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EIROPAS SAVIENĪBA

METHODICAL MATERIAL FOR YOUTH WORK



**Interreg V-A Latvia-Lithuania Cross Border Cooperation Programme
2014-2020. Project No. LLI-282 “Social inclusion and youth
empowerment in Panevezys and Kuldiga” (Youth empowerment)**

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INTRODUCTION

This methodical material for youth work has been developed within Interreg V-A Latvia-Lithuania Cross Border Cooperation Programme 2014-2020. Project No. LLI-282 “Social inclusion and youth empowerment in Panevezys and Kuldiga” (Youth empowerment). It is a common challenge for Latvian and Lithuanian municipalities to motivate young people and help them to improve their practical skills as well as to engage them in educational, social, cultural and entrepreneurial activities. A particular challenge is a motivation of young people of different risk groups - young people from disadvantaged backgrounds, early school leavers, young people who are addicted or have a criminal record.

The general objective of the project is to promote the social inclusion of young people of different risk groups in Panevezys and Kuldiga. Within the project the Panevezys Youth Center is provided with equipment, computers and other accessories needed for artistic activities, while the Kuldiga Youth House has purchased musical instruments and equipment for setting up a recording studio. Three different creative camps (two to five days) have been held in Kuldiga and Panevezys, and 120 young people have gain benefits from the project activities. As a result of the project, young people of different risk groups in cities and rural areas will have access to social inclusion activities and improved services in youth centres.

The methodical material has been developed in cooperation with experts from different fields - youth specialist **Ieva Kaltneiece**, outdoor activity specialist **Toms Girvaitis**, clinical psychologist **Zanda Neilande**, social worker and special education teacher **Agnes Inapsa**, music educator **Sangrita Upeniece** and and musicians, producer and music educator **Gints Purgailis**. Each expert has developed a lesson plan with a specific topic, tasks, goals to be achieved, worksheets, etc. Lesson plans can be used by anyone interested in youth work - school teachers, class teacher, youth worker, social educator, etc. **How to use this methodical material?** Find the required lesson plan in the table of content, open the page and follow the directions! Good luck!

1. INTRODUCTORY (ACQUAINTANCE) ACTIVITY

Information about the author

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Youth specialist

Education: Professional Bachelor's degree in Business administration

Certificate No. JS011 issued in Riga, October 19, 2017, certifying the acquisition of the "Youth Specialist Training" program for 80 hours, in accordance with, regulations no. 1047 (16 December 2008) of the Cabinet of Ministers.

Erasmus+ Youthpass Mobility of youth workers participated in a learning mobility project "Learning Inside OUT" 10.09.2017.-18.09.2017. Latvia

Erasmus+ Youthpass Mobility of youth workers participated in a learning mobility project "Creative Learning" 04.09.2018.-12.09.2018. Slovak Republic

Certificate No. SAOD-28/17-030 issued by RIGA TEACHER TRAINING AND EDUCATIONAL MANAGEMENT ACADEMY, certifying the acquisition of the "Basics of pedagogical activity" program for 72 hours, Decision No.127 (17 October 2013) of Ministry of Education and Science.

Description

In order each group could achieve the planned result, be effective and interesting, it needs to pass all phases of the team's development. For most people, a familiar and friendly environment creates a sense of security that, when working in a group, is one of the prerequisites for the effectiveness of the circulation of information. The group's first phase of development is "Ice Breaking",

and its main aim is to "Warm Up" participants for common future work. In this phase, the first framework for future cooperation is established. It is recommended to form this phase in a fun and relaxed atmosphere, so that the first experience of communication is positive that will define the future perception of the group.

List of literature

- Andersone R., Formation of Teenager Social Skills of– R.: Raka, 2013., 50p.
- Collective of authors, "You are LV", Manual for working with children and young people. "Next". 2015., 68 p.
- Shane McElroy, Young People in Changing Societies, UNICEF, 2001., 85.p.

- Shibayev Vladimir, “Non-formal Education in Interest Centres”, “Raka”, 2001., 351 p.

Description of activity

Age, level of training	40 (forty) children and young people aged 13 to 20.
Objective	Learn the names of the participants and get closer to each other in order to promote the team cooperation process towards a common goal.
Tasks	<ol style="list-style-type: none"> 1. To create a positive attitude as to yourself and the collective. 2. To develop a team's communication capacity 3. Get to know the names, interests and motivation of the participants. 4. Consolidate participants, as a team.
Materials, equipment	Spacious room, tennis balls (3 pcs).
Description of the activity: Presentation of the rules (10 mins) Activity (60 mins)	<p>Word chains</p> <p>The educator locate participants in a circle and explains the rules of the activity.</p> <p>Preferably it's somewhere opposite, not adjacent. It continues until everyone has had a ball. It is important to remember the sequence. Play slowly for the first time and then increase the pace and/or complicate the rules.</p> <p>Next level – gradually add new chains, parallelly to the existing ones (add another ball). It is important not to mess the correct sequence of the chain, i.e. “targets” nor the subject of the chain. If two or more come to one goal, then whoever comes later he/she follows his/her “purpose” until he/she completes the first task. It is possible to play up to 7 chains at the same time.</p> <p>After execution of the tasks, participants shall set up a room for the next activity — Reflection.</p> <p>The aim of the reflection phase is to strengthen/secure new knowledge and to restructure previous notions/conceptions/views.</p> <ul style="list-style-type: none"> – To achieve that the new information has been told by the participants in his or her own words; – To encourage the exchange of thoughts; – To create opportunity for participants to familiarise themselves with different views.
Organizational break (20 mins)	

<p>Reflection (90 mins)</p>	<p>The participants sit in a circle. The educator moderates and directs the reflection. The educator should, by using questions, encourage participants to analyse new knowledge:</p> <ol style="list-style-type: none"> 1. What was a goal of the activity? 2. How did you create a strategy? 3. Did everyone have a clear perception of the team's strategy from the beginning? 4. Where did you achieve the best results? 5. What could be improved next time? 6. What did you understand about other team members? 7. What do you acquire for yourself? <p>You can use a "microphone" (felt-point pen, ball, toy, etc.) in order participants would be prevented from speaking at the same time. The participant who has a "microphone" is allowed to speak; the others are listening. If another member wishes to speak, he/she raises his hand to receive from the previous participant the "microphone".</p>
<p>Variants, modifications</p>	<p>Game variants:</p> <ul style="list-style-type: none"> • Everybody stays in their places. In the beginning, a variety of chain options are played: "Participant's Name", "You", animals, cities, plants, fruits, etc. • When everyone understands the rules and is ready for a new level: Change places. Go to his/her "target" instead of being indicated and stay in his/her place, who in turn goes on. • Instead of the ball, all participants may raise their right hand and point to the next participant, then lower their hands one by one. It continues until everyone has his hands down. • If there is a large number of participants, they have to be divided into several circles and the circles compete with each other, who will play the chain first.
<p>Methodological recommendations</p>	<ol style="list-style-type: none"> 1. Before this activity play out the activity of getting to know the names. 2. Allow the participants to figure out a chain sequence themselves. 3. The educator must take time with a stopwatch to create a spirit of competition and tell the time when each chain is played out/finished. Then he/she is going to offer to improve it. 4. After the activity, make an evaluation of the progress of the activity.
<p>Building social skills</p>	<p>The group has become familiar with each other's names, and has developed the skills of working in a team – set a target, distribute responsibility, listen to each other,</p>

	work together, evaluate what has been carried out - in order to transfer the acquired knowledge to the real life.
Result	<p>The interaction between participants was improved by taking decisions, developing ideas and realizing the strategy in the real life. The most important part of the process is an analysis or feedback that helped to develop the skills to learn from the acquired experience and test it in the following tasks. The task of the team was to recognize the similarities and habits that occur in the real environment and to understand what should be changed or developed in order to subsequently create an effective transfer to the real life. As a result, the ways of communication and addressing each teammate was developed, as well as the necessary support was identified both for individuals and for the team as a whole, and also there has been improved the internal environment of the team that led to a lighter transition to the next phase of the team's development.</p>

