

Guidelines for conducting

#FutureMe - green edition is a tool for guidance and personal development, aimed at increasing self-awareness and knowledge of participants' Green Skills through engaging and participatory activities.

The "Green Skills" were introduced in the Green Comp report (by JRC), a scientific report from the Joint Research Centre of the European Commission, which describes them as *the set of knowledge, skills, and attitudes regarding sustainability, enabling individuals to think, plan, and act considering sustainability, to live in harmony with the planet.*

According to JRC, it is essential to develop these skills in every educational context so they can guide choices and the development of every future job. Today's adolescents will be tomorrow's workers: it is increasingly urgent for them to manage the impact of their profession ethically and consciously, with a view to real social and environmental sustainability.

The three phases (past - present - future) propose activities and tools freely inspired by life design and counseling methodologies.

The basic toolkit of #FutureMe - green edition is designed for 1 facilitator and 6 participants:

- for facilitators
 - INSTRUCTION - guidelines for conducting
 - FutureMe CARDS (1 per 6 participants) - a deck of 34 cards divided into 4 categories (PLACES, PEOPLE, OBJECTS, WILDCARDS); to be used during the phase of recalling significant learning experiences
 - Certificate templates (to be duplicated for each participant)
- for participants
 - tools for activities divided on different canvases. In detail:
 - word list (to cut out)
 - postcard from the future
 - time capsule
 - polaroid (canvas and images to cut out)
 - diary of good moments (daily schedule plus summary sheet)
 - MindMap template (to be used in PHASE 4 - The FUTURE)
 - Coat of arms

Timelines

The #FutureMe - green edition program is divided into 4 stages, with a break of 7 to 14 days between stages 3th and 4th. This is essential for compiling the Good Moments Diary, a necessary and preparatory activity for the activities of stage 4.

Below is a suggested indicative timeline:

PHASES	PAST	PRESENT	FUTURE		TOTAL
STAGES	1st STAGE	2nd STAGE	3th STAGE	4th STAGE	4
Duration	1,5h	2h	2,5h	1h	8H
Activities	<i>Presentation of the orientation path, Time capsule</i>	<i>Polaroid, Diary of good moments</i>	<i>Mindmap, Coat of Arms</i>	<i>Sharing of results and delivery of participation certificates</i>	
Frequency	Alongside the 1st stage or in the same week	7 days max from the previous one	7-14 days from the previous one	Alongside the 4th stage or in the same week	Min 14 max 35 days

#FutureME - green edition consists of a series of activities, which are connected by a general metaphor: the journey through time.

In the first stage of presenting to the group of participants, it will be necessary to:

- Explain the overall journey without delving into details: 3 stages, each centered around life timelines (past, present, future).
- Rather than focusing on the tools, it is helpful to emphasize the attitude to adopt during the activities.



BEING CURIOUS - seeing opportunities everywhere



BEING READY FOR ACTION - suspending judgment and trying out what is proposed



CHANGING FRAMEWORKS - reformulating one's beliefs



FOCUSING ON THE PROCESS - concentrating on one's actions rather than expectations or outcomes, in order to embrace surprising results



COLLABORATING IN A RADICAL WAY - engage, share, listen to others: the best

results come from a team.

Other useful elements for facilitation:

- Remember that it's an individual journey done in a group: everyone benefits personally from doing the activities; if everyone shares their thoughts and reflections, the benefits will multiply. Without forcing it, you can encourage the group to use sharing as a tool for growth for everyone.
- During the activities, questions can be asked about how to do the exercises, and interventions can be made.
- In order to respect the timing and not prolong the meetings, it's best to stay focused on the activities to be completed, without delving into strictly individual topics. Invite participants to take notes and welcome insights, to provide feedback at another time/place.
- Support participants in remembering the Green Skills during the activities through reflections, connections, and/or by bringing the sheets included in the teacher's kit during the stages of the meetings.

