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ONLINE CARDS www.metimecards.eu
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MeTime

TO LOOK AT COMPETENCES

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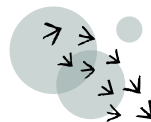
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what is MeTime?



MeTime project aims to equip trainers, educators and youth workers with tools and skills of using visual methods in their local and international work in the frame of non formal education also to strengthen inclusion of young people with less opportunities. Our goal is to support participants of international

projects, in the process of reflection and defining acquired key competences by using visual methods. An equally important goal is to raise competences of youth workers themselves, by adding to existing ETS set of competences visual tools supporting reflexion and understanding of each competence.



Increasing skills of trainers, educators and youth workers to include young people with less opportunities in international projects through the use of visual methods.

OBJECTIVES



Increasing the value of international projects for those involved in them by using the Youthpass tool more effectively in a self-reflection process.



Development of innovative quality tools for youth workers, educators and trainers to empower youth readiness to learn.



Increasing effectiveness of youth workers of getting to the groups with less opportunities development of the learning environment by using visual language and easy text as equal ways of expression".



THE POWER OF VISUAL METAPHOR

By: Dagna Gmitrowicz

I am working with images already more than 20 years. My story started at the Academy of Fine Arts then touched on art therapy and finished with the creation of visual tools for personal development. Me Time is one of them.

There are two main concepts behind this tool. First, my practice proved that we, as Content Creators became slightly ignorant of the visual language. There is a noticeable trend of esthetic, proper composition and contrast. The educational tools became closed in a narrow box of one visual language. My practice proved that this is a misconception. There is NO visual form/expression that EVERYONE corresponds with.



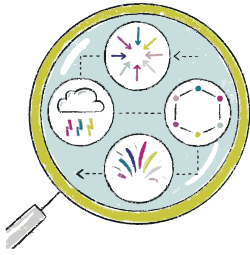
Like people speak different languages verbally, same they speak different languages visually.

And even more, we change our visual language (or visual preferences) several times in our lifespan. So the concept of a nicely designed tool where we communicate with one style of images is reaching only a narrow group of responders, the others would feel uncomfortable working with offered esthetic and in the worst cases they may have felt a reluctance to given method. So my first message is:



Whenever you create the visual tool, be aware of the different visual preferences of learners! Use several ways of expression - not one!

Let's look at the visual metaphor. What it is? A metaphor is a figure of speech that describes something by saying it's something else. It is not



meant to be taken literally. Rudolf Arnheim in the book: „Art and visual perception" proves that just two simple geometrical figures drawn on paper may provoke in a receiver not only feelings but also a sense of movement, sense of disharmony, harmony, sense of time, tension, irritation, sense of stability or chaos, sense of easiness and complexity, etc. „Every painting or sculpture carries meaning. Whether representational or "abstract," it is "about something"; it is a statement about the nature of our existence" Rudolf Arnheim [page 62, shape].

How to create a visual metaphor?



Metaphors work best when they connect abstract concepts to something common that readers already understand well. **A visual, metaphor is more powerful when one visual statement is compared to another visual statement which belongs to a different category or frame of meaning, and only one of those two is familiar to the receiver.**

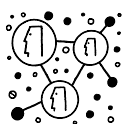
Symbols, drawings, and simple lines are metaphors, which our mind treats as a message interpreted in a more open and less defined way.



Every human is different, and every person reads the metaphor through the context of their own life experience.

Whenever you would like to continue this discourse, feel free to contact me:)

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OUR METIME AMBASSADORS

Trainer, coach, facilitator and mentor. Designed and conducts development and educational processes for youth and adults. He specialises in working with metaphor using Clean Coaching method. Julian is the co-creator of anti-violence educational method for boys. Educator and supervisor for sexual healthcare education. He is the co-founder and Chairman of Owoc Spotkania Foundation, which mission is supporting psychological, physical and social well-being.



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**MAGDALENA
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Certified coach, trainer, mentor working for the development of organizations and strengthening personal potential. Magdalena promotes well-being, healthy relationships, quality of life. She supports women leaders, activists, parents. Also practices mindfulness, empathic cooperation, non-violent communication and solution-seeking.



