Co-funded by
the European Union

Resilient Transitions Toolkit

Coaching and improvisation tools for young people facing career change

EntreAct

2026



Illustration generated with AI (Canva)

Erasmus+

Disclaimer and licence

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the National Agency MOVIT. Neither the European Union nor the granting authority can be held responsible for them.

EntreAct – Erasmus+ project 2025-3-SI02-KA153-YOU-000384753

This work is licensed under Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0). https://creativecommons.org/licenses/by-sa/4.0/

What the licence allows. You may copy, share and adapt this toolkit, also for your own workshops. You must name the source and share your adapted version under the same licence.

How to name the source. "Resilient Transitions Toolkit. EntreAct – Erasmus+ project 2025-3-SI02-KA153-YOU-000384753, 2026. CC BY-SA 4.0."

Coordinator. KLUB PODJETNIŠKEGA GIBANJA EMC, Ptuj, Slovenia.

Contents

Disclaimer and licence 2
About this toolkit 4
The approach 5
How to use this toolkit 7
Module A. Improvisation 9
A01 "Yes, and" 10
A02 CROW: Character, Role, Objective, Where 12
A03 Inspiration-word scenes 14
A04 Freeze 16
A05 Dutch square 18
A06 Status games: high status and low status 20
A07 Oscar role 22
Module B. Solution-focused coaching 24
B01 Resource collecting with a resilience focus 25
B02 Coaching triad roles 27
B03 The five coaching steps 30
B04 Goal of the conversation 33
B05 Language coaching 35
Module C. Coaching meets improvisation 37
C01 Impro coaching with the miracle question 38
C02 Impro Solution Walk 40
C03 Career dilemma: A, B, both or neither 43
C04 Improv games for entrepreneurship 45
C05 Creativity and innovation through improvisation 47
Module D. Reflection 49
D01 Daily reflection groups ("molecules") 50
D02 Personal learning mandala 52
D03 Closing self-assessment with the key competences 54
Ready-made workshop plans 56
Plan 1: First meeting with young people not in education, employment or training (NEET) 56
Plan 2: School students choosing a school or a career 57
Plan 3: Young people testing a business idea 58
Tools used in the plans 59
Glossary 60

About this toolkit

Many young people face big changes. They leave school, look for a first job, lose a job or want to change their career. These changes can feel heavy, and many young people lose confidence. Resilience helps: it is the ability to cope with change, adapt and keep moving towards a goal. It can be learned and practised.

This toolkit uses two methods to practise resilience: **improvisation** and **solution-focused coaching**. It also shows how to combine them. There are no energizers or general group games in it. Every tool is either an improvisation tool, a coaching tool, a mix of both, or a reflection on what was learned.

The tools help young people build resilience, adaptability and problem-solving, to increase their employability and support them on an entrepreneurial path.

Who it is for. Youth workers and teachers who work with young people aged 15 to 30: young people not in education, employment or training (NEETs), unemployed, rural, migrant and minority young people, and students choosing a school or career. Young people can also run the basic improvisation tools with their peers. Every tool has an "Adapt it" section for low language level, low confidence, physical disability, large groups and online work.

What is inside. This toolkit has 20 tools in four modules and three ready-made workshop plans. It adapts the resilience framework from the project GenNZ and extends the coaching approach of the project Entreception 2.0 to career transitions. The toolkit is available in English, Slovenian, Turkish, Lithuanian, Macedonian and Serbian.

How it was made. The tools come from the EntreAct training course "Training and networking of youth workers" in Maribor, Slovenia, from 2 to 9 July 2026. 18 youth workers and teachers from Lithuania, North Macedonia, Serbia, Slovenia and Türkiye took part. Over eight days they learned improvisation and solution-focused coaching, combined both for career decisions, met local young people and reflected daily with Youthpass.

The tools were compiled by EMC from the training programme used in Maribor. They were tested and adapted in local activities with young people in the partner countries.

This toolkit is a shared European result of six partner organisations from Slovenia, Türkiye, Serbia, North Macedonia and Lithuania.