2. ORIENTEERING ACTIVITY IN ORDER TO CREATE TEAM COLLABORATION

Information about the author

Toms Girvaitis

Project and development specialist

Education: Professional Master's degree in Environmental sciences

Description

Physical activities are important for health promotion and backing. In today's society, athletic activities are needed to mitigate risks associated with overweight, cardiovascular diseases, cancer and type-2 diabetes. They improve coordination, balance, posture and flexibility. Regular activities are able to reduce the risk of anxiety or depression, improve academic performance, raise self-awareness and social skills.

Team sports develop important social skills, such as leadership skills or the ability to communicate easily with others and create friendships. Such skills may help in further life and career development. Learning skills, understanding other people's feelings and the ability to express personal needs are part of social skills that help you communicate both with the surrounding community and persons in charge/superior persons. These skills contribute to the development of an individual as a fully-fledged member of the society. High self-confidence and self-assurance are directly linked to higher achievements and better behaviour.

As an example of good practice may be named the orienteering sport, which requires the use of logical thinking, reading the area and a map, physical endurance and a consistent psychological state. The methodological material is created with an aim to amalgamate a team with the help of orienteering sports. The activity described includes two steps: the first phase is of active and creative nature, but the second one puts an emphasis on psychological resilience and concentration capacity, as well as on collaboration within a framework of a team.

List of literature

- Ertheo. 7 Benefits of Sports Camps – What do sports camps teach children? 2018.[online]. Available at: <https://www.ertheo.com/blog/en/benefits-of-soccer-camps/>
- Sopa, I., Pomohaci, M. The Importance of Socialization Through Sport in Students Group Integration. 2016. [online]. Available at: http://www.armyacademy.ro/reviste/rev2_2016/Pomohaci.pdf

Description of activity

Age, level of training	<p>Activity should be used in the training of young people and adults starting from 13 years of age; by simplifying and adapting tasks the training of younger individuals is possible too, the level of training is undetermined and may be applicable at all levels. The particular activity is described for a group of 40 people aged 13-20.</p>
Objective	<p>Build a strong team using elements of orienteering sports.</p>
Tasks	<ol style="list-style-type: none"> 1. To create an active and creative process in order to consolidate a team and to perform complex tasks. 2. To develop an individual and team self-awareness, creativity and logical thinking of participants. 3. Create a physically challenging process for testing team capabilities during execution of tasks. 4. Discuss and analyse the failures and successes of the participants.
Materials, equipment	<p>A big gym or outdoor environment. The environment must be safe, possibly using both natural and urban areas.</p> <p>Required materials – 4 A3 paper pages, stationery (pencils, chalks, felt-tipped pens or markers). Objects of various shapes and sizes, in the given example 4 football balls, 4 tennis balls, 4 badminton flies, 4 cones, 4 paper or plastic glasses, 4 exercise circles. 4 corded balance tubes prepared beforehand (Annex 1).</p>
Description of the activity Divide the group into 4 teams (4 mins) Set out rules for the first phase of activity (10 mins)	<p>The activity is divided into two stages. The first phase includes orienteering, the second - balancing a ball.</p> <ol style="list-style-type: none"> 1. The participants shall be randomly divided into four teams; 2. The newly created teams shall be acquainted with the first part of the task – orienteering activity. Explain the rules of the task to the teams — Participant teams within 40 minutes will have to draw a map of the existing area and place the given items (cone, football ball, tennis ball, badminton fly and paper cup) into places selected by themselves, marking the items on the map. Each item must be hidden separately. It is important that objects are hidden so that they are available, but

<p>Start of the orienteering task (40 mins)</p>	<p>finding them is not obvious/too easy. At the time the rules are laid down/explained, boundaries must be defined: in a closed environment they may be limits of building or complex, in an outdoor environment an imaginary area such as a stadium, park, certain forest area, etc. within which the objects may be placed. As one of the main conditions of the task shall be mentioned a teamwork of the team — all members of the team must be involved in the activity, either directly or indirectly (drawing a map, selecting checkpoints, hiding items, encouraging, etc.). Throughout the task, the team shall hold together.</p>
<p>Exchange of maps of the teams and search of hidden objects/ items (20 mins)</p>	<ol style="list-style-type: none"> 3. After setting out the rules, the necessary materials, football ball, tennis ball, badminton fly, paper cup and cone, A3 leaf and stationery, shall be given to the teams. (1 min) 4. After the start, teams begin planning a strategy, distributing roles, drawing a map, and hiding the received items, as well as marking them on the map. 5. Once teams come back and the maps are prepared, teams make exchange of the prepared maps. The exchange of maps may take place via drawing lots. Following the exchange of maps, continue with a further explanation of the rules: teams using a map must recover the hidden items and return to the starting position, with a time limit of 20 minutes. It's important to remind teams that the team shall work together, and all checkpoints are searched together. Teams can nominate a leader who will take responsibility for the other teammates.
<p>Additional time (5 mins) is given if necessary</p>	<ol style="list-style-type: none"> 6. Teams get started, time is taken (20 min) – teams go to the checkpoints marked on the maps to recover the hidden items. While the teams looking for items, the activity manager shall prepare the area for the second phase of the activity – to prepare the finishing place at 50 m from the starting place and take into account that the distance between the finishing places of teams must be at least 5 m from one to the other by marking the finishing places with exercise rings. A balancing tube with cords shall be placed at the starting point. Wait for teams at the starting point.

<p>Rules of the second part of the activity (10 mins)</p>	<p>7. Teams return to the starting location with the objects found. If all objects are found, continue with the second part of the activity, if not, then an additional 5 minutes are given, during this time the teams can agree with each other and give directions where the hidden objects might be located.</p>
<p>Second part of the activity (45 mins)</p>	<p>Starting the second part of the activity – balance ball – teams shall use the found tennis ball and cone from the previous part of the task to complete this task. Explain the rules of the task: Each team must deliver a tennis ball from the start (which each team marks with the found cone) to the finish (the gymnastics ring). The task is based on teamwork and ability to concentrate. The balance tube is equipped with 10 cords, each of which is two metres long. The team stands in a circle around a cone placed at the starting point, places the balance tube in the centre, and each member of the team takes one end of the cord. A tennis ball is placed on the tube. Together, plan a strategy on how to get to the finish, take a try. The ball should only be touched to be placed on the balance tube at the starting point – if the ball drops, the participants shall return to the starting point and start again. At the finish, the ball should be placed in the exercise circle. When you place the ball in a circle without touching it, both tasks are deemed to have been accomplished.</p>
<p>Tasks analysis (reflection) (40 mins)</p>	<p>8. Participants perform the task, discuss the strategy, plan the path and movements, conduct a trial, understand errors, make adjustments, complete the task.</p> <p>9. After both tasks are executed, the two teams are assembled, a circle is created and the task is discussed. The manager/educator shall find out from the participants, which was the hardest part of the task. Whether new skills were acquired, what conclusions have been made when the activities are observed from the point of view concerning team-building, active participation, physical and psychological contribution aspects. When working in open groups, it is important to allow everyone to speak. Different methods can be used to allow only one member to speak at the time – by raising the hand, by handing the microphone (ball), etc.</p>