Freelance trainer, educator, facilitator. Founder of Fundacja Rozwoju Międzykulturowego EBU. Ambassador of the European Charter on local youth work. Designer of educational and development programmes, project manager and coordinator of volunteering teams. Works in the areas of youth policies, innovation, intercultural education, participation and civic engagement.



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Trainer, pharmacist, youth worker, scout leader. Orsolya works with companies as a trainer and teambuilding coordinator, and also with children and youth in different summer camps, workshops and social events.

Julian Czurko: Contracting with metaphors for Supervisors



Youthworkers | Trainers | Coaches | Mentors
The number of participants: 2



This scenario is designed as a support during supervision sessions for experts working with youths (youthworkers, retainers, coaches, mentors). It is designed for setting ground rules of the process in a way that helps to name and express areas that are abstract, hard to explain or vulnerable.



Up to 90 minutes



Setting the ground rules for supervision process, creating safe space, building transparency and clear communication, anticipating and answering to possible threats.



Residential | ME Time - Youthpass ETS

The script of the Workshop/method



Prepare the setting: a place to sit with clear surface, deck of MeTime cards for Youthworkers with play/pause/stop cards and tools for making notes. Spread the cards on the surface, face up. Prepare the script of the meeting that uses all or some topics (according to the goal, time, context...):





- goal
- partnership
- trust
- confidentiality
- motivation
- change



Invite your client for a contracting session. Explain that the goal is to set the ground rules that will give you a feeling of safety, transparency and comfort. Tell them that the dialogue will be supported by using cards.



Start the dialogue about the expectations and concerns to transform them into rules that you and your client can agree upon. Check the areas of setting a goal, building partnership despite different roles, investing in trust, taking care of confidentiality, supporting motivation and preparing for a change. You can use cards for areas where client feels that they get stuck - or for each of them to make the conversation instantly deeper.

	<p>This and 2 next phases create a module that can be repeated for each of the topics. Be adequate: sometimes each area is essential and should be discussed during one session, sometimes only a few are relevant and sometimes you can divide the topics between a few separate sessions. Be also mindful: using metaphors and talking about values is very energy-consuming. End the session when the client is still energetic.</p>
 10 min	<p>When talking about an area, ask the client to pick a card or a few cards (up to 3) that say something about the topic. Ask the client about the card(s) they chose:</p> <ul style="list-style-type: none"> • What does it tell you about [the topic]? • And what else? <p>If something [X] is unclear or too general, support with a question:</p> <ul style="list-style-type: none"> • And what kind of [X] is that [X]? <p>If there are more than one card [X and Y] or more than one symbol mentioned by the client, you can support with a question:</p> <ul style="list-style-type: none"> • And is there any relationship between [X] and [Y]?
 5 min	<p>When you feel that you explored the topic efficiently, put the start/pause/stop cards between you and your client. Tell your client that they represent:</p> <ul style="list-style-type: none"> • play - what behaviours you accept, encourage or think that are beneficial • stop - what are the deal-breakers, red flags, behaviours that flaw the process • pause - how you will give the other party a sign that something is not working, is lacking or the ground rules were abused <p>Juxtapose the metaphorical cards with play/stop/pause to discuss what you have to agree upon to make your process transparent, creative and healthy.</p>
 5 min	<p>Write down your agreement. Summarise and show it to your client. If you want it to be formal, both of you sign it.</p>
	<p>Final conclusions and recommendations to proper use of cards and their impact:</p> <ul style="list-style-type: none"> • You can explore using this scenario when working with groups. Depending on the number of people, you can use more decks of cards with metaphors and working in pairs or threes while discussing topics. Then put play/pause/stop symbols in bigger scale on a flipchart on a board and animate a discussion about the conclusions and specific rules that have to be agreed upon by the whole group.

Julian Czurko: Growing key competencies with MeTime



Youth/participants
The number of participants: 2



This scenario is designed for a Youthworker (Mentor, Coach, Trainer, Supervisor...) who works with a young person (Mentee, Trainee, Volunteer...).



50 minutes



The goal of this scenario is to support a young person in developing competencies: looking for an inspiration, options and solutions. It is based on coaching model, so it ends with creating an action plan.



Residential | ME Time - Youthpass

The script of the Workshop/method



Prepare the setting: a place to sit with clear surface, deck of MeTime cards for Youths. Spread the cards on the surface, face up.