The approach

Resilience is the ability to deal with change and difficulty, and to keep going. It is not a fixed trait. People build it through experience, support and practice. Each tool names one to three resilience areas, for example self-confidence, adaptability, goal setting or hope.

Improvisation works "outside-in" (Module A). Players act without a script. They start with the body, the voice and the action, and new feelings and thoughts follow. They accept each other's ideas and build on them ("yes, and"). They react when a scene suddenly changes, and they try out high and low status. Improvisation here is not about being funny or talented. It is a safe way to practise adapting, cooperating and speaking in front of others.

Solution-focused coaching works "inside-out" (Module B). It starts with the young person's wishes, thoughts and inner resources, and then moves towards action. It does not analyse the problem for a long time. It asks what the young person wants and what already works. The young person is the expert on their own life. The coach asks questions and listens, and does not give advice. Useful tools are the goal of the conversation, the miracle question, the scale from 1 to 10 and exception questions.

Coaching meets improvisation (Module C). Here the two directions meet. The coach asks the questions, and the young person answers by acting, not only by talking:

- In **C01**, the young person plays their preferred future as a short scene after the miracle question.
- In **C02**, a character walks along a scale from 1 to 10 on the floor, one step at a time.
- In **C03**, the young person stands on four options of a career dilemma and lives each one for a few minutes.
- In **C04**, young people test and present a business idea. They pitch an invented product and then their own idea, and a partner builds on it with "yes, and". Then, in triads, the coach asks how ready the idea is on a scale from 1 to 10, what already works and what one small next step is.
- In **C05**, young people create many ideas through improvisation, without judging them. Then, in triads, the coach helps each person choose one of their own options and find a small next step.

In C04 and C05, the debrief links the games to the young people's own plans.

Playing a role gives distance from one's own fears. This can make it easier to see new options and to try a first step.

Reflection (Module D). At the end, young people name what they learned. They use the eight EU key competences, which they can later use in a CV or a job interview.

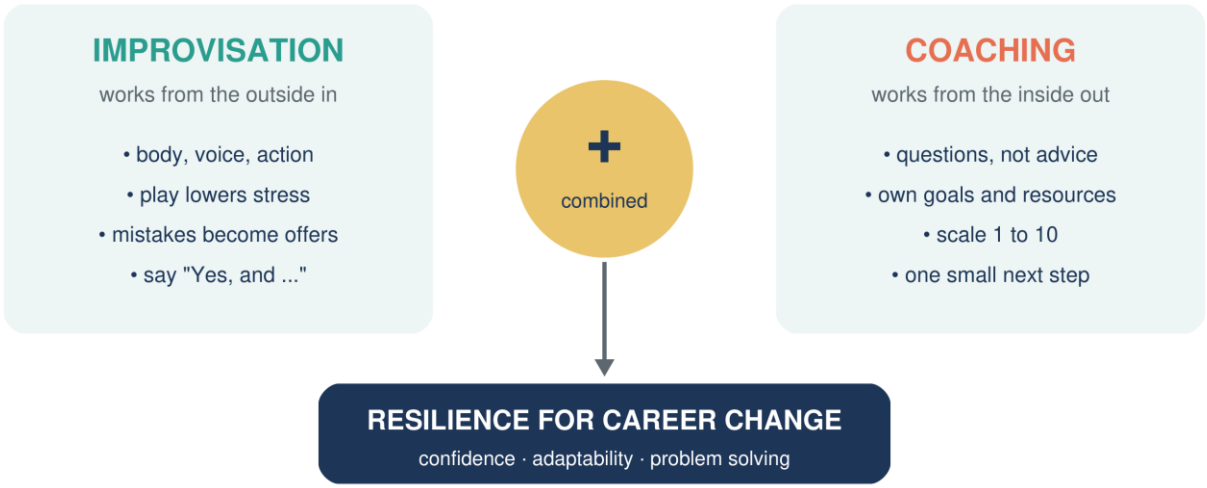

Figure: Improvisation and coaching combined for resilience

How to use this toolkit

Modules and tools

Module	What it is for	Tools
A. Improvisation	Accepting ideas, reacting to change, playing roles and status	7
B. Solution-focused coaching	Resources, roles, goals and the structure of a coaching conversation	5
C. Coaching meets improvisation	Coaching questions answered through scenes and movement; creating, testing and choosing ideas for career and business plans	5
D. Reflection	Naming learning with the key competences and Youthpass	3