<p>Variants, modifications</p>	<p>Activity variations: The activity can be organized as two separate activities.</p> <p>Orienteering activity</p> <ul style="list-style-type: none"> • You can vary with the number of team members, i.e., you can also perform activities in a smaller group; • You can create a map beforehand – within the borders of school, institution or territory; if possible, use ready maps – spatial planning, google maps, etc; • You can draw up a map with checkpoints containing a task — physical exercises or other tasks. <p>Balance tube task:</p> <ul style="list-style-type: none"> • Balls of different size can be used - the bigger the ball, the more likely it will fall down. • Obstacles can be placed on the way to the finish (benches, cones, etc.). • Physical activities may be introduced to be carried at certain distances – everyone has to jump, squat, stand on one leg, etc. • The length of the cord may be extended and shortened – the shorter cord is more easily controlled, but the movements are sharper. • In case the number of participants is greater than the number of cords, the free members may adjust the other members. • If the number of participants is smaller, one of the participants may operate two cords. • You can change the distance between start and finish.
<p>Methodological recommendations</p>	<ol style="list-style-type: none"> 1. In order to make the activity more interesting and more beneficial, it is recommended that rules of the task are disclosed to the participants partly/gradually, thus maintaining intrigue. 2. It is recommended that the stopwatch is used in all stages of the activity to maintain the spirit of the competition and to stick to the specified time limits without rushing or dragging time. 3. All participants should be involved in the task execution, participants should plan and place checkpoints during the orienteering stage, as well as check the checkpoints together. 4. If possible, it is necessary to review the prepared maps before changing the maps, make sure they are understandable and readable.

<p>Building social skills</p>	<p>Promotes strong team spirit creation, develops both mutual and personal capabilities and self-confidence. Promotes supporting, helping, cheering skills. The development of decision-making and communication, the extension of compromise, leadership and comfort zones. Target-oriented action and time planning. In a way of reflection, the feelings and benefits of other participants are explored, and the prism of personal experiences is turned around.</p>
<p>Result</p>	<p>Participants have gained insight into the orienteering sport through physical activities. During the process there has been acquired troubleshooting skills, the participants have learned to address conflict situations under increased stress circumstances, and have gained experience in leadership and team coordination – building the group's microclimate, attitudes as to the assigned task, team performance and the involvement and role of each individual. Have acquired practical skills in preparation of an orienteering map, reading the map, setting and locating checkpoints.</p>

3. PROMOTION OF HEALTHY SELF-ESTEEM AND DEVELOPMENT OF SOCIAL COMPETENCES – FOR THE GROWTH OF A HARMONIOUS PERSONALITY

Information about the author

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Psychologist Certificate No. 1500077, issued in 2018, valid for 7 years, professional scope: *Consultative Psychology*

Psychologist Certificate No. 3300121, issued in 2018, valid for 7 years, professional scope: *Clinical and Health Psychology*

Description

Adequate self-esteem is one of the prerequisites for harmonious personality. In psychological literature, self-esteem is interpreted as a central component of the regulation of personal behaviour. A person's critical attitude towards himself/herself, attitude towards successes and failures, as well as creation of relationships with others depend on self-esteem. Psychology researches have shown that a major issue in self-assessment process is relation between *the real "I"* (perception of *what I am*) and *the ideal "I"* (notion of *what I would like to be*) (V. James, K. Rodger, K. Horney); interiorisation of social reactions (*from Latin "interior" – "internal/inner/inward"*) on a particular individual plays important role too, this means that a person tends to judge himself/herself in the way that others think of him/her; an individual values his/her actions and manifestations through the prism of his/her identity. In the context of self-assessment, two antipoles – adequacy and inadequacy – are highlighted (inadequacy can take the form of both increased and reduced self-esteem). Inadequate self-assessment disharmonises personality, can lead to internal and external conflicts. On the other hand, adequate self-assessment – enables a person to be in harmony with himself/herself, to develop functional relationship with fellow human beings, to focus on growth by improving his or her and others' quality of life.

The methodological material is based on promoting healthy, adequate self-assessment for the growth of harmonious personality and the development of social competences (including personal, interpersonal and intercultural skills that prepare individuals for effective and constructive operation in society). The activity also uses cognitive-behavioural therapy techniques, pointing out the relationship between thoughts-emotions-actions.

List of literature

- *Handbook "8keycom"*, Co-funded by the Erasmus+ Programme of the European Union
(The handbook has been elaborated within the framework of the project „Enterprising and surprising through 8 key competences”, that was realized by “Baltic Regional Fund” from Latvia, „AC Amics de la Biblioteca de la Fonteta” from Spain, „MTU Edela Eesti Arenduskeskus” from Estonia and „Association of the deaf and hard of hearing Nova Gradiška” from Croatia) www.8competencesgame.com
- „*Adolescence and Self-Esteem. Teach adolescents how to maintain healthy self-esteem*”, Carl E. Pickhardt Ph.D. Journal „Psychology Today”, Posted Sep 06, 2010,
<https://www.psychologytoday.com/us/blog/surviving-your-childs-adolescence/201009/adolescence-and-self-esteem>
- „*How people want to feel determines whether others can influence their emotions*”, Journal „Neuroscience news”, Posted June 25, 2019,
https://neurosciencenews.com/feeling-emotion-14320/?fbclid=IwAR0GOBdTAghijcxs9nHZEAaiykJf2glO_nREsgBti-gK02Y8HAPR3diWwQ (Original Research: Open access “Beyond emotional similarity: The role of situation-specific motives.”. Goldenberg, Amit; Garcia, David; Halperin, Eran; Zaki, Jamil; Kong, Danyang; Golarai, Golijeh; & Gross, James J. *Journal of Experimental Psychology: General*doi:10.1037/xge0000625
- *Universal Declaration of Human Rights*
<https://www.un.org/en/universal-declaration-human-rights/>

Activity description

Age, level of training	<p>Activities can be used in the training of young people, adolescents and adults.</p> <p>Level of training - can be used at all levels (should be adapted accordingly to the age and maturity of participants). The given activity describes a lesson for young people from Latvia and Lithuania aged 13-20.</p>
Objective	<p>Promoting healthy, adequate self-assessment and developing social competences for the growth of harmonious personality.</p>
Tasks	<ol style="list-style-type: none"> 1. Help participants to explore their own perceptions of their selves and understand their personal resources; 2. To train the skills of participants in formulating and expressing their thoughts, opinions, sharing experience; 3. To improve goal setting and realization skills;