Tell your client that you will be working on a specific competence from Youthpass - you can choose one depending on your diagnosis or follow the client's preference and motivation. Tell them you will use cards to get inspiration and look for unobvious, creative solutions and then end up with making an action plan.







When the competence is chosen, ask your client to look at the cards and choose one that represents the competence. Talk about it using questions to the metaphor and its elements (visual or described):

- What draws your attention here? (opening question)
- And is there anything else about it?



Ask your client to put the card representing the competence in the middle of the table and tell them that you will be looking for options of developing that skill.

Ask them to choose a card that represents an option #1 and place it around the main card. Ask questions about the card:

	<ul style="list-style-type: none"> • What does this card say about the option #1? • What does it know about the option #1? <p>Repeat this step for options #2 and #3.</p> <p>NB: Supporting question is "And what else?"</p>
	<p>Tell your client that now you will look for a solution that would help to implement the 3 options.</p> <p>Ask them to choose a card that represents a solution #1 for option #1 and place next to it. Ask questions about the card:</p> <ul style="list-style-type: none"> • What does this card say about the solution for option #1? • What does it know about the solution #1? <p>Repeat this step for solutions #2 and #3.</p> <p>NB: Supporting question is "And what else?"</p>
	<p>Ask your client to stand up and navigate them to a place next to a table from there they can see the whole constellation of cards from a distance. Ask questions:</p> <ul style="list-style-type: none"> • What kind of relationship between them can you see from here? • What do you choose from this place?
	<p>Ask your client to sit down and make a note using questions:</p> <ul style="list-style-type: none"> • What do you know about developing [the name of the competence] • What will be your first step? • What will be your next step?... <p>NB: Supporting question is "And what else?" Spend as much time in this phase as it will be needed to prepare a satisfactory action plan.</p>
	<p>Final conclusions and recommendations to proper use of cards and their impact:</p> <ul style="list-style-type: none"> • With some adjustments this scenario can be used for facilitating a group. Each participant will need their own set of cards and they would work separately. Between the phases you can animate short feedback sessions in pairs or threes. Those can work both as making thoughts and feelings more specific, as well as inspiration for others. • If your cliend gets inspired and wants to propose a change in the dynamics, be flexible. Any update will be good when it serves the client and their goals.

Agnieszka Biela: My path to growth



Trainers
The number of participants: 1



The scenario may be used to work with low experienced trainers on their professional growth. It will be beneficial for trainers participating in both supervision or coaching processes.



45-60 minutes



Planning the professional growth



Residential | ME Time - Youthpass ETS
Sheets of paper with written words on it: Here and now

- What helps me?
- What makes it difficult?
- What will i gain if i come forward?
- What will i gain if i come back?
- What do i need more?
- My goal

Blank sheet of paper and pen

The script of the Workshop/method



Choosing cards - first step. Put all of the Me Time cards on the table/floor, so that the participant sees all of them. Ask them to choose 3-5 cards that represent their professional competences in the present time. Ask the participant to put chosen cards in front of them.



Ask the participant about the cards: what competences do they represent? Why are they important to them?








Ask the participant to choose one of the trace cards that represents how they have achieved today's competences.



Ask the participant to tell you about the chosen card:

- What story does it tell?
- What were the main points on this path?

	<ul style="list-style-type: none"> • What was helpful on this journey? • Who were the people that helped you on this journey?
	Ask the participant to choose one of the bubble cards that represents how they would like to see themselves as the professional trainer.
	<p>Make the straight path on the floor using the sheets with written words (use the same order as in "needed materials"). Leave the space between the sheets so that the participant may stand between them.</p> <p>Ask the participant to put their bubble card on the last sheet ("My goal") and stand facing the first sheet. Ask them to move one step to the next sheet when they're ready.</p> <p>Ask the first question ("What helps me?") aloud. When the participant is ready, ask them to move another step forward. Repeat until the participant reaches their goal.</p> <p>NB: The participant may answer the questions out loud or keep it to themselves.</p>
	<p>Ask the participant(s) to write down:</p> <ul style="list-style-type: none"> • What is the first step you may take right now to achieve your goal? • What is the second step you may take? • ...and so on until the sixth step.
	Ask the participant(s) about the feedback: how do you feel now?
	<p>Final conclusions and recommendations to proper use of cards and their impact:</p> <ul style="list-style-type: none"> • Cards are only a proposition to start the process. You need to listen to the participant's story and interpretations - it is important to follow the story and not the cards. If the participant needs something during the process - let them do it. Being spontaneous and autonomous is more important than strictly following the instructions. • If the participant answers questions you didn't ask it doesn't mean it's the wrong answer - it means there is a question that needs to be answered. Listen to what the participant says and then ask again your question.

