only once the previous questions have been answered, then we will ask our participants to focus on what the person they have chosen really feels. What are his or her desires? What is it that this person feels? What makes her feel good or what makes her feel bad? What are his or her frustrations, fears and needs? What are his or her dreams and desires?
Thanks to all this reflection work, we could end the activity with a map that could give us a somewhat more descriptive picture of the persons analysed. However, it is important to talk about the fact that we never completely understand another person and that these maps reflect what we think other people might experience, not exactly their reality. In any case, it will have helped us to generate more empathy towards them.

Materials needed: Paper, pens, markers

Remarks: with younger participants, it's better to keep the questions as simple as possible.



An interview with myself

Number of participants: any; this is an activity they can also do at home, individually and then compare their results in groups

Age group: 17-30 years old

Aim of the activity: to meet, understand each other, and generate plans and ideas.

Description: We ask our participants to choose a reference period in which they will observe themselves and their own behaviour: it can be either the educational experience in which they are participating and which allowed them to come across you or the period since they started doing the work they are doing, the university, the moment they moved, ecc...
Afterwards, we will give them a list of questions with instructions: relax, proceed question by question noting down the most eloquent answers in a notebook, and try to answer all the questions but don't mind if some of them remain unanswered (it is good to push oneself out of the comfort zone, but some questions may simply not be relevant to the person who is answering, so there is no need to spend too much time on them). If we want them to do this during the session we are giving, we need to provide spaces where our participants can feel comfortable and safe; otherwise, we can hand them the list of questions and agree to meet up later and talk about them.

Questions to ask:

- What has happened in this period (the one you have chosen to analyse)? How have you felt in the place where you live, with the task you have been assigned, with the people you are interacting with? Can you give a brief summary?
- Did you learn something about yourself? If yes, what?

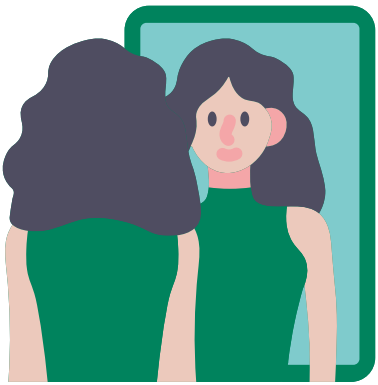
An interview with myself

- Let's focus on your strengths. What are your three greatest strengths? What do you like about yourself?
- What uncommon skills do you have?
- Now think back. Tell about some of the biggest challenges in your life. How did you overcome them?
- Think about the moments when you were really happy.... Which values were fulfilled?
- Now let's talk about values. Think of the times when you got angry/angry. Which value(s) were not fulfilled?
- If there were only three rules that ALL must follow, what would they be?
- What would you stand up for and defend?
- What does it mean to you to have a full and rich life?
- What is your favourite animal and why?
- What is your favourite activity and why?
- What do you particularly admire about this person? (Try to mention the values, not the achievements per se).
- Who are you?
- Who are you without using labels, roles or job descriptions?
- What is your role in the world?
- Now we will focus on the enemy within you. This part of you limits you a little at times. The enemy within you can hurt you, but it is part of you, and you are here because you want to know yourself, so we will have to investigate this a little bit, too (clearly, with your own rules and timing). Where do you think your thoughts can hinder you?
- In which area(s) of your life do you think you are too hard on yourself? If you want, you can make a list.
- In which part of your body do you feel blocked or restrained?
- What do you think this feeling is trying to protect you from? Is it you, or is it your inner enemy talking to you?
- What is your inner enemy telling you, and what does it look like?

An interview with myself

Materials needed: papers, pen, anything that the participants need to find a safe and relaxing moment

Remarks: do not force participants into sharing their answers, but "keep your door open" if they feel like talking more about the results they found through their own interviews.



DREAMING BIG

- The one you look up to, is a human too
- Dream boards
- Boost-me-up
- Inspirational talks
- Dear me, fly high



The one you look up to, is a human too

Number of participants: can be done with a group (5 – 30 people) or adapted for individual use

Age group: any

Aim of the activity: get inspired by other people's lives, get curious about our own possibilities (apart from those at our direct disposal).

Description: Before you start, talk to the participants about why you want to conduct this activity. There are times in life when we come across people who inspire us for certain reasons, and consciously or unconsciously, we try to make certain characteristics that belong to them our own. It is human, and it happens to many people at the same time. We learn from the people around us, and we choose our own examples to follow.

To understand a little more about ourselves, but also to learn even more from the people around us and those we have not yet met but who could inspire us, inform us and network, is fundamental.

After this brief intro, we ask our participants to spend five minutes thinking individually about people who have particularly inspired them in life. They can be famous, successful people, people who have performed deeds and lived lives that have impressed them in some way... but also people who, in their daily lives, behave in an exemplary manner or deal with things that our participants find particularly interesting. We can give examples of our own myths or sources of inspiration to unlock the imagination.

Once they have thought about the person in question, they will have to spend 20-30 minutes researching facts and information about the history of these people. If the persons selected are not famous, they can spend this time reflecting individually on their character traits or choices that led these individuals to be the people they are today.

The one you look up to, is a human too

If it helps, we can ask participants to create posters or drawings summarising their discoveries, and give them a little more time to explore their artistic vein.

Once this part is completed, the young people can join together in groups of 4 and share information among themselves, prioritising the reasons why the person inspires them so much, some information about their history and what they would like to "make their own" of all that they have learnt.

Ultimately, we can come back into the circle with everyone and give everyone a chance to share their thoughts.