	<p>4. To promote the motivation for the achievements of the participants;</p> <p>5. To develop the capacity to recognise and adequately express feelings and emotions;</p> <p>6. To develop the communication skills of participants (improving awareness of collaboration promoting factors and communication barriers);</p> <p>7. To develop the capacity to overcome prejudices;</p> <p>8. To develop ability and skills to interact with other cultures.</p> <p>Expected results:</p> <ul style="list-style-type: none"> • Recognising the importance of healthy, adequate self-assessment and social competences for the growth of harmonious personality; • Knowledge of self-assessment, knowledge of self-perception, resources, future expectations and objectives (steps) to achieve the objective; • Developing awareness-raising and communication skills; • Advanced skills to recognise feelings, emotions; ability to cope with stress and disappointment, ability to adequately, constructively express feelings and emotions; • Knowledge of the contributing factors and barriers to communication; • Developed motivation for cooperation, ability to overcome prejudices; • Advanced cooperation skills in different situations; • Developing ability and skills to interact with other cultures; • Developed capacity to meet the standards and values of society; • Improved foreign language skills; • Improved goal setting and realization skills.
<p>Materials, technical means</p>	<p>Room (corresponding to the number of people and the training process).</p> <p>For a theoretical part (presentation): computer, projector, loudspeakers.</p> <p>For a practical part, the P. Wilson test form <i>“Interesting how we feel in the process of change”</i> (Annex 2), two colour markers; prepared questions; worksheet <i>“My self- assessment”</i> (Annex 3), stationery, pallets; prepared situations for analysis (game “Emotions”) and emotion cards (pictures with faces reflecting different feelings, emotions); video materials (selected according to the</p>

	<p>topic) for educating participants, raising awareness (about self-esteem & social competencies).</p>
<p>Description of the operation:</p> <p>Form 4 groups (5 mins)</p> <p>Introduction (5 mins)</p> <p>Educational information (theory) (5 mins)</p> <p>Practical part:</p> <ul style="list-style-type: none"> • Game – Inquiring Questions (10 mins) • Self-assessment measurement (Worksheet “My Self-Assessment”, Annex 3) (20 mins) • Video & Discussion (5 mins) • Educational information (theory) (5 mins) <p>Practical part:</p>	<p>Members are divided into groups. Explain the target of the activity for each group, formulate the result to be achieved.</p> <p>Participants are introduced to the form “<i>Interesting how we feel in the process of change</i>” (psychologist P. Wilson’s test designed to study the adaptation process of learners; Annex 2), where two people must be marked (using different colour markers): the first - matching current feelings, the second - to represent a desirable person. Thus, the emotional climate of the group (the dominant feelings of the members; similarities and differences) is identified.</p> <p>Educational information on self-assessment and its role in the development of a harmonious personality.</p> <p>In the question game, each participant pulls out a question to which the answer has to be given. The questions make the participants think about themselves, their day-to-day routine, the objectives and obstacles disturbing implementation. Through the question game, participants learn more about themselves, learn to formulate their thoughts, learn to listen to others, develop communication skills.</p> <p>Introduce participants to the “<i>My Self-Assessment</i>” worksheet (Annex 3), invite participants to fill in the sheet in order to identify the extent to which participants feel satisfied with themselves at the moment, what are their expectations are for the future and what criteria have to be met (to conclude that they have achieved their desired ones). Successively distribute the tasks (steps) leading towards the target. This improves the targeting skills of participants, develops skills (based on the objective pursued) to identify tasks (steps), promotes awareness of the causes-effect chain, stimulates the motivation of achievements, the need for self-improvement.</p> <p>Video playback (for educating participants, raising awareness), discussion and summary of the educator (conclusions, recommendations).</p> <p>Educational information on social competences and their role in the growth of harmonious personality.</p> <p>The participants shall be informed of the purpose of the game, the rules and the course of the game. Spread the emotional cards on the table. The educator shall tell a situation after what the participants randomly takes one</p>

<ul style="list-style-type: none"> • Game “Emotions” (15 mins) <p>Reflection (20 mins)</p>	<p>card of emotion and tells how he/she might feel in that situation, taking into account the emotion displayed in the drawn-out card. Different situations shall be played out in combination with different cards of emotions.</p> <p>The activity evaluation (feedback) is performed at four levels:</p> <ol style="list-style-type: none"> 1. Experience (observed during the lesson (objective facts)? What was enjoyed during the lesson? What seemed easy, simple, complicated? What caused the difficulties? What do the members think of the group’s work?) 2. contemplation (participants share impressions of the lesson, reflect on the experience gained, share their feelings, emotions); 3. Conceptualisation (participants share the importance of understanding each other. Answers questions: What can we learn from this experience? What have you learned from this activity individually? What have you learned from this activity together?); 4. Application (how can this experience be transferred or linked to everyday life? What similar situations have been observed in the real life? What abilities, skills have been developed in this activity? How could they be applied in everyday life?).
<p>Variants, modifications</p>	<ul style="list-style-type: none"> • The P. Wilson test form <i>“Interesting how we feel in the process of change”</i> (Annex 2) can be used both at the beginning of the activity and in the final reflections (by inviting each time to mark one person representing the feelings of the moment), so that the participant can reflect his/her experience, internal (change) process both verbally and unverbally (visually). • The duration of activities may vary as needed by taking into account the age, maturity, level of motivation of the members of the groups. • The inquiring questions can be prepared by the educator/the participants themselves (concerning questions as to their teammates)/or by using ready-made questions from communications games. • In the game “Emotions”, the emotion cards can be prepared by the educator or can be drawn by the participants themselves (discussing in the activity what emotion, feelings are recognized? What are the prevailing ones that have been experienced recently?) or can be used ready-made cards of emotion or can also be played without consumables (the educator must assess the extent to which participants are able to recognize emotions, name them, and how deeply the

	<p>participants are ready to go into the discussion).</p> <ul style="list-style-type: none"> • It is recommended that the group be accompanied by an assistant of the educator, an observer who is both assisting in the process and providing his or her observations in the final reflections.
Methodological recommendations	<ul style="list-style-type: none"> • In the proposed situations (game “Emotions”), it is recommended to include aspects based on the articles mentioned in the Universal Declaration of Human Rights, thereby teaching participants to respect the diversity of society (incl. religious and racial differences); • in practical activities, it is recommended to use the so-called method of emotional impact (analysis of situations, video materials, role games), which enables participants to experience, through themselves (their own feelings), some aspects of the problem, thereby (by passing information through several senses) raising awareness of specific aspects of the problem; • it is recommended to vary with different consumables during reflection (for example, only a member who receives a “<i>microphone ball</i>” can speak); • it is important to have a reflection after each activity, as well as to lead the final reflection (evaluation) at the end of the activity/lesson.
Creating social skills	<p>The activity develops the following social competencies:</p> <ul style="list-style-type: none"> • awareness and communication skills; • advanced capacity to cope with stress and disappointment, ability to adequately, constructively express feelings and emotions; • developed motivation for cooperation, ability to overcome prejudices; • developed capacity to meet the standards and values of society; • advanced cooperation skills in different situations; • developed tolerance and the ability to understand differences between people; • helping to learn to respect the diversity of society (incl. religious and racial differences).
Result	<p>Participants have identified the importance of healthy, adequate self-assessment and social competences for the growth of a harmonious personality; have knowledge of self-assessment, knowledge of themselves, their own resources, developed goal setting and goal achievement skills; participants have developed awareness-raising and communication skills; advanced skills to recognise and adequately express feelings and emotions; participants have developed knowledge; knowledge of factors and barriers disturbing communication; developing the</p>

motivation for cooperation, the ability to overcome prejudices; developing abilities and skills to interact with other cultures; developing the capacity to meet societal standards and values; improving foreign language skills. The activity provides both theoretical knowledge and practical skills, contributing to the growth of a harmonious personality.