Agnieszka Biela: Processing emotions



Youth/participants
The number of participants: 1-3



The scenario may be used with teenagers, young adults and adults likewise. It will be beneficial for persons participating in both educational/growth and psychotherapy processes, as well as during difficult moments in activism activity.



45-80 minutes



Processing difficult emotions



Residential | ME Time - Youthpass
• Sheets of paper for every participant • Pen

The script of the Workshop/method











Choosing card - first step. Put all of the Me Time cards on the table/ floor, so that the participant(s) see all of them. Ask them to choose 3-5 cards that express how they feel right now. Ask the participant(s) to put chosen cards in front of them.

NB: It may be useful to add that the participant(s) may look closer at any of the cards, think about their choice, but it often happens that some card just draws attention without any particular explanation and that's fine, too.



Choosing card - second step. Ask the participant(s) to look at their cards and choose one that they think is most important at the moment. Ask them the following questions to deepen the understanding of the card (they don't need to answer them):

- Do you see any detail that you haven't seen before?
- What do you see when you put the card closer to your eyes? what do you see when you put it on the length of a stretched arm?
- What do you see when you turn it to the left? what do you see when you turn it upside-down? what do you see when you turn it to the right?

 5-20 min	<p>Ask the participant(s) to tell you or the group (if there is more than one participant) about the chosen card:</p> <ul style="list-style-type: none"> • What story does it tell? • What new have the participant seen on the second step? • How does the participant think about it now? • Does the participant want to change something now?
 3 min	<p>Ask the participant(s) to look at all of the Me Time cards again. Ask them to choose 1 card that expresses how they would like to feel right now. Ask the participant(s) to put chosen card in front of them.</p>
 5-10 min	<p>Ask the participant(s) to tell you or the group (if there is more than one participant) about the chosen card: what story does it tell?</p>
 3 min	<p>Ask the participant(s) to look at all of the Me Time cards once more. Ask them to choose 1-3 cards that show how they can move from the first card to the second one.</p> <p>NB: You may also use trace cards.</p>
 5-15 min	<p>Ask the participant(s) to tell you or the group (if there is more than one participant) about the chosen card:</p> <ul style="list-style-type: none"> • What are the details of this route? • What do you need on this journey? • Do you need help on this journey? Who can help you?
 5-10 min	<p>Ask the participant(s) to write down:</p> <ul style="list-style-type: none"> • What is the first step you may take now? • What is the second step you may take? • ...and so on until the sixth step.
 5-10 min	<p>Ask the participant(s) about the feedback: How do you feel now?</p>
	<p>Final conclusions and recommendations to proper use of cards and their impact:</p> <p>Give the participant(s) time to process the cards. You don't need quick answers, you need deep answers. Leave space for the new things and connections that come during the process.</p>

Magdalena Korczyk - Waszak: Personal World Championship



Youthworkers | Trainers
The number of participants: 1



Leader, sports coach. Works with youth and children, coaches and teaches girls and women to play football.



1,5 hours +



- Analysis of one's own potential to develop a career as a sports coach
- Strengthening self-confidence
- Creation of a catalogue of qualities and competences of a good football coach for children and young people
- Planning a work path for competence



Digital | ME Time - ETS | Computer, internet, headphones, microphone.
Time, quiet place, conditions to concentrate and work freely.

The script of the Workshop/method








Put the person in the mood for creative work. Suggest that she closes her eyes and imagines her daily day, especially the work of a sports coach. Ask her to think about how she prepares for classes with young people and children, how she plans the training, gathers the necessary accessories, carries out the activities. What she says, what she feels, how she behaves. After a short visualisation, invite her to the next step - learning about and using the MeTime tool.