Materials needed: internet connection, flipcharts, markers, printers and projectors are optional.

Remarks: If we give free play to art and create posters or infographics about all the different people, we can also create an inspirational gallery!



Dream boards

Number of participants: any

Age group: any

Aim of the activity: visualise our own goals.

Description: We ask our participants to close their eyes and think of themselves now to visualise themselves doing things they like that make them happy. Without economising, let them visualise themselves in as much detail as possible! After that, we ask them to visualise what they would like to be in five years without being afraid to dream big. What position do they assume? How do they look? Did they eat anything in particular in their dream? Where do they live? What do they do? What hobbies do they have? As before, we want details! Once we have asked a few questions, we let them reflect in silence and then, little by little, we bring them 'back with us: we open our eyes, and now, in order not to lose the image we have created, we want to record it on paper or digitally. Participants can use digital tools (there are free ones, such as canva.org) or analogue tools (collages, drawings) to create individual collages where they can express all the elements they would like to be part of their future.
Once the dream boards are finished, participants can share them with others if they wish.

Materials needed: Laptops with an internet connection and many newspapers, pictures, coloured papers, staples, scissors, glue and any materials you can come up with for collage making.

Remarks: If you rely only on analogical materials, ensure you have enough stuff to allow everybody to express themselves.
If you have any, you can show some examples of dreaming boards to the participants.

Boost-me-up

Number of participants: any

Age group: 14 - 30 years old

Aim of the activity: foment good treatment among participants, cheer their self-esteem, and verbalize each person's strengths in the group.

Description: We start by asking everyone to think of three qualities they can be proud of. They don't need to share what they thought of, but it's good if they remember it by the end of the activity. Then we move on to the next phase, the boost phase!
We divide the group into trios; each member has to write a minimum of 3 and a maximum of 6 qualities of the other 2 people on sheets of paper with their names. What are the characteristics that make them unique? Are there any skills that would stand out in particular? Are they people who particularly inspire you? If so, why? You'll be able to give them 15 minutes to do so. Once they're done, all the participants get their paperback, and you can propose another round after changing the composition of the trios.
At the end of the exercise, everybody can return to a standard circle, and if they feel like it, they can share some of the content of their pages. Some questions for the debriefing can be the following: did you expect to read the words other participants have written about you? Are the qualities that other people underlined the same that you thought of at the beginning? What could you contribute to the world thanks to your qualities?

Materials needed: pens, papers, and speakers are optional (you can use them to play some background music).

Remarks: run this activity once you feel that there is a safe learning space created within the group and that people will actually dedicate some nice words to each other.

Inspirational talks

Number of participants: any

Age group: any

Aim of the activity: get inspired, spark ideas and motivation among our participants.

Description: In order to organise this activity, a small prior investigation of the area is necessary to identify individuals who have led lives that could greatly inspire our participants by recounting their own experiences of overcoming. Once the speaker(s) have been identified, we will organise a presentation, which can be followed by questions from participants. The fact that the impact of this activity depends very much on the attention the speaker(s) manage to channel makes the selection part even more important.

A good technique for choosing suitable people can be to prioritise extremely charismatic people with very interesting stories, but who have some characteristics in common with a large part of the audience. It can also be helpful to communicate some characteristics of the audience to the speaker before the activity. After the speech, you can organise a moment of reflection in small groups or in plenary with structured questions, so that the students can extrapolate lessons based on their own experience.

Examples of questions you can ask:

- How do you feel?
- Was there anything that particularly surprised you about the story you just heard?
- Life is different for each one of us and what happens to us may depend on various factors (opportunities, available resources, aptitude, skills,...), some can be controlled and others cannot, what value do you think aptitude has in this mix?

Inspirational talks

Materials needed: projector, speakers, mic (if the audience is composed with many people)

Remarks: To keep the audience's attention, ensure that the speaker's speech is not too long (maximum one hour, but even less), or include breaks or ask for the presentation to be as interactive as possible. If you can't find individuals who can do an intervention, you can always make a selection of inspirational videos (you can draw from the endless database of https://www.ted.com/talks), but bear in mind that it might have a less motivating effect.



Dear me, fly high

Number of participants: any

Age group: 14-30 years

Aim of the activity: visualize our own goals, and foment good treatment among participants.

Description: The technique of relating with our 'inner child' is widely used to heal past wounds and to learn to love ourselves more. Here, we adapt it by focusing on the future and looking for that carefree feeling that the very concept of childhood generates in many people. Very important during this activity, however, is to create a peaceful environment and remind participants to set their own limits and not dig up memories that could hurt them. We ask the participants beforehand to choose a photo of themselves as children, one that generates good feelings and that they like a lot, and at the same time, we tell them the objectives of the activity and that they will be asked to talk (even superficially) about some moment from their childhood with the rest of the group. They are free not to participate if they do not want to.

Once in the group, we ask the participants to get together in small groups of three or four; together, they will have to tell a funny anecdote from their childhood and show the photo to their group mates; then, they can share the reasons why they chose that photo.

Once they have done so, they should brainstorm all the good things they wish for those little children in front of them and write them down on a sheet of paper, like a little cloud of words. The word clouds will then be shown to group people in small presentations (5 minutes maximum). Questions that can be asked at this point might be: How did you feel wishing these things to the children in the pictures? Is it easier or more difficult to wish great things on children than on adults? Why?

Dear me, fly high

After that, we can devote a minimum of 15 or 20 minutes to an individual reflection on the wishes they make for themselves now, and for the future. Very important: you have to make them with the same kindness and trust that you used to address the children in the photos! To do this, we recommend that you write them down on little cards, put them aside (in a coin purse, at home in some jar or piggy bank, ...), and read them again in the future.