4. POSITIVITY = POWER

Information about the author

Agnese Inapša

Education: Social worker; special education teacher

Description

Young people and children must constantly strive for their place in one or another system is it family, courtyard, friends or school. It is important to find your place, identity and feel accepted.

Most people are afraid of the different until there is a chance to get to know it. Similar is with young people. They each are different and it often creates inequality and marginalisation among them. The exclusion causes confusion and disappointment. The only way to get friends is to be like them. As a result, the majority of young people lose their identities or receive rejection and ridicule when trying to stand out.

Experience shows that different togetherness and team games help young people to know each other better. It also helps to highlight each person's strong sides and make them feel relevant to the system or team. During games, young people can encourage each other and provide emotional support, build new contacts and get friends. During the games, young people see each other outside their usual environment/roles and notice qualities that have not been seen before or have not been exposed to others previously.

List of literature

- Teenagers Parenting Guide, foundation "Centrs Dardedze", p. 62;
- Grooming the Next Generation for Success, Dani Johnson, 2014;
- The 5 Love Languages, Gary Chapman, 2004; pp. 43-62

Activity description

Age, level of training	40 (forty) children and young people aged 13 to 20
Objective:	Reduce social inequalities among young people by bringing them together in teams and highlighting their strengths.
Tasks:	<ul style="list-style-type: none">• To realize that people perceive same things differently;• to learn to work in a team;

	<ul style="list-style-type: none"> to help the members of the group to understand their feelings and encourage confidence; to learn to notice and give a positive feedback to others.
Materials, technical support:	<ol style="list-style-type: none"> A4 pages (40 pcs); Eyeband 2 pcs; clock for taking time; chairs and other objects in the room suitable for stepping on them; A4 pages and stationery (40 pcs).
<p>Description of the activity: Introduction, presentation of rules of the activity (10 mins)</p> <p>Activity (15 mins)</p> <p>Reflection (10 mins)</p> <p>Time for the strategy (10 mins)</p>	<ol style="list-style-type: none"> Activity. The Educator presents himself/herself and the participants of the activity, explains the activity “We're Different”: <ol style="list-style-type: none"> All members of the activity sit in a circle and white A4 pages are given to them. Participants are informed that they should not speak during the activity, and only have to follow the instructions provided by the educator. The educator shall instruct the members to: <ol style="list-style-type: none"> Take paper in the hands; Fold paper in half; Tear the upper right corner of the page; Fold the page in half; Tear the upper right corner of the page; Fold the page in half again; Tear the upper right corner of the page; Fold the page in half again; Tear the upper right corner of the page, if possible; Unfold the sheet of paper; Look at what the participants have created, usually there are different pages, just a few match. After the activity, invite participants to discuss the following: <ul style="list-style-type: none"> Has anyone ripped the paper wrong? Why there are no wrong papers? Why is there diversity? If a neighbour's page is different, is he/she therefore better or worse than you? Why? How did you feel when you found that your page was different? Sometimes difference create stress and the will to be alike. <p>Note that diversity is a part of everyday life. We are different, we perceive and hear each other differently. The world would be very boring if we were all the same. Discuss with each other what's different people like, wear, and so on. Explain that this is why somebody is not getting better or worse, but it is often confusing.</p>

<p>Activity 60 (mins)</p>	<p>2. Activity. Game “Trust yourself and others”:</p> <ol style="list-style-type: none"> 1. The educator explains the rules to participants: <ol style="list-style-type: none"> a) The participants must move from one room to another during the game or from point A to point B; b) The participants should discuss jointly the strategy of getting from one room to another or from A to B; c) The participants may only move by chairs and other objects on which they can safely stand; d) The participants must be in mutual and a whole forming clasp at all times; e) Every 2 minutes two participants shall have blindfolded eyes; f) Stepping down or touching the floor is prohibited, but if any member touches or steps on the floor, the whole game must be re-started; 2. The educator shall follow the rules and remind to change the eye bands every 2 minutes. <p>During the game, the educator encourages children and young people to rely on each other and to develop mutual communication. To teach to work in a team by overcoming a variety of obstacles and difficulties and to help each other.</p> <p>To discuss what had happened during the game; to name emotions; failures and what had to be done differently.</p>
<p>Reflection (20 mins)</p>	<p>3. Activity. Encouragement with a positive assessment.</p> <ol style="list-style-type: none"> 1. Divide the participants in groups (3 to 5 members per group); 2. In silence and after observing group members, in 5 minutes write down qualities of each of the member of the group that you admire in your group members; 3. Members of the group shall tell to each member of the group about the 5 properties they admire and create a small story that includes these positive qualities. <p>After the assessment, everyone talks and shares what was the feeling when you suddenly appreciate and encourage others? What was the feeling when others appreciated and encouraged you? How would your friends, parents, brothers and sisters feel if you continually appreciated them and encouraged them, praised their strengths and focused on their good</p>
<p>Activity (20 mins)</p>	<p>After the assessment, everyone talks and shares what was the feeling when you suddenly appreciate and encourage others? What was the feeling when others appreciated and encouraged you? How would your friends, parents, brothers and sisters feel if you continually appreciated them and encouraged them, praised their strengths and focused on their good</p>
<p>Group discussion (20 mins)</p>	<p>After the assessment, everyone talks and shares what was the feeling when you suddenly appreciate and encourage others? What was the feeling when others appreciated and encouraged you? How would your friends, parents, brothers and sisters feel if you continually appreciated them and encouraged them, praised their strengths and focused on their good</p>

	<p>qualities? How would evaluating and encouraging of other people help you? Why?</p>
Variants, modifications	<p>The second activity can be planned both indoors and outdoors. The area required for this activity depends on the number of participants and the possibility of moving around the premises or in the open air. Duration of the game must be planned depending on these obstacles.</p> <p>You can use a variety of objects to move around in order to avoid touching the ground. For example, wooden blocks, boards or chairs and other elements on which you can climb safely.</p>
Methodological recommendations	<ul style="list-style-type: none"> • During the second activity, it is very important to explain the rules of the game and to ask the individuals how they understood them. • During the third activity, it is possible to look for both the positive and negative characteristics, thereby helping young people to understand what others see and how confusion and marginalizing occur. • When looking for negative properties, the educator should assess the overall characteristics of the members of the group and be able to control the situation so that to someone it does not cause emotional distress; therefore, it is recommended to conclude the activity with positive properties and the provision of encouragement.
Building social skills	<ul style="list-style-type: none"> • During activities, young people will learn to assess what is not obvious in others; • Each young person will be given the opportunity to be involved both as a member of the team and to show himself/herself individually; • Young people will gain knowledge of the teamwork and will learn to encourage others not to give up; • Developed mutual cooperation and communication skills; • Responsibility sharing skills and listening to others; • Developing a skill to pursue a common goal;
Result	<p>Activities will allow young people to know each other better and establish closer contact with each of the participants. During the teamwork there will be acquired the capacity to plan and achieve the goal jointly by assessing and using the individual capabilities of each member. The ability to provide a positive assessment will improve the internal microclimate and encourage mutual acceptance and new contacts. During reflection, young people will learn to analyse and evaluate what they have accomplished, to recognize their emotions during activities and to talk about them.</p>

5. CREATIVE SELF-EXPRESSION IN COLLECTIVE MUSIC-PLAYING

Information about the author

SANGRITA UPENIECE

music educator

Description

Young people with less pronounced musical gifts and abilities are often afraid to play music and feel psychological discomfort, too. The collective music-playing develops both collaborative and communication skills as well as creative self-expression and motivation. As the basic principles of non-formal education are learning through practice and learning to be with others, the main subject of this methodical material is the role of collective music-playing in personality development and growth.