Start with a brief introduction of what MeTime is and its main principles: intuition, creativity, agreeing with yourself and what MeTime looks like digitally. Invite the person to enter <https://metimecards.eu/> and instruct them to follow the directions. Assure the person that you are by their side the whole time so they can ask you questions and ask for guidance. Inform the person that the results of their work will be visible and accessible for 24 hours.



Encourage the person to take the first step with MeTime: an assessment of their readiness to work with the tool, the right conditions for creative work and their willingness to develop. When the person is ready, suggest that they choose an experience from the past or a vision of the future in the context of their coaching activities for children and young people. Then invite the person to choose one card from the traces (past) or bubbles (future) that relate to this vision. The person gives meaning

	to the card themselves, but when you see that this is causing them difficulty you can prompt them to think about values, situations, people, emotions when choosing. The selected card will be written on a personal board and will be available 24 hours.
 20 min	The person now indicates once again that she will work with MeTime as a football coach for children and young people. She then goes to the picture cards and selects the ones she associates with her personal potential and her own strengths. Encourage the person to think about their skills, knowledge, attitudes, beliefs and values, anything that can be described as a competence profile. Ask her to add illustrations to her whiteboard. When she has completed her creative work invite her to the summary section.
 10 min	Ask the person to look at a card representing the past (trace) or future (bubble) and the chosen illustrations (strengths). Ask the person to decide if this is a complete work or if he/she still wants to modify something (add or subtract an illustration) in the context of his/her professional activity. The person discovers all the illustrations, their meaning and the explanation of the competences in the glossary.
 35 min	After reading the explanation of the competences, you talk to the person about his/her impressions. You can ask questions that will help the person to develop the competences in the future and to realize their vision of development: What are your strongest points? Which competences need to be developed? Which competence is the most important for you in your professional role? How do you plan to develop it? Who or what can help you develop it? What do you need to improve? What will be the first step in developing your most important competence? You can work on these questions in this session or in subsequent meetings. Also ask what the meaning of the trace/bubble card is: What do you associate this card with? What meaning does it have for you? What value does it contain? Why was this card chosen? How does it move you towards your goals and actions?
 5 min	Offer the person to write down, draw or print out the results of their work so that they can use and work on them later. Encourage the person to use the MeTime tool whenever they need it.
	Final conclusions and recommendations to proper use of cards and their impact: Timing and the right conditions for working with the digital tool are important. Don't rush your work with the person you are supporting. The description in the glossary is the interpretation of the authors of the tool, but the person may have a different explanation of the competence illustration. And this is ok. The tool can be used on its own without teacher support. Working time can be variable, depending on the pace of the work and the mood of the person.

Magdalena Korczyk - Waszak:

MeTime - My balance



Youth/participants
The number of participants: 5-10



Women's leaders, activists, volunteers



1,5 hours



- Awareness of qualities and skills helping to maintain work-life balance
- Planning of activities to develop personal competences to support self-care.
- Building community and bonds around the topic of self-care, work-life balance
- Experiencing and practising mindfulness



Residential | ME Time - Youthpass
Cards, pens, crayons, bubble machine








The script of the Workshop/method










Invite people for an attentive walk of 15 minutes. Before you set off, hand out a bubble-blowing device to each person participating. Tell the persons to take a walk in silence and individually, during which they will observe their surroundings, nature, the sky, their footsteps. If they want they can also release the bubbles and observe their journey. Each person decides where they will go and what they will use, what they will observe. When finished, invite everyone into the room where the training takes place. Ask about impressions of the walk, observations and the value of such an activity to take care of one's daily wellbeing. Allow 15 minutes for the discussion.



Give each person a set of MeTime cards with illustrations of competences and invite them to practise. Ensure that each person has a free space to place the cards (on the table, on the floor). Ask each person individually to choose 5 cards that they associate with their personal qualities, skills, experiences that help them to take care of themselves. What do you use? What supports you? What strengths allow you to take care of your body, mind, spirits?