The practice of this tool suggests using it with groups ranging from 6 to 24 participants. The number of facilitators may also vary; a maximum ratio of 1 facilitator to 12 participants is recommended.

In the following pages, the different stages that make up the *#FutureMe - green edition* journey will be presented: have a great journey!

1st STAGE – Past (recommended duration - 75/90 minutes)

- Introduction to the journey

The first meeting with the group of teenagers will serve to introduce the general thrust of the program and its objectives: to provide time dedicated to personal growth and increased awareness. We recommend reading the Green Comp document at <https://publications.jrc.ec.europa.eu/repository/handle/JRC128040>, where versions in several European languages can be downloaded. This document presents Green Skills, the skills and abilities that Europe identifies as necessary for future professional development, which can guide practices and methods towards sustainability.

TIME CAPSULE

What is needed:

- FutureMe CARDS
- Cards words
- Postcard from the future
- Time Capsule to cut out and assemble (participant kit)
- Pencil/pen
- Scissors
- Glue stick

PURPOSE – Select a significant experience from one's past and place it in the time capsule, so that it can become an experience that accompanies participants for a period of their lives. Revisit significant learning experiences from one's past, using the provided cards and words. Among those remembered by the participants, the most significant one should be selected and placed in the time capsule.

OBJECTIVES – Increase self-awareness; develop critical thinking; foster systemic thinking; share experiences and reflections; open up to discussion and dialogue; deepen and recognize Green Skills.

TIPS FOR FACILITATION – The facilitator will have one deck of cards for every 6 participants: after explaining the categories and objectives of the activity, they will provide them to the various groups and encourage them to recall significant learning events from their past, also facilitating the association between multiple cards.

IMPORTANT - The cards must remain available to everyone: in their individual kit, participants have words that replicate the cards in the deck and some blank cards, in case significant words (e.g., BIRTHDAY PARTY, PIZZA, HOTEL...) are not present among the cards. The word cards will represent their experiences, which should then be divided into separate bundles. Each participant is invited to choose the most meaningful one and fill out a postcard from the future following the instructions. This, along with the cut-out words, should be placed in the time capsule, which should then be filled out on the outside.

2nd STAGES – Present (recommended duration - 110/120 minutes)

POLAROID

What is needed:

- Polaroid (canva and images to cut out)
- pen/pencil and colored pencils/markers
- scissors
- glue stick

PURPOSE – Create a table capable of visualizing one's educational experience and its developments over time.

OBJECTIVES – Develop self-awareness; share your experiences and reflections; open up to comparison and dialogue; deepen and recognize green skills.

TIPS FOR FACILITATION – The activity involves three moments:

1. After cutting out the Polaroids, invite the participants to give a title to each one. This title should be written in the first row below the image. Then, considering the given title, participants are encouraged to write three words below that the title suggests. For example, for an image of a plant in someone's hands, a participant might title it "NATURE" and then write three words connected to it (e.g., mountain, freedom, pollution).
2. Once all the Polaroids have been completed, each participant takes the "Past-Present-Future" column. This represents the three moments of their "student/training self." Looking at the completed Polaroids, participants can place up to four per section, depending on whether the words written in the Polaroids speak more to their past, present, or future selves.
3. Participants are invited to observe what they have created and are encouraged to share/reflect with some questions:
 - a. ARE YOU SATISFIED WITH YOUR REPRESENTATION?
 - b. OBSERVING THE POLAROIDS, DOES IT SEEM LIKE ANY OF THEM IS AN EVOLUTION OF ANOTHER?
 - c. AMONG ALL THE WORDS WRITTEN, DO YOU FIND SIMILARITIES/CONTINUITY IN YOUR EDUCATIONAL EXPERIENCE? DO YOU ALSO FIND DISCONTINUITIES?
 - d. HAVE YOU DISCOVERED SOMETHING NEW ABOUT YOURSELF?