List of literature

- *Music, Informal Learning and the School: A New Classroom Pedagogy*, by Lucy Green. Ashgate, 2008.
- https://books.google.lv/books?id=Rr576f2DftkC&hl=lv&source=gbs_navlinks_
- <http://www.musicalfuturesinternational.org>
- <https://www.youtube.com/watch?v=D-xftYEWxz8>
- <https://www.youtube.com/watch?v=LVrLtvYHzKo&t=33s>
- <https://www.youtube.com/watch?v=Y5kYLOb6i5I>

Description of activity

Age, level of training	13-20 y. o. youth of various nationalities from Latvia and Lithuania, with or without previous musical experience.
Objective	Preparation of musical performances for the final concert of the "Cool Dig" camp.

<p>Tasks</p>	<p>Tasks:</p> <ul style="list-style-type: none"> • to promote the development of musical, intellectual and emotional capabilities of the members of the camp; • to promote the acquisition of the experience of collective and individual musical activities; • to teach to recognise and understand personal resources; • to promote self-motivation; • to improve goal setting and goal development skills. <p>Expected results:</p> <p>Camp members will</p> <ul style="list-style-type: none"> • acquire skills and understand how to use creative thinking techniques to create ideas and link music to other forms of art; • experience collective music-playing and reflect on their personal interaction with various forms of creative expression; • express themselves and gain new experience; • co-operate with representatives of other cultures; • improve their English skills; • create an original concert program during the Cool Dig camp, shaped by all members of the camp.
<p>Materials, technical supply</p>	<p>5 class rooms;</p> <p>Musical instruments: djembes, doodle-sack, drums, electric guitar, bass guitar, cajon, acoustic guitars, paper glasses, Boomwhacker kit, clarinet, electric piano, tuning equipment, video projector;</p>
<p>Description of the operation:</p> <p>Suggestion (15 mins)</p>	<p>Five A4 pages attached to the wall showing job offers from creative groups:</p> <ul style="list-style-type: none"> • Playing of unconventional instruments (e.g. paper glasses) • Beatbox • Boomwhackers (musical pipes) • Vocal instrument group • Folk musical instruments <p>The educator informs, that process of musical lessons will take place in groups, formulates results to be achieved, explains the creative work offer of each group (so that participants can better understand the actions to be performed in groups, for example a video</p>

	<p>material might be demonstrated for insight), and asks participants to choose and sign in to the selected work group.</p> <p>Young people evaluate the given information, identify their individual skills, which can be complemented by new knowledge, and choose two of the proposed groups, which include traditional, popular and unconventional instruments. Each group consists of one member - a manager and/or educator with prior experience in musical-creative activities, who helps lead the creative process.</p>
<p>Comprehension (5 mins)</p>	<p>The groups go to their workrooms. The educator shall re-inform each group of the specific nature of the creative work and the results to be achieved.</p>
<p>Musically creative collaborative process (60 mins)</p>	<p>When the task is understood by the members of the groups, the teacher becomes a member of the groups – an assistant, diagnoses what is needed to achieve better results, if necessary, helps to advance the process, gives an initiative, helps the members of the groups to achieve the set goals.</p> <p>Working in groups (stations) Members of each group:</p> <ul style="list-style-type: none"> ✓ agree on the style and shape of the performance, ✓ select a music instrument or other required items for the selected music style, ✓ plan the performance process, ✓ the team works on development of the performance.
<p>Musically creative collaborative process (60 mins)</p>	<p>Members change working groups. The educator shall re-inform each group of the specific nature of the creative work and the results to be achieved once again. Once the task for group members is understood, the participants continue the musically creative process in the new groups.</p>
<p>Musically creative collaborative process (60 mins)</p>	<p>All participants meet in the hall where they prepare the environment for presentation of their creative work / performances.</p>
<p>Reflection (20 mins)</p>	<p>Feedback: Groups present their work, share their impressions of the creative process, teamwork, experience gained, new skills, “+” and “-” as to their work in the specific groups, as well as conclusions as to their feelings and benefits gained during the creative process in the work groups.</p>

Variants, modifications	<ul style="list-style-type: none"> • It is desirable that teams have up to 10 members, of which at least one has prior experience in musical creative activities; • It is important to follow that the first-time participants receive a task that they are able to accomplish in order to encourage their motivation for future musically creative activities; • The number of instruments depends on the number of participants involved in the process and the available music instrument base; • Any sound-generating object, possibly self-designed instruments, may be used in the creative group of non-traditional instruments (both natural and variable household items and packaging of goods may be used); • In each group one musical educator – an observer participates and, if necessary, helps during the process inconspicuously. • Duration of creative groups can be varied by enabling each member to participate in the process of multiple creative groups.
Methodological recommendations	<ul style="list-style-type: none"> • team work; • learning repertoire and skills after hearing and seeing; • learning by doing; • learning to be with others; • learning to learn from others. <p>The musical creative process complements a comprehensive and creative group working process involving all members of the groups. Everyone can participate in the chosen group, watch the group, listen, repeat, participate in the performance creation process. They learn by doing, helping each other, with little teacher support or without it, by choosing the repertoire they like, and by preparing to mimic the same music in their own manner.</p> <p>When working on the performance, in the process of action, young people develop communication, music-playing and language skills, new friends are made. It's like "casual" learning with some added value. Such informal music training includes the integration of hearing (learning through hearing) via performing, improvising, arranging and composing.</p>
Building social skills	<ul style="list-style-type: none"> • to develop creativity in music; • to develop capacity to orient oneself in music genres;

	<ul style="list-style-type: none"> • to help young people of different nationalities and social statuses to acquire interpersonal communication skills; • to observe the growth of your creative activities. • to develop positive attitude towards yourself and others; • to help the members of the group to notice the meaning and overall direction of their creative activities.
Result	<p>Although a large part of the participants did not have prior musical experience, I observed that the participants, when playing available musical instruments, paid little attention to relative difficulties, and when asked their peers about the specific nature of the instruments rather focused on performing and cooperation in order to achieve the musical result.</p> <p>There was an informal atmosphere in the practice process. Young people who did not want to play instruments were happy to contribute their vocal resources to performances, as well as prepared a Beatbox performance.</p> <p>As a result of the groups' work, a concert programme consisted of vocal instrumental groups, soloists, rhythm groups, non-standard musical instrument performances and a sign language performance, as well as the Lithuanian folk song "Du Gaideliai" performed by members of the Latvian and Lithuanian participants and educators in Latvian and Lithuanian.</p>

6. CREATIVE SELF-EXPRESSION IN COLLECTIVE MUSIC-PLAYING

Information about the author

Gints Purgailis

musician, producer, musical educator

Description

Collective music-playing contributes to the development of individuals' personalities, refines their talents and faculties, as well as enriches their emotional and spiritual world. The aim of collective music-playing is not only to promote professional musical skills and abilities, but also to develop social skill. In collective music-playing, young people develop both the proficiency of individual instrument playing and the flair of the ensemble, their internal motivation increases, as well as the ability to cooperate is developed. Collective music-playing is also an opportunity to present oneself, to change your attitudes, beliefs and even character. Collective music-playing develops a series of essential matters for the development of human personality, such as: trust and confidence skills, aesthetic tastes, team skills, problem solving skills, self-discipline, aspiration for excellence, responsibility, commitment, dedication, self-esteem, self-evaluation skills, perseverance, and also the 21st century skills.:

- creativity;
- collaborative skills;
- communication skills;
- critical thinking.