	<p>Ask people to form pairs and invite them to dialogue about it. They can show their cards, exchange their insights, associations and talk about impressions.</p>
	<p>Gather the group and ask for their impressions of the interviews. Hand out a card to each person so they can redraw their card and complete their notes. Explain to the forum the meaning of the MeTime competence illustrations that emerged to the participants from the glossary. Ask for participants' feelings after the meaning is revealed.</p>
	<p>Ask the participants to mark on the sheets of paper which competence they want to focus on and develop in the near future in order to take better care of themselves at work and in life.</p> <p>Ask them to write down what change they will make in their life in the next week. What will be their first step to taking care of the balance. Encourage participants to continue working on their own with the competences they have chosen.</p>
	<p>Final conclusions and recommendations to proper use of cards and their impact:</p> <p>You can immediately invite participants to practise in the room if you don't have the opportunity for a walk and a bubble machine.</p> <p>If there is an odd number of people in the group combine participants into small subgroups exp. 3 people.</p> <p>During individual work, set the right mood for participants, you can play relaxing music, light candles. Do the whole exercise without breaks.</p>
	<p>Magdalena Korczyk - Waszak: On my own</p>
	<p>Youth/participants The number of participants: 1</p>
	<p>Youth in foster care, young people who are planning and starting a career</p>
	<p>70 minutes</p>

	<ul style="list-style-type: none"> • Increased career planning skills • Increase confidence in one's own creativity • Analysis of competences and own potential needed to reach career goals
	Residential ME Time - Youthpass Cards, markers, pens, crayons, newspapers and coloured magazines, scissors, glue
	<h2>The script of the Workshop/method</h2>
 15 min	<p>Invite the person to talk about his/her dream job, conditions, position. Ask them to write their dream job in the middle of a piece of paper.</p>
 15 min	<p>Show the person a set of ME Time competency illustrations and ask them to select the images that they associate with their chosen profession. Ask the person to choose 10 that they think best match their dream job and then talk about what they associate it with. Tell the person to choose them according to her intuition, what she likes and not what she should choose.</p>
 30 min	<p>Then explain to the person the meaning of each illustration and ask them to write them on a piece of paper next to or around their dream occupation. This will create a personal competence map. Ask the person if they want to add a competence, a skill or something important to their map.</p>
 10 min	<p>Summarise the person's work, acknowledge their efforts and plan further competence development work with the person in subsequent individual sessions.</p>
	<p>Final conclusions and recommendations to proper use of cards and their impact: Carry out this exercise during the second session once you have got to know the person you are working with a little (spend the first meeting building a relationship of trust with the person, providing information about your role and how you work). During the first part of the exercise, you can use coloured newspapers, magazines and invite the person to create a collage about the work of their dreams. When working with a young person or one with special needs, be patient and cordial and explain all issues. Make sure the person understands the importance of each competence, give examples of when a certain skill can be used.</p>

Eliza Bujalska: Meet me half-way through



Youth/participants | Mentors
The number of participants: 18



European Solidarity Corps volunteers in the middle of their volunteering service.



2 hours



- To support the volunteers and mentors in evaluating their experience in the middle of the project
- To provide reflection on the remaining part of the project and the potential
- To encourage the volunteers to analyze what is needed for them to achieve their goals



Residential | ME Time - Youthpass









The script of the Workshop/method



Ask the participants to think about one event/activity from their volunteering experience so far. Once they choose one event they pick one card of trace to represent this event. The participants get in pairs and share the reflection about their choice of the trace.



Ask the participants to pick random 20 cards from the deck of competences. The participants uncover the cards and have a moment to observe them. Ask the participants to pick 7 images which somehow resonate with them in regards to the event described in the first part of the exercise. The task is to put the 7 images in order to tell a story about the process which happened around the selected event. The participants have 15min to think and create the story line. The participants get in pairs (different than in the previous step) and tell the story. After hearing the story, the reflection partner tries to describe the competences represented by the images. The author analyzes whether these competences correspond to what he/she learnt or developed during the process.

 15 min	Ask the participants to think about the rest of their volunteering experience until the end of the project. Ask them to choose one bubble that they find the closest to their imagination of the time to come. The participants get in pairs and share the reflection about their choice of the bubble.
 20 min	Ask the participants to pick random 20 cards from the deck of competences. The participants uncover the cards and have a moment to observe them. Ask the participants to pick 3 images which represent something they still want to do, achieve, discover, develop, improve in the time that they have left in the project. This time the participants get in groups of 3-4 people to share what competences they still would like to improve.
 20 min	Ask the participants to pick different 3 images which best represent skills/competences which they need to achieve the most out of the rest of their volunteering. The participants get in pairs to share the reflection about their choice.
	<p>Eliza Bujalska: Local Youth Worker Spa</p>
	Youthworkers Trainers Coordinators The number of participants: 15
	Youth workers, project coordinators and trainers who form the local team of professionals involved in delivering the youth work on the municipal level.
	2 hours
	<ul style="list-style-type: none"> • To provide support to the evaluation process of the local youth work • To encourage reflection about the competences of a youth worker • To strengthen the understanding of one's competences
	Residential ME Time - Youthpass ETS