Encourage participants to also use colored pencils/markers so they can remember the connections they've made later on.

IMPORTANT - Present the images in the most neutral way possible, for example: a plant in someone's hands; a man and a girl reading a book and eating candy; a classroom group. Additionally, participants may want to replicate some cards at different times. You can have them replicate the writings on a piece of white paper, while still respecting the guideline of 4 Polaroids per section.

DIARY OF GOOD MOMENTS

Much of the Logbook is comprised of pages from the Good Moments Diary. This should be filled out in the 15-day interval between the **SECOND** and **THIRD** stages: therefore, it is necessary to present it at the end of this stage and provide the necessary instructions for its completion.

What is needed:

- diary of good moments

PURPOSE – Fill out the journal carefully daily to best prepare for the next meeting.

OBJECTIVES – Develop self-awareness; gain new insights into one's life experiences.

INSTRUCTIONS FOR COMPLETION – In the top section of each page, the day of completion and the date should be indicated. Additionally, on each diary page, starting from the left, there are several fields arranged in a column:

- The day's timeline is indicated through dots and numbers. These serve to mark, based on the time of occurrence, the SIGNIFICANT activities of the day, which are to be inserted in the column "What did I do today?"
- For each activity listed, there are three "like" symbols, indicating whether the activity involved the participant very little/not at all, left them indifferent, or engaged them a lot/very much.
- The "battery" column indicates whether the activity listed
- Finally, there is a column of squares, used to indicate whether the listed activity allowed experiencing "FLOW".

TIPS FOR FACILITATION - During the presentation, it is necessary to clarify that, during the days of filling out the *Diary of Good Moments*, not all activities of the day should be indicated, but only those that are SIGNIFICANT according to the 3 areas of focus, which are visually highlighted on the pages:

ENGAGEMENT: Encourage participants to pay attention to which activities during each day have aroused/stimulated interest and participation at a cognitive/mental level. In case the engagement was low/negative, mark the "thumbs down"; for neutral engagement, the "thumbs horizontal"; for high/positive engagement, the "thumbs up". Examples of assessable activities: a school lesson, a video game challenge, organizing an evening/party, etc.

ENERGY: Invite participants to pay attention to which activities during each day have generated energy or consumed it. If the activity has produced energy, color the GREEN part of the battery, starting from the lightning bolt symbol. Examples of assessable activities, both as "recharging" events and as elements of energy "consumption": sports activities, afternoon rest, classroom lessons, an experience with friends, etc.

FLOW: Placing a checkmark on the "flow" box indicates that the significant experience entered in the diary was characterized by a task, a challenge, and that those who experienced this found satisfaction and a sense of adequacy between the challenges posed and the skills required for the task's completion. According to the authors of the book "*Design Your Life*," the term *FLOW* refers to an "*enhanced involvement. It is the state of existence where time stops, you are completely engaged in an activity, and the challenges it presents fit perfectly with your skills, so you are neither bored because it is too easy nor anxious because it is too difficult.*"

IMPORTANT - Every 7 days of using the Good Moments Journal, participants are asked to complete the summary sheet of their experiences, which can be found among the downloadable files. The experiences to be reported in this form are:

- Activities in which they felt ENGAGED (only those with a "thumbs up" rating)
- Activities that brought ENERGY (only those with a GREEN charge)
- Activities in which they perceived FLOW (all activities with a check mark in the flow box)

Participants should be reminded of the importance of this step, as it facilitates and speeds up the activities of the next stage.

ESSENTIAL! Remember to bring the completed Good Moments Journal to the next stage!

3th STAGE – Future (recommended duration - 140/150 minutes)

COAT OF ARMS

What is needed:

- Diary of the good moments
- MindMap
- Coat of Arms and Motto
- Pencil/Pen and Colored Pencils

PURPOSE – To complete all the tools to explore possible future careers that may involve the participants.