As music contributes to the development of self-esteem, it is important for every member to be aware of his/her importance to his/her collective. From the moment a young man is admitted to a collective, he/she becomes part of it. Young people feel that their presence is important and precious. In a collective, the young man does not feel the fear of failure as being alone, and many young people who feel undervalued and not accepted in their peer groups feel their importance here.

Any kind of collective music-playing is a great way how to learn to work in a team. Both in the ensemble and in the orchestra, each musician has his/her particular role, and it's the collaborative team that can lead to the achievement of a common goal.

List of literature

- Learning and Collective Creativity: Activity-Theoretical and Sociocultural Studies, A.Sannino, V.Elis, 2014

- 21 st Century Music Education: Informal Learning and Non-Formal Teaching Approaches in School and Community Contexts, Ruth Wright, 2016
- Music Education for Social Change: Constructing an Activist Music Education, Juliet Hess, 2019

Activity description

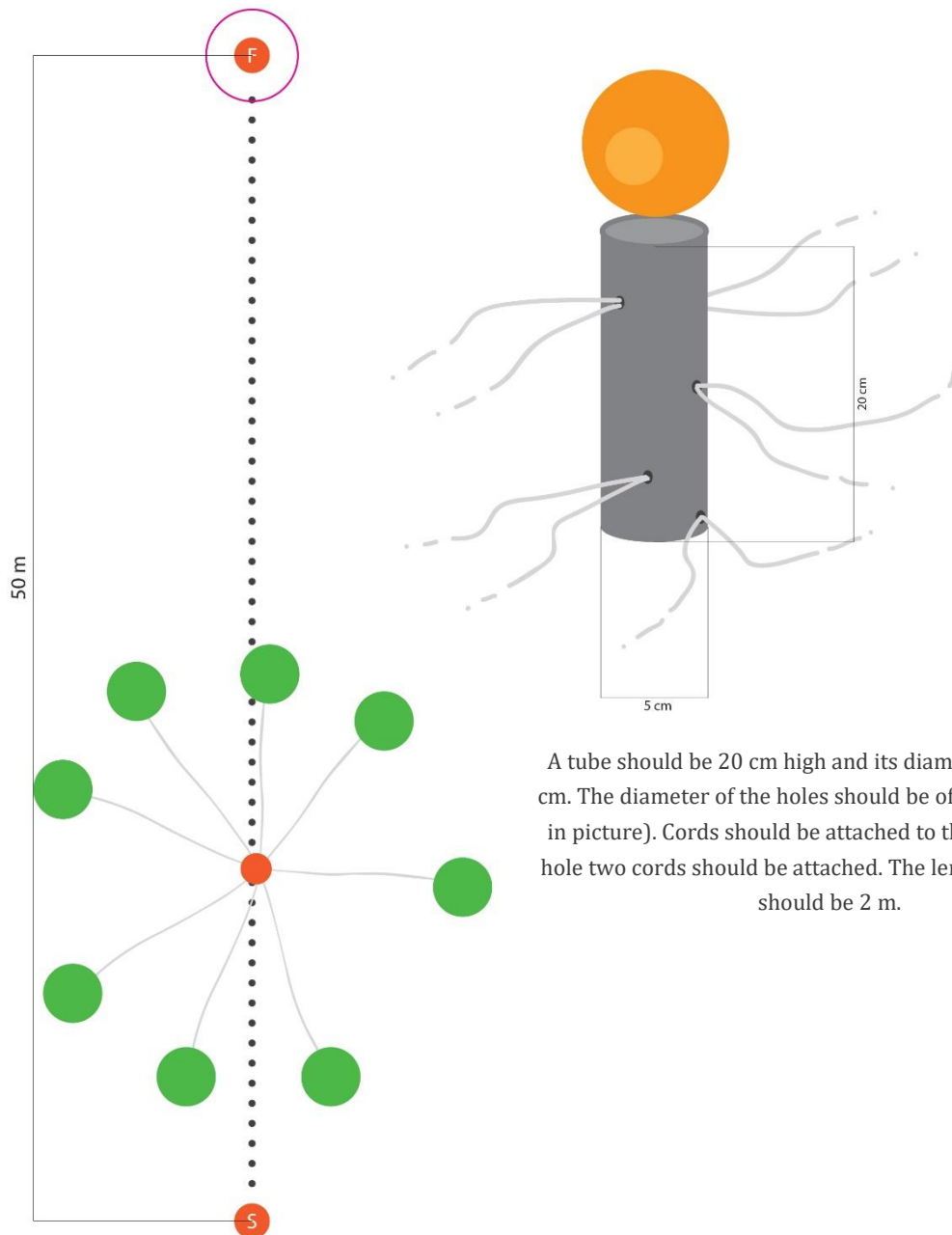
Age, level of training	Young people (13-20 y. o.), with or without prior knowledge in music.
Objective	Collective song composition, composition of lyrics, and song recording in a studio.
Tasks	<ul style="list-style-type: none"> • To promote the development of musical, intellectual and emotional capabilities of participants; • To promote the learning / experience through collective and individual musical activities; • To develop creativity in music; • To teach to be aware of previous experience, skills and abilities, to acquire new knowledge and to use it in creative activities; • To provide theoretical and practical knowledge in the composition of songs and studio records; • To teach to compose and improvise using sound patterns and other musical means; • To promote self-motivation; • To develop self-guided learning, analysis and deduction skills.
Expected results	<p>Members</p> <ul style="list-style-type: none"> • have experienced mental and physical growth, contributed to the development of a free, socially responsible and creative personality; • cooperated in the collective music-playing process, using the appropriate means of expression; • reflected on personal contributions to the musical process via evaluation of their artistic performance, emotional experience and mutual cooperation ability; • have created new works by using and interpreting a wide variety of means of expression; • have gained new experience, met young people of other nationalities and have become acquainted with their musical culture, traditions, particularities; • a number of high-quality studio records have been created with the participation of all young people.
Technical materials	✓ 1 large room (hall), video projector, tuning equipment, stationery (A4 pages, pens), musical instruments: drums, electric guitar, piano or synthesizer, bass guitar;