ID	Title	Min.
A01	"Yes, and"	20
A02	CROW: Character, Role, Objective, Where	45
A03	Inspiration-word scenes	40
A04	Freeze	30
A05	Dutch square	30
A06	Status games: high status and low status	55
A07	Oscar role	40
B01	Resource collecting with a resilience focus	30
B02	Coaching triad roles	105
B03	The five coaching steps	80
B04	Goal of the conversation	45
B05	Language coaching	45
C01	Impro coaching with the miracle question	90
C02	Impro Solution Walk	90
C03	Career dilemma: A, B, both or neither	75
C04	Improv games for entrepreneurship	90
C05	Creativity and innovation through improvisation	90
D01	Daily reflection groups ("molecules")	30
D02	Personal learning mandala	90
D03	Closing self-assessment with the key competences	60

Each tool has a short profile and eight parts: Why use it, You need, Preparation, Step by step, Debrief questions, Adapt it, Facilitator tips and Variations. You can run them without extra training. Try the coaching tools once with colleagues first.

A simple sequence

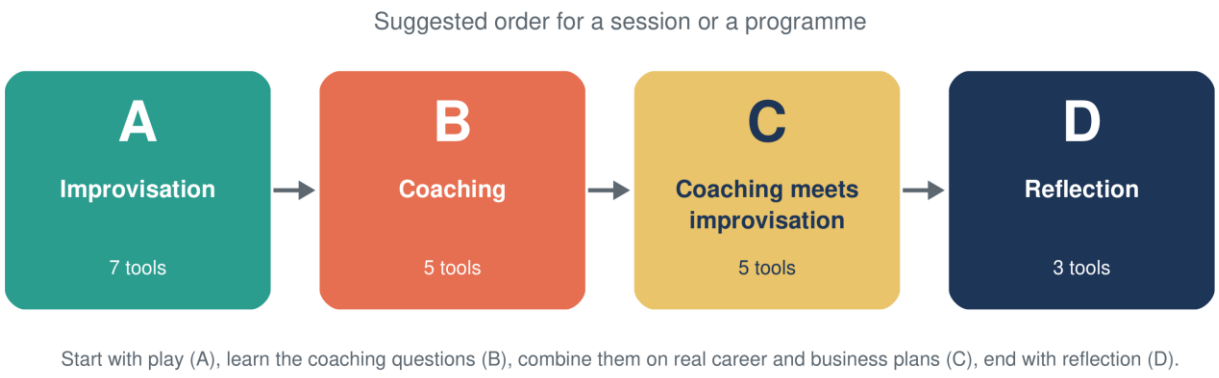

Figure: The toolkit map – suggested order of the modules

For one session, go through the modules in this order:

1. **Start with an improvisation tool (A).** It opens the group through play and action. A01 "Yes, and" or A04 Freeze are good first choices.
2. **Move to a coaching tool (B).** Young people learn the roles and questions, for example with B01 Resource collecting or B02 Coaching triad roles.
3. **Combine both (C).** Use the coaching questions in a scene or on a floor scale, for example C01, C02 or C03.
4. **End with reflection (D).** A short round from D01 or part of D03.

The three ready-made workshop plans follow this sequence.

Choosing tools

- Go from "basic" to "intermediate". A01 to A04 are basic. A05 to A07 need a group that already plays together.
- The C tools work best when the group knows the coaching roles from B02.
- The minutes are a guide. Plan extra time for the debrief and for translation.
- Young people can lead the basic improvisation tools for their peers. Leave the coaching tools (Modules B and C) to youth workers or teachers.

A safe space

- Agree on a few rules at the start. Taking part is voluntary: anyone can say "pass" and watch.
- In coaching, the