The script of the Workshop/method



What does the local youth work look like? Get the participants in 3 mixed teams. Ask them to talk about what they think about the local youth work: how did it begin, what path has it taken, how did it reach the current condition. Ask them to pick one trace which best represents the group's understanding of the process. After conversations in groups each group presents their trace and sums up their choice.



How would we like the youth work to look like? Participants continue working in the groups. This time ask them to imagine their dream youth work and choose collectively one bubble to represent it. Each group discusses the dream image. After group discussions, the presentations take place.



Individual task: Ask each participant to look around all the images and pick 5 which represent his/her strong competences. For each image the participants must create a sentences which is the affirmation of the strength for example "I am very good at active listening". Participants use the glossary to help them put some of the images in words. Once all participants have described their competences, create the environment for speed dating. Two participants face each other and say out loud one affirmation corresponding to one of the images. There are 5 rounds so that each participants gets to say all 5 competences. At the end all participants take photo of the selected images and put them back to the display.



Dream youth work is implemented by dream youth workers. Ask participants to get in pairs and collectively pick 3 images representing key competences for a youth worker. The process of choosing should include discussion, negotiations and agreement. Once each pair has selected 3 images all of the images are displayed. Participants move between the images to observe what other pairs selected. Give a few minutes for discussions: are there similar images, are there any surprises? Ask one volunteer to facilitate the next step: the common goal is to group the images according to the competence categories. The group creates a common understanding of what is the key set of skills for a youth worker.



Individual task: Ask the participants to think what 3 competences from the ones that are important for a youth worker he/she would like to improve. Ask them to choose 3 images to represent it. Participants get in pairs and share what would support them and what do they need to improve the chosen competences.

Orsolya Maxim: Leadership path



Upper and middle managers of an IT company
The number of participants: 12



The 12 upper and middle managers of the IT company took part in a 2x2 days long leadership training where we worked on the topics of communication, feedback, delegation, tracing boundaries and reorganizing job descriptions and responsibilities.



1,5-2 hours



During these sessions our aim was to help the leaders to identify the main milestones of their evolution so far or the upcoming process, focusing on their identity as a leader.



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The script of the Workshop/method



The twelve participants were divided into two smaller teams, with six-six members. Both teams took place around one-one table and they were asked to arrange all the cards facing up, on the table.






Each participant was asked to decide if they want to reflect on their path of becoming a leader until this moment or they would like to work with their future perspectives as a leader.

(It was assumed that all participants are willing to take part in this session, so we did not use the Play/Pause/Stop cards).

They had some minutes to think about their choice.



Each participant had to choose a card with animal prints if they chose the past perspective or a card with bubbles, if they chose the future perspective.

	<p>They had to choose 4 other cards, based on their instinct and try to connect a justification to each card, based on their own life-experience and reflection.</p> <p>In each round one person was talking, the others were listening. At the end of each round, the speaker was asked to take a photo of the cards he/ she picked, and then to place back all the cards to the middle, so the next person can also choose the same ones, if needed.</p>
	<p>After each participant shared his/her thoughts on the picked cards, they received the glossary and they were able to check what competencies do their chosen cards mean. A second round of discussion was initiated on the revealed competencies and on how much do the participants feel that these are of a high interest in their lives.</p>
	<p>Optional part: The participants were asked to write down a few ideas about their experience in this session so they can remember these ideas later as well.</p>
	<p>Final conclusions and recommendations to proper use of cards and their impact:</p> <p>As people working in the IT field are quite rational and they like the exact science, certain resistance towards these cards and this method might be experienced. As a trainer, we can accept this opinion, but we can still invite the sceptical participant to pick the cards and to check what they will indicate.</p> <p>If someone wants to skip the activity, it is also all right, the person can remain at the table, listening to the others, maybe picking the cards but not speaking about them.</p> <p>They might not be ready yet for sharing deep thoughts, and it is all right, they can take their time. Even though they don't join the activity, they are also part of the process and they might experience the results of the process later, when they are not even thinking about it.</p> <p>(The people I was working with knew each other well already, there were no issues with trusting each other, still there were more sceptical participants, but they stayed at the table and did not leave the room).</p>

FEEDBACK SESSION

with MeTime participants



We asked people who have already experienced working with MeTime cards to share their feelings, emotions and reflections with us. We invite you to look through the answers in hope that you might get some insights for yourself as well.