Materials needed: pictures from the participants, papers, pens, markers.

Remarks: You can bring some newspapers too if they want to make collages. Also, if people are unsure if they want to participate or not, you can share with them the whole session outline and let them choose: at the end of the day, if they know in advance what it's going to happen, it can be easier for them to approach the experience.



DISCOVERING HOW TO REACH OUR GOALS

- Mapping out my surroundings
- Elevator-pitch
- Peer mentoring (complexity level - 1)
- Peer mentoring (complexity level - 2)
- Win a lottery ticket



Mapping out my surroundings

Number of participants: any

Age group: any

Aim of the activity: stimulate the awareness and independence of the participants, let them discover the opportunities available to them

Description: In this activity, we will encourage our participants to investigate the resources available on the ground and online: municipal offices, scholarships, places and people devoted to innovation.

For this reason, we will ask our participants to transform themselves into groups of explorers: first, we will spend half an hour to forty minutes researching various opportunities, and then each group will make a small presentation to the rest on the resources they have encountered. It does not matter if they are directly related to their main objectives, as the pooling of information will also benefit the rest of the group.

Once this is done, we could classify the available resources according to certain factors (depending on what came up). Some suggestions: online/offline, public/private, the possibility of getting to know the people in charge (by a visit or by video call) and making a kind of territorial map. To do this, remember that it could take another half an hour. Once this has been done, the young people can express their preferences, and roles can be divided. There will be people who will have to contact the various offices, send e-mails, make calls, ... arrange appointments and get as much information as possible.

If we have a physical centre, we can even invite the people representing the offices to make presentations directly to the full group; otherwise, a small delegation could inform the rest of the comrades on the following days.

Mapping out my surroundings

Before finishing the activity, it is advisable to write down each person's "missions" on a poster that is visible to all and to give deadlines so that there is a practical follow-up. If we see that the young people are running into difficulties, we can also share a list of resources or help them research information, go to appointments, make video calls or write e-mails.

Materials needed: wifi connection, computers or smartphones, posters, markers.

Remarks: We can prepare beforehand a list of resources and integrate with our info the list that the youngsters will come up with.



Elevator-pitch

Number of participants: any

Age group: any

Aim of the activity: support the participants in the definition of goals and objectives

Description: This is designed to get a person who knows nothing about you or your company interested in what you do in a 30-second speech. It got its name from the idea that you need to imagine how you would present your business to someone you met for a brief moment in an elevator and they asked what you do for a living. In this context, we will adapt the activity to the objectives of the third step. So we will use it to help our participants in defining what their goal is and better understand it by trying to explain it to other people.

Ask the participants to work in pairs. First, they will have to write down their speech (you can give them 15 - 20 minutes to do so), following the rules:

1. Say who you are (Name)
2. Say what you do in your life (if you study, you do some sports, work, volunteering, passions)
3. What is your dream for the future, and why do you think it's important (Goal)
4. How are you going to make it happen (steps and objectives)

Then, the pairs will be able to share their with each other's their speeches, in a maximum 10 minutes for each of them.

Peer mentoring (complexity level - 1)

Number of participants: any

Age group: 14- 19 years old

Aim of the activity: support the participants in the definition of goals and objectives

Description: Ask the participants to think of the dream they identified in the earlier stage or of something they would like to pursue in the future. Individually, they should identify 3 to 5 objectives that would bring them closer to their goal in a set time. Remember: dream big but play small! Small steps, one after another. Before they start, we can share with them some examples of goals and related objectives that are "SMART" (Specific, Measurable, Attainable, Result-Oriented and Relevant, and Time-Bound), then hand them the list of guiding questions that should help them define their objectives. Give them 30 minutes to work on their lists. You can find the list of the guiding questions in "Materials".

Once they have completed their list of objectives, you can ask them to make groups of 3 to 4 people and spend some 20 minutes sharing among each other their objectives, giving feedback to each other and helping out in reformulating objectives. If they feel comfortable enough, once they're done with their list, they can also pair up for the follow-up, meaning that a pair of people will check on each other from time to time for mutual support and orientation.

In the end, you can do a round of sharing and questions to see if everybody is happy with their result or if they need to further work on their list of objectives.

Peer mentoring (complexity level - 1)

Materials needed: Printed out - Guiding questions:
1 - Can you apply the definition of your objective to this template?
I will _____
By _____
When and with whom? _____
(example: I will write an essay for English class that is handed in on time
By scheduling time to write it and asking one of my classmates to proofread my essay
When: Sunday, 3:00-5:00 p.m. write the first draft, send it to my classmate
Tuesday, talk with my classmate at 4:00 p.m. for feedback
Wednesday, write the 2nd draft from 3:00 p.m.-4:00 p.m.
2 – Can you name a friend who's reliable and supportive who could support you in the process?
3 - What might make you feel like giving up on this goal? What could you do to prevent this from happening?
4 – What will you do to celebrate that the objective is achieved?

Remarks: It's always useful to remind youngsters that, even if planned in advance, is neither stupid nor failure to give up on a goal if over time we see that it's not sustainable. If the context or the situation makes it too difficult or unhealthy to pursue an objective by the time we wanted to have reached it, we can always reschedule it or change plans and objectives, following the same structure as before.

Peer mentoring (complexity level - 2)

Number of participants: any

Age group: 20-30 years old

Aim of the activity: support the participants in the definition of goals and objectives

Description: Ask the participants to think of the dream they identified in the earlier stage or of something they would like to pursue in the future. Individually, they should identify 3 to 5 objectives that would bring them closer to their goal in a set time. Remember: dream big but play small! Small steps, one after another. Before they start, we can share with them some examples of goals and related objectives that are "SMART" (Specific, Measurable, Attainable, Result-Oriented and Relevant, and Time-Bound), then hand them the list of guiding questions that should help them define their objectives. Give them 30 minutes to work on their lists. You can find the list of the guiding questions in "Materials".

Once they have completed their list of objectives, you can ask them to make groups of 3 people and spend some 30 minutes sharing among each other their objectives, giving feedback to each other and helping out in reformulating objectives. If they feel comfortable enough, once they're done with their list, they can also pair up for the follow-up, meaning that a pair of people will check on each other from time to time for mutual support and orientation (although you can also make yourself available for further support).

In the end, you can do a round of sharing and questions to see if everybody is happy with their result or if they need to further work on their list of objectives.

Peer mentoring (complexity level - 2)

Materials needed: Printed out - Guiding questions:

1. Is your objective Specific? If you have a specific objective, you should be able to answer the following five questions:
   a. What: What exactly do you want to accomplish?
   b. Why: What are the reasons, purpose or benefits of accomplishing the objective?
   c. Who: Who is involved? Who are the stakeholders?
   d. Where: Where is it going to happen?
   e. Which: Which attributes are important? (Requirements and constraints; risk and protective factors).
2. Is your objective measurable? If your objectives are specific and measurable, you should be able to establish concrete criteria for measuring progress toward the attainment of each.
   a. How will you know when the objective is accomplished?
   b. What indicators will you look for to measure progress and success?
   c. Are data to measure your progress and success readily available? Or do you need to develop new measures, e.g., surveys, focus groups, etc…?
3. Is your objective attainable? Given the resources available to you your objective must be realistic and attainable.
   a. Do you have the sufficient financial capacity to accomplish your objective?
   b. Do you have personnel with sufficient abilities and skills to accomplish your objective (including evaluation)?
   c. Do you have sufficient time to accomplish your objective?
   d. What other types of resources do you need to attain your objectives (i.e., technology, space, equipment, etc…)?

Peer mentoring (complexity level - 2)

4. Is your objective result-oriented and relevant? Ultimately, your objectives should help you achieve your major project goal(s).

a. Why is it significant?
b. Is it worthwhile?
c. Is this the right time?
d. Does this align with other efforts/needs?

5. Is your objective time-bound? Objectives should have starting points, ending points, and fixed durations.

a. When will achieve this objective?
b. When will we undertake activities to achieve our objective?
c. When can we expect to see some short-term outcomes?

Remarks: It's always useful to remind youngsters that, even if well planned in advance, is not stupid nor a failure to given up on a goal if over time we see that it's not sustainable. If the context or the situation makes it too difficult or unhealthy to pursue an objective by the time we wanted to have reached it, we can always reschedule it or change plans and objectives, following the same structure as before.



Win a lottery ticket

Number of participants: any

Age group: 17-30 years old

Aim of the activity: support the participants in the definition of goals and objectives

Description: Ask the participants a question to answer at the moment: what would they do if they won EUR 50,000? Would they save it? Would they invest it? If yes, in what? Would they donate it?
Five minutes later, ask another question: there was a mistake, and the prize is different; you won 20,000 euros. How does this change your plan? What do you choose to prioritise, and what do you sacrifice?
Once you have heard people's comments and would like to share their thoughts with the group, please tell them that the exercise is about setting goals and adapting to change, choosing priorities and changing trajectories to adapt.
So now they will repeat the exercise but replace the lottery prize with their future (20-30 minutes to do this). They will have to write two lists of small goals to achieve to reach a specific purpose at the end of the trajectory. The first list is based on the long term, while the other is more specific and detailed and will describe the first year of this long journey. Ultimately, we will ask them to arrange themselves into groups of three and give them 15 minutes to share their plans.

Materials needed: papers and pens, background music (not compulsory)

Remarks: some groups might need more help in creating their own plans; if so, we can always support them with already-made questions in order to start working on their own objectives.

Getting there in one piece (adapting and growing)

- Naming my emotions
- Empathy map canvas
- An interview with myself
- Boost-me-up
- Inspirational talks



Naming my emotions

Number of participants: any

Age group: any

Aim of the activity: support the participants in recognizing their own emotions and respect them

Description: At the beginning of the activity, brainstorm with the group how many emotions can name and if they think that they went through all of them in the course of their life so far. When they mention one, you can write it down on a flipchart. After some 5 minutes of brainstorming, you can ask them if they know what a coping mechanism is and try to reach an agreement on the concept's meaning. Once this part it's done, you can print out emotions' wheels or project them on a wall so they can all see the big variety of emotions that it displays. Could they mention all of the emotions of the wheel at the beginning? Do they know all of them? They can ask if they are unsure about some words so that you can talk them through their meanings. Afterwards, you can ask all the participants to spend some 20 minutes going through the wheel on their own and try to remember
some moments of their lives that they associate with some of the emotions mentioned beforehand and some of the coping mechanisms they adopted in the past. Did they work? What helps them manage their emotions? After the individual reflection, participants can share in plenary what they feel like sharing, respecting others' life experiences and sharing points of view on different ways of coping with emotions.

Materials: wheel of emotions printed out or a projector, pens and papers

Remarks: always run this activity in a safe space.

Empathy map canvas

Number of participants: any

Age group: any

Aim of the activity: Build empathy towards the people surrounding us, develop a deeper understanding of different points of view and get more in touch with the human environment we live in.

Description: We ask our participants to think of a person with whom they interact a lot and whom they think should be doing something in particular and is not doing it or whom they do not usually understand very much. Once they have identified the person, we ask them to draw their face in profile (no need to be artists, a stylised look with a mouth, nose, one eye and one ear is more than enough). Important: they must leave some white space around their drawing because they will have to write their reflections there. Once they have drawn their profile, they should write their name at the top, with the things they do not understand or what they think this person should do. Once they have done that, they will have to proceed clockwise, completing the empathy map. The person leading the activity can ask the following questions to guide the participant's reflection.

1. Eyes - try to put yourself in the shoes of the person we have chosen: what do you see around you daily? What do they read? What is their environment like?

2. Mouth - what do they usually say? We rely on what we have heard, but we can also imagine dialogues by putting ourselves in their shoes.

3 - Neck - what do they do? What did they do today? What makes them, particularly in their attitudes and behaviour? What might they be capable of doing?

4 - Hearing - what do they hear from people every day? And from friends? Who do they usually talk to, and which people do they listen to most?
Have they ever heard other people talk about them?
What do they like to hear, and what turns them away?

Empathy map canvas

Only once the previous questions have been answered, then we will ask our participants to focus on what the person they have chosen really feels. What are his or her desires? What is it that this person feels? What makes her feel good or what makes her feel bad? What are his or her frustrations, fears and needs? What are his or her dreams and desires?
Thanks to all this reflection work, we could end the activity with a map that could give us a somewhat more descriptive picture of the persons analysed. However, it is important to talk about the fact that we never completely understand another person and that these maps reflect what we think other people might experience, not exactly their reality. In any case, it will have helped us to generate more empathy towards them.

Materials needed: Paper, pens, markers

Remarks: with younger participants, it's better to keep the questions as simple as possible.



An interview with myself

Number of participants: any; this is an activity they can also do at home, individually and then compare their results in groups

Age group: 17-30 years old

Aim of the activity: to meet, understand each other, and generate plans and ideas.

Description: We ask our participants to choose a reference period in which they will observe themselves and their own behaviour: it can be either the educational experience in which they are participating and which allowed them to come across you or the period since they started doing the work they are doing, the university, the moment they moved, ecc...
Afterwards, we will give them a list of questions with instructions: relax, proceed question by question noting down the most eloquent answers in a notebook, and try to answer all the questions but don't mind if some of them remain unanswered (it is good to push oneself out of the comfort zone, but some questions may simply not be relevant to the person who is answering, so there is no need to spend too much time on them). If we want them to do this during the session we are giving, we need to provide spaces where our participants can feel comfortable and safe; otherwise, we can hand them the list of questions and agree to meet up later and talk about them.

Questions to ask:

- What has happened in this period (the one you have chosen to analyse)? How have you felt in the place where you live, with the task you have been assigned, with the people you are interacting with? Can you give a brief summary?
- Did you learn something about yourself? If yes, what?

An interview with myself

- What do you think prevents you from being yourself?
- Whom do you try to please?
- What would your life be like if you let go of these limiting beliefs?
- What would your life be like if you could transform these beliefs?
- What would change in your life if you had more self-confidence?
- Imagine seeing yourself through the eyes of a person who loves and respects you very much. Do you see new things?
- Where are you not respecting yourself now, and what will you do about it?
- Coming back to you and who you are... Who are you now? Who would you like to become?
- How do we teach people to treat us the way we would like to be treated?
- What is your contribution to the world in the coming years?
- What would it be if you had to guess the purpose of your life by looking at your life so far? Is this the purpose of your life? Or do you want to change something?
- Who could you spend time with so that achieving your goals and being yourself comes naturally to you?
- What do you like about yourself? What would you like to change about yourself?
- Imagine you are 90 years old, happy, healthy and sitting in your rocking chair. What advice would you give yourself at this time?
- Imagine you are much younger than now: the world is fantastic and exciting. What advice would you give yourself today?
- If you could travel back in time and meet yourself as a teenager, three things would you say to yourself?
- If your inner self knew the way forward from here, what would it be?

An interview with myself

Materials needed: papers, pen, anything that the participants need to find a safe and relaxing moment

Remarks: do not force participants into sharing their answers, but "keep your door open" if they feel like talking more about the results they found through their own interviews.



Boost-me-up

Number of participants: any

Age group: 14 - 30 years old

Aim of the activity: foment good treatment among participants, cheer their self-esteem, and verbalize each person's strengths in the group.

Description: We start by asking everyone to think of three qualities they can be proud of. They don't need to share what they thought of, but it's good if they remember it by the end of the activity. Then we move on to the next phase, the boost phase!
We divide the group into trios; each member has to write a minimum of 3 and a maximum of 6 qualities of the other 2 people on sheets of paper with their names. What are the characteristics that make them unique? Are there any skills that would stand out in particular? Are they people who particularly inspire you? If so, why? You'll be able to give them 15 minutes to do so. Once they're done, all the participants get their paperback, and you can propose another round after changing the composition of the trios.
At the end of the exercise, everybody can return to a standard circle, and if they feel like it, they can share some of the content of their pages. Some questions for the debriefing can be the following: did you expect to read the words other participants have written about you? Are the qualities that other people underlined the same that you thought of at the beginning? What could you contribute to the world thanks to your qualities?

Materials needed: pens, papers, and speakers are optional (you can use them to play some background music).

Remarks: run this activity once you feel that there is a safe learning space created within the group and that people will actually dedicate some nice words to each other.

Inspirational talks

Number of participants: any

Age group: any

Aim of the activity: get inspired, spark ideas and motivation among our participants.

Description: In order to organise this activity, a small prior investigation of the area is necessary to identify individuals who have led lives that could greatly inspire our participants by recounting their own experiences of overcoming. Once the speaker(s) have been identified, we will organise a presentation, which can be followed by questions from participants. The fact that the impact of this activity depends very much on the attention the speaker(s) manage to channel makes the selection part even more important.

A good technique for choosing suitable people can be to prioritise extremely charismatic people with very interesting stories, but who have some characteristics in common with a large part of the audience. It can also be helpful to communicate some characteristics of the audience to the speaker before the activity. After the speech, you can organise a moment of reflection in small groups or in plenary with structured questions, so that the students can extrapolate lessons based on their own experience.

Examples of questions you can ask:

- How do you feel?
- Was there anything that particularly surprised you about the story you just heard?
- Life is different for each one of us and what happens to us may depend on various factors (opportunities, available resources, aptitude, skills,...), some can be controlled and others cannot, what value do you think aptitude has in this mix?

Inspirational talks

Materials needed: projector, speakers, mic (if the audience is composed with many people)

Remarks: To keep the audience's attention, ensure that the speaker's speech is not too long (maximum one hour, but even less), or include breaks or ask for the presentation to be as interactive as possible. If you can't find individuals who can do an intervention, you can always make a selection of inspirational videos (you can draw from the endless database of https://www.ted.com/talks), but bear in mind that it might have a less motivating effect.



In addition to the activities described above, there is the possibility for each age group, that of Cineforum and some very interesting digital resources. Here is a list.

- **Smiling Mind**
  - https://www.smilingmind.com.au/
  - This app helps users to learn on how to medi-tate. Smiling Mind contains guided medita-tions that increase in length as people practice more. Before and after each session, users track their emotions

- **Mood Meter**
  - https://moodmeterapp.com/
  - A simple app that helps users to recognize their emotions. Mood Meter allows to choose how they're feeling, then helps guide them to figure out why they feel that way. It also helps to learn how to control their mood and feel more positive overall.

- **Mitra**
  - https://shortest.link/2sHY
  - Mitra app helps users to track their emotions and values. You can record and rate your emo-tions and values each day, measuring how you feel and what's important for you. This helps them measure changes in emotions and re-flect on your feelings

- **Stop, Breathe & Think**
  - https://www.stopbreathethink.com/about/
  - An option for guided meditations. Stop, Breathe & Think allows users to choose how they're feeling, then provides them with meditation. It also allows them to track their progress with graphs that show trends in their emotional state.

- **Character Playbook**
  - https://characterplaybook.everfi.com/digital-course/
  - For middle and high school students, this app helps navigate the world of relationships. Comic book-style stories guide students through common social situations. Modules with quizzes help students assess their pro-gress.

- **Calm**
  - https://www.calm.com/
  - An app that works for students from Kinder-garten all the way through college. Calm has features like breathing exercises, meditations, and modes to help with falling asleep.

- **Loel**
  - https://shortest.link/2sHT
  - Loel "League of Emotional Learners" is a tool born from a strategic partnership supported by the Erasmus+ Program.
  - With this APP you will be able to identify, manage, communicate and understand your own emotions. It includes activities through ICT-based expression, communication practic-es and new words, idioms, abbreviations, jar-gon from the social media and gamer world, a much more…
  - EMOTIONS BOX: including a multilingual dic-tionary of emotions, with the definitions of a gamified activity around the 50 most easily identifiable emotions.

Bibliography

Alessandra Antinori, Sara Ricci, Flavia Marostica (autrici e curatrici), Elementi di sintesi e di comparazione dell'analisi dei contesti e dei fabbisogni del target group. La metodologia della didattica orientativa. Proposte di adattamento, Leonardo da Vinci, Lifelong learning programme (2007-2013), «Progetto Ipazia», Sviluppo&Competenze, Bologna 2010 (pag.80)

Anna Grimaldi e Rita Porcelli (a cura di), L'orientamento a scuola: quale ruolo per l'insegnante, ISFOL, Franco Angeli, Milano 2003

Baldacci M., (a cura di), I modelli della didattica, Roma, Carocci, 2004.

Batini F., Scrivere il futuro. Sulla progettazione in formazione, Empoli, Ibiskos, 2002.

Batini F., "Lezione partecipata" in: Batini F., Capecchi G., (a cura di), pp. 83-95, 2005.

Batini F., Capecchi G., (a cura di), Strumenti di partecipazione, Trento, Erickson, 2005.

Batini F. Del Sarto G., Narrazioni di narrazioni, Trento, Erickson, 2005.

Batini F, (a cura di), Manuale per orientatori, Trento, Erickson, 2005.

Batini F, (a cura di), Apprendere è un diritto, Pisa, ETS, 2006.

Batini F., Pastorelli L., L'orientamento allo specchio, Lecce, Pensa Multimedia, 2007.

Batini F., (a cura di), Narrazione ed empowerment, numero monografico di M@gma – Analisi Qualitativa, Arezzo, Zona, 2007.

Batini F. Del Sarto G., Raccontare storie, Roma, Carocci, 2007.

Boda Giovanna, Life skill e peer education. Strategie per l'efficacia personale e collettiva, La Nuova Italia, Milano 2001.

Brander P., De Witte L., Ghanea N., Gomes R., Keen E., Nikitina A., Pikeviciute J., COMPASS Manual for human rights education with young people, 2nd edition, updated in 2020.

Carlo Buzzi e Marisa Bindelli (a cura di), Per un curricolo orientativo. Obiettivi e Indicatori, Provincia Autonoma di Trento e IPRASE del Trentino, Trento febbraio 2008 (pag. 146) Consiglio dell'UE, Le nuove competenze per nuovi lavori, Risoluzione del 15 novembre 2007

Castelli C., (edited by), Orientamento in età evolutiva, FrancoAngeli, Milano, 2002.

Cavalleri, S., Comoglio, M. (Dir.), Poillucci Costa, F., Ellerani, P., Gentile, M., Maini, P., Matievich, N. (2005). Il Cooperative learning. Strategie di sperimentazione. Torino: Animazione Sociale

COACH'EM - Discovering youth coaching - Compilation of coaching tools - Result of the training course implemented by Shokkin Group Netherlands in October 2019
Comoglio, M, Cardoso, M. (1996). Insegnare e apprendere in gruppo. Roma: LAS.

Comoglio, M. (2001). Apprendere attraverso la cooperazione dei compagni. Orientamenti Pedagogici, 1, 28-48. Disponibile da: http://www.ismeda-elearning.it/ (30.03.2020).

Consiglio dell'UE, La dimensione sociale dell'istruzione e della formazione, Conclusioni dell' 11 maggio 2010

Cornaviera Daniela, La relazione tra didattica e orientamento in Roberta Focchatti (a cura di), Orientare e orientarsi nella scuola primaria e secondaria, IRRE Veneto, Carocci, Roma 2008

Covey, S. R. - The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. Free Press, 2004.

D'Ignazi P., "Il modello dei talenti personali", 2004. In: Baldacci M., (a cura di), pp. 125-53, 2004

Dell'Oro F., Cercasi scuola disperatamente. Orientamento scolastico e dintorni, Feltrinelli, Milano, 2015.

Di Nubila Renato, Orientamento formale e non formale come processo formativo in «Professionalità» n.76/2003

Domenici Gaetano, Manuale dell'orientamento e della didattica modulare, Editori Laterza, Roma-Bari, 1998

Elena Vaj, Le pratiche orientative nella scuola: possibilità e limiti di una didattica orientativa in Cristina Casaschi (a cura di), Verso il domani, IRRE Lombardia, FrancoAngeli, Milano 2008

Eurydice, Competenze chiave. Un concetto in divenire nell'istruzione obbligatoria (Key Competencies. A developing concept in general compulsory education), 2002

Fabrizio Fagiano, La Carta delle competenze. Uno strumento per riconoscere, valutare e valorizzare le competenze trasversali in «Rivista dell'istruzione» n.5/2009 FOCUS: Dall'orientamento scolastico alle didattiche orientative (pagg.33-37)

Faudella Patrizia (a cura di), La funziona orientativa delle discipline, Dossier IRRE Piemonte, Torino, novembre 2001.

Furtak M., COACH VS YOUTHWORKER - HANDBOOK OF EXERCISES - Result of the training course "Coach vs youthworker", tool found in SALTO archives, pdf may be downloaded in https://www.salto-youth.net/downloads/toolbox_tool_download-file-1355/Coach-vs-Youth-Worker_examples_exercises.pdf

Gailius Ž., Malinauskas A., Petkauskas D., Ragauskas L., HANDBOOK FOR PEOPLE WORKING WITH YOUTH GROUPS - Non-formal education practice in Lithuania, e-Publication may be downloaded from www.jtba.lt, www.jrd.lt and www.neformaliai.lt.

Gilles, R. M., Ashman, A. F., Terwel, J. (2008). The teacher's role in implementing cooperative learning in the classroom. New York: Springer.

Giugni Guido, L'orientamento come dimensione dell'insegnamento e come obiettivo della programmazione educativa in «Orientamento scolastico e professionale» n.25/1985.

Giusti S., "L'ascolto attivo". In: Batini F., Capecchi G., (a cura di), pp. 35-41, 2005.

Giuseppe Zanniello (a cura di), Didattica orientativa. Una metodologia educativa per l'attivazione dello sviluppo professionale e personale, Tecnodid, Napoli 2003
Giusti S., Batini F., Didattica orientativa con approccio narrativo: esperienze di formazione degli insegnanti, Firenze University Press, 2014.

Giusti S., Batini F., Del Sarto G., Narrazione e invenzione. Manuale di lettura e scrittura creativa, Trento, Erickson, 2007.

Goleman Daniel, Intelligenza sociale, Rizzoli, Milano 2007

Gordon T., Insegnanti efficaci, Firenze, Giunti e Lisciani, 1991.

Johnson, D. W., Johnson, R. T. (1987). Learning together and alone. Englewood Cliffs, NJ: PrenticeHall.

Johnson, D. W., Johnson, R. T., Holuberc, E., & Roy, P. (1984). Circles of learning. Alexandria, VA: Association for Supervision and Curriculum Development.

La Marca, Processi di autoregolazione dell'apprendimento e didattica orientativa, Pedagogia oggi, 2015 (no other references).

Mantegazza R., (a cura di), Per una pedagogia narrativa, Bologna, Emi, 1996.

Maria Luisa Pombeni, Metodologie per lo sviluppo delle competenze orientative. Il contributo della scuola nel processo di orientamento, Intervento al Convegno Tavolo per l'orientamento organizzato dall'Assessorato all'Istruzione della Provincia autonoma di Trento e dal Comprensorio delle Giudicarie, Tione (Trento) 20 ottobre 2007

Maria Luisa Pombeni e Rita Chiesa, Il gruppo nel processo di orientamento: teorie e pratiche, Carocci, Roma 2009

Marmocchi P., Dall'Aglio C., Zannini M., Educare le life skills. Come promuovere le abilità psico-sociali e affettive secondo l'organizzazione Mondiale della Sanità, Trento, Erickson, 2004.

Marostica Flavia, Costruire competenze orientative nella scuola: didattica orientativa e azioni di orientamento in «Innovazione educativa» n.6/2002 (pag.12-14).

Marostica Flavia, Costruire competenze orientative propedeutiche: la didattica orientativa in «Innovazione educativa» n.2/2003 (pag.3-6).
Marostica Flavia, Competenze@competenze per il successo formativo e non in «Innovazione educativa» n.4/2003 (pag.18-28).

Marostica Flavia, La centralità della didattica orientativa nel processo di sostegno all'auto-orientamento in Maria Luisa Pombeni (a cura di), L'orientamento tra passato e futuro: l'esperienza di Bologna, Carocci, Roma 2008 (pag.75-101).

Marostica Flavia, Letteratura dedicata e buone prassi in Italia, Scuola7, October 2019/156. (downloaded)

Montedoro Claudia e Zagardo Giacomo (a cura di), Maturare per orientarsi. Viaggio nel mondo formativo, ISFOL, FrancoAngeli, Milano, 2003.

Mura A., Orientamento formativo e progetto di vita. Narrazione e itinerari didattico-educativi, FrancoAngeli, Milano, 2018. (From description: with special reference to disability situation).

OCSE, Competenze chiave per una positiva vita attiva e per il buon funzionamento della società (Key Competencies for a Successful Life and a Well-Functioning Society), Rapporto finale della Ricerca DeSeCo (Definition and Selection of Competencies. Theoretical and ConceptualFundations), novembre 2003
OECD Future of Education and Skills 2030

Paola Marmocchi, Dall'Aglio Claudia, Tannini Michela, Educare le Life Skills. Come promuovere le abilità psico-sociali e affettive secondo l'Organizzazione Mondiale della Sanità, Erickson, Trento 2003

Parchment, G. L. (2009). A Study Comparing Cooperative Learning Methods: Jigsaw & group Investigation. Mathematical and computing sciences master. Disponible da: https://fisherpub.sjfc.edu/mathcs_etd_masters/25/ (02.03.2020).

Parlamento Europeo e Consiglio, Competenze chiave per l'apprendimento permanente. Un quadro di riferimento europeo, Raccomandazione del 18 dicembre 2006

Patrizia Faudella (a cura di), La funzione orientativa delle discipline, Dossier IRRE Piemonte, Torino, Novembre 2001

Pellai, A. Rinaldin, V., Tamborini, B. (2002). L'educazione tra pari. Prospetti teorie e modelli. Animazione sociale, 77-88. Disponibile da: https://www.socialforsocial.it/wpcontent/uploads/2019/01/lettura-9.1-peer_education_animazione_sociale.pdf (02.04.2020).

Pellerey Michele, L'orientamento come dimensione costitutiva della formazione scolastica e professionale in «Orientamento scolastico e professionale» n.1/2 del 1998.

Piergiuseppe Ellerani e Daniela Pavan, Cooperative Learning. Una proposta per l'orientamento formativo. Costruire in gruppo abilità e competenze Tecnodid, Napoli 2004

Pombeni Maria Luisa, Finalizzare le azioni e differenziare le professionalità in Anna Grimaldi (a cura di) Orientamento: modelli, strumenti ed esperienze a confronto, ISFOL, FrancoAngeli, Milano 2002.

Pombeni Maria Luisa, La consulenza nell'orientamento: approcci metodologici e buone pratiche in «Professionalità» n. 65 del 2001.

Quaglino G. P., (a cura di), Autoformazione. Autonomia e responsabilità per la formazione di sé nell'età adulta, Milano, Cortina, 2004.

Rogers C., Libertà nell'apprendimento, Firenze, Giunti e Barbera, 1973.
Slavin, R., Sharan, S. Kagan S. et al. (1985). Learning to cooperate, cooperating to learn. Springer, New York.

Trinchero, R. (2012). Costruire, valutare e certificare competenze. Milano: FrancoAngeli.

Trinchero, R. (2014). Progettare e valutare un percorso di ricerca azione nella scuola. Disponibile
da: http://www.edurete.org/conv/ (10.04.2020).

Trinchero, R. (2015). Apprendere dall'esperienza per costruire competenza. Un approccio evidencebased. Disponibile da: http://www.edurete.org/conv/apesp.pdf (10.04.2020).

Trinchero, R (2016). Progettare e condurre una ricerca educativa. Disponibile da: https://slideplayer.it/slide/10273104/ (10.04.2020).

Trinchero, R. (2017). L'attivazione cognitiva come principio chiave per l'istruzione e l'apprendimento. Disponibile da: http://www.edurete.org/doc/edurete_2017.pdf (10.04.2020).

Trinchero, R. (2018). Costruire e certificare competenze nel secondo ciclo. Milano: Rizzoli Education.

Viglietti Mario, Orientamento: una modalità educativa permanente, SEI, Torino 1989.

Useful links:

- https://www.coe.int/en/web/youth-portfolio/youth-work-competence
- https://humak.podbean.com/e/coaching-in-youth-work-with-tomas-pesek-episode-9/



Co-funded by the
Erasmus+ Programme
of the European Union

Erasmus + Project "COACHING TOOLS" no 2020-3-PL01-KA205-094960

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



Fundacja Centrum Aktywności Twórczej
cazalla INTERCULTURAL
MILLEPIEDI cooperativa sociale onlus
OpenCom
Erasmus+