	✓ 1 recording studio with equipment for recording a music track.
Description of activity	
Acquaintance 10 min	The educator shall present the project, the planned activities and the action plan. Participants are informed that musical creative work will take place in groups. The educator shall formulate the results to be achieved and present the offer of creative work (pre-prepared versions of song demos), explaining the task to be performed in order to achieve the expected result.
Lecture “10 Steps in Song Creation” 40 min	The educator provides a theoretical insight into the structure of a musical piece and the characterizing elements of the musical language (melody, tone, rhythm, meter, pace, dynamics, form), highlights rhythm elements (e.g. rhymes, metre) and tells about the interaction between melody and text (introduction, verse, refrain, bridge, finish), shows practical examples and gives assignments (see Annex 4)
Split members into groups 10 min	The educator shall remind the participants about the purpose, tasks and the results to be achieved in the creative music-playing activity. The participants have got acquainted with the musical offer (the previously prepared demo versions of the songs), have evaluated their individual skills and interests, and choose a piece to elaborate with the members of their group. The groups go to their work table.
Musically creative work in groups 60 min	During group work, the educator is available to participants as a consultant who can help, evaluate, recommend and motivate the group to achieve the best possible outcome/result. Members of each group: 1. has picked a theme for which the lyrics has to be composed; 2. agree on the structure, form, length of the text; 3. the team works on improving the text.
Organizational pause 15 min	The participants meet in a room where each group presents prepared lyrics, share impressions on the creative process, hear the appreciation of the educator and other groups, or, conversely, criticism and suggestions. The educator shall inform the participants about the second part of the creative process - recording in the music recording studio. Once the participants have decided on the distribution of the text parts, work on the record is started.



<p>Musically creative work in groups</p> <p>120 min</p> <p>Organizational pause</p> <p>15 min</p> <p>Reflection 20 min</p>	<p>The educator shall remind the participants about the purpose, tasks and the results to be achieved in the creative work. Participants continue the musically creative work in the recording studio.</p> <p>The participants meet in the hall. Track records are played.</p> <p>The groups present their work, share their experience about the creative process, teamwork, impressions, skills and abilities, “+” and “-” on working in groups and given assignments, as well as conclusions about their benefits gained during the work in musically creative groups.</p>
<p>Variants, modifications</p>	<ul style="list-style-type: none"> • A group may consist of up to 10 members, provided that at least one of participants has prior musical experience; • The language in which the participants compose the lyrics shall be agreed by each particular group, considering the nationality, skills and experience of the team members; • The duration of creative groups may vary as necessary, considering the number of members, the size of the groups created and other aspects.
<p>Methodological recommendations</p>	<ul style="list-style-type: none"> ✓ It is desirable to provide at least a little theoretical insight into the subject before starting musical creative work in the groups; ✓ To answer the participants’ questions, to recognize the shyest participants and to encourage them to participate; ✓ To allow the members themselves to choose the group in which they wish to participate; ✓ Following the creative process, to organize evaluation so that participants can share impressions and reflect on what they have experienced.
<p>Building social skills</p>	<p>Members will</p> <ol style="list-style-type: none"> 8. develop real skills to work in a team – will set a goal, share responsibility, listen to each other, reach agreement; 9. develop creativity (in particular in music); 10. identify, accept and establish positive contact with young people of other nationalities and social statuses; 11. recognize their creative potential and that will help to assess their creative abilities and disclose them to other young people as well.

ANNEXES

BALANCE TUBE TASK



A tube should be 20 cm high and its diameter should be 5 cm. The diameter of the holes should be of 0.5 cm (example in picture). Cords should be attached to the holes. In each hole two cords should be attached. The length of each cord should be 2 m.

-  Cones for marking the start and the finish
-  Team members

“Interesting how we feel in the process of change”

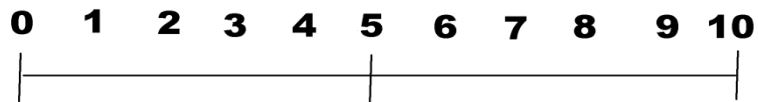


MY SELF - ESTEEM

1. Grades (asi n school, from 1-10) – **how much do you feel satisfied with yourself at the moment?**

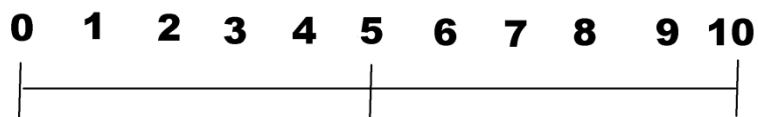
(from 0 = totally unsatisfied... till 10 = fully satisfield)

Right now



2. Note the desired point (grade) – **where do you want to get** – how much do you want to be satisfied with yourself **in the future?**

In the future

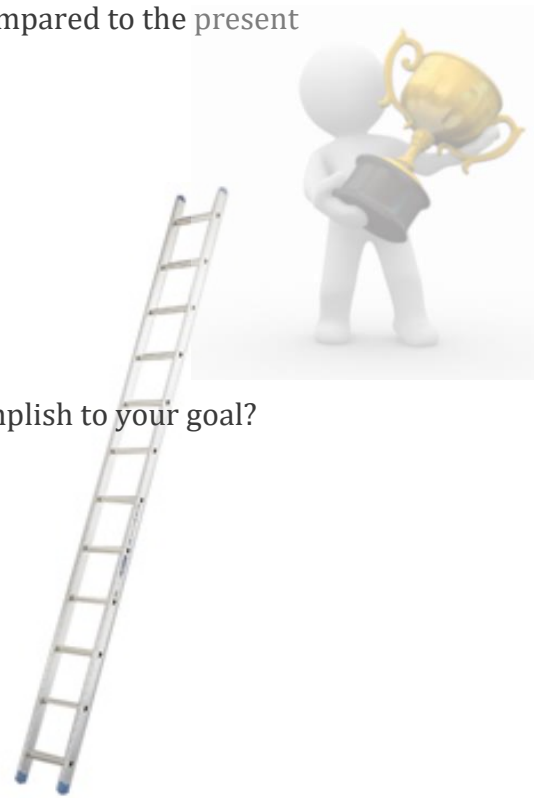


3. How will you know that you have achieved what you want (**the criteria** what will you be? What are you going to do differently compared to the present moment? How will you feel?)?

- ...
- ...
- ...

4. What **tasks (actions/steps)** do you need to accomplish to your goal?

- 4.1. ...
- 4.2. ...
- 4.3.



10 steps in Song Creation

1. Thought, word, sentence. Umbrella
2. Questions about the idea/concept. Example: What an umbrella? Who is protected by the umbrella? Who needs the umbrella?
3. Structure of the song: introduction, verse, refrain, bridge, final.
4. Refrain as an answer. Characteristic features and verbs.
"As a man next to me, who protects"
"Guards against the sun and the rain, colored in black."
5. Melody. Task: 1. Choose one the most liked refrain phrase and try to sing it using the melody. Add appropriate emotions.
6. Add chords using the instrument you manage the best.
7. Verse. Go through items 4-6 for each matter.
8. Connect the verses to the refrain.
9. Set up the second article and bridge. The second verse shall be subject to paragraph 7. Bridge should have a different melody and some explanatory phrases.
10. Track record. Record the song using the simplest option available to you. On the phone, dictaphone, or alike. Preferably in an instrumental form to make it easy to sing over the text when you play the record.

Project partners: *Kuldīga District Municipality (the Lead partner of the project) and Panevezys City Municipality.*

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Information regarding the project is available on www.kuldiga.lv (the homepage of Kuldīga municipality) under sections Municipality > Projects (Pašvaldība > Projekti), as well as on the homepage of the Programme www.latlit.eu.

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