- How do you feel after a session with MeTime? (general, introductory, opening question)



Victoria: *Feeling inspired. I am glad that I have affirmed my competences, which I can use and develop in my work as a sports coach.*

Agnieszka: *It was good and comfortable. Working with the cards was nice. I feel that it was easier than usual. I was able to express my needs while using cards.*

Monika: *I immediately felt the 'chemistry' towards the tool.*

- How did you work with the tool?



Sebastian: *I used cards to describe how I see learning. For me it wasn't just reading or listening to lectures. It was a surprise that I think of learning as a team activity, exchange and inspiration. Then I looked for cards that say something about how I could approach learning - in the way I think of it. Those card themselves gave me some hints what I could do. Then I was asked to find cards with activities or factors that would help me to achieve solutions. I was surprised that I had many ideas and I took more cards than were expected. Each of them is a specific action I can take to improve myself - and my community, because learning is about growing together.*

Orsolya: *First I worked with it as a participant, in a closing session. Second time I used it as a trainer, for the closing session of a leadership training.*



Agnieszka: *I picked cards that represented needs and values that are to be taken care during contracting. Then I used "play-stop-pause" cards to describe what behaviours are ok, which are not, and how to communicate any concerns.*

- **What did the images/visualizations to your work?**



Victoria: I like working with images because it allows you to work creatively and quite intuitively. It's also fun because I was curious to see what I would discover at the end. The paintings with animals were great, because I really like animals and it helped me. The cards were friendly because of that.



Orsolya: I think using these cards makes easier to talk about questions and ideas which usually are hidden in the back of our mind. Once we pick a card that connects us with these ideas and we start talking about them, they can further develop and bring us new thoughts, new connections and new perspectives.

Anonymous: The pictures from the cards I've known from previous process got new meanings. Every time you use the cards you can discover new content in new context.

- **What did you discover with MeTime?**
- **What did this session give you?**



Orsolya: MeTime helped me to trust my senses, to dare to work with my irrational side and to leave space for my instincts.

Victoria: It was good to reassure yourself of your strengths, but also to surprise you with some of your competences. I always thought I didn't know how to name emotions and the glossary, however, showed several times that this is not the case. I will work on my beliefs and develop the area of communicating emotions.

Anonymous: I have achieved my developmental goals.



Sebastian: The symbolic solutions that I could easily translate to specific actions that I can plan and implement. I have an action plan. I can initiate some of the activities while I have to wait for other and take part - like workshops, projects. But now I have clarity and I know my goals. I will be ready to use opportunities when I see them.

How would you describe MeTime in 3 words?

Monika: Process, childhood, freshness

Orsolya: #colorful #meaningful #trustyourintuition



"Go visual - designing educational tools for youth empowerment" project aims to equip trainers, educators and youth workers with tool me time and skills of using visual methods in their local and international work in the frame of non formal education also to strengthen inclusion of young people with less opportunities. Our goal is to support participants of international projects, in the process of reflection and defining acquired key competences by using visual methods. An equally important goal is to raise competences of youth workers themselves, by adding to existing ets set of competences visual tools supporting reflexion and understanding of each competence. Nr 2020-3-pl01-ka205-094890.

I. How to get the Me Time tool?

- The on-line version for self-printing here: <https://www.go-visual.eu/me-time/>

You will find:

- Youth work kit. A visual toolkit for youth reflection on YOUTHPASS competences with glossary
- A visual toolkit for trainers, mentors, youth workers to reflect on their work according to the competences of the European Training Strategy ETS with glossary

II. Online tool: www.metimecards.eu

III. Stationary version - available during trainings organized by FERSO Foundation and Go Visual Team

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ONLINE CARDS: www.metimecards.eu

MORE INFO: www.go-visual.eu



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