OBJECTIVES – Increase self-awareness; develop critical thinking; foster systemic thinking; share experiences and reflections; engage in dialogue and discussion; deepen understanding and recognize Green Skills.

This activity is divided into several moments, structured in the following order.

1. MindMap

TIPS FOR CONDUCTING – After ensuring the Good Moments Diary has been completed correctly, focus on the summary page of the two-week period. Participants are asked to find 3 words:

- one that can unite the experiences in which they felt ENERGY-CHARGED
- one that can unite the experiences in which they felt ENGAGED
- one that can unite the experiences in which they felt FLOW

Each of these words will be the starting point for the MindMap exercise. PLEASE NOTE! The MindMap template is included ONLY in the leader's kit: triplicate copies must be provided to each participant so they can complete the activity. Completing the MindMap is done by placing one of the words from the previous exercise in the center of the template and, through mental association, completing the associated ellipses.

IMPORTANT - Invite participants to complete this exercise quickly to activate rational thought as little as possible (we would say "WITHOUT REFLECTION"), because it is more useful for the words to emerge thanks to mental associations that are as free and spontaneous as possible.

2. Coat of Arms Coat of Arms and Motto

Once all three MindMaps have been completed, each participant chooses one and takes the first sheet of the Coat of Arms file. Following the instructions (choose three words from the outermost circle of the chosen MindMap), they will create a Personae, a description of a fictional character, whose characteristics will be outlined. You can stimulate the descriptions by asking questions about the Personae: does he/she have a family? Where/who does he/she live with? Where does he/she live? What does he/she do/who does he/she hang out with in his/her free time? What does he/she do for a living? Do he/she have any enemies/rivals? What is his/her dream/plan for the future?

Once the description is complete, participants are invited to draw the Personae on the same sheet of paper and then provide a further brief and in-depth description.

CONDUCTION TIPS – Sheet 2 of the Coat of Arms file contains instructions for creating the Personae's Coat of Arms: this is the shield and external ornaments of a graphic-symbolic emblem. The coat of arms is an element that, with immediacy and precision, allows us to recall organizations, individuals, or groups, such as a family, a social group, or a territory. Starting from the characteristics of the Personae, invite participants to create the coat of arms and motto, following the instructions on sheet 2 and drawing in the diagram to be completed. Some ideas to assist this phase:

- Strength, namely his/her most characteristic attitude/ability (personal and/or professional);
- Weakness, meaning the difficulty he/she cannot overcome or his/her biggest shortfall/struggle (personal and/or professional);
- Hamletian doubt, meaning the question he/she cannot answer (personal and/or professional);
- Symbol, meaning an animal, a symbol, or an object (real or fictional) that fully represents the Personae.

Once the coat of arms is complete, the motto for the newly designed Personae is created. This must be a phrase (or a set of words) that describes the Personae's personal and/or professional motivations or intentions. Throughout history, the motto could be adopted by an individual, a group, or an organization, such as certain nations, universities, and noble families. The motto is traditionally expressed in Latin, but it can also be written in other languages.

ATTENTION! The motto's content can relate to the Personae's past, present, or future: this choice can be left to the individual participants.

TIP: After creating the Personas' coat of arms and motto inside the Passport, if time permits, participants are invited to reproduce the design of the Personas' coat of arms and motto on a blank sheet of paper so they can create their own personal coat of arms and motto.

STAGE 4 - Conclusion and summary of the process (recommended duration - 45/60 minutes)

- What we do

The final part of the #FutureMe - green edition process can be an important opportunity to reflect and help participants summarize their experience. Through free contributions, participants can share the strengths and weaknesses of each participant's experience and the tool. Furthermore, they can gather insights that weren't explored in the three central stages, perhaps even those related to green skills.

TIP – To make the final meeting more meaningful for participants, it is helpful to remind them to bring with them all the work and artifacts produced in previous meetings, so they can best respond to the stimuli proposed by the facilitator.

Certificates of participation will be awarded at the end of the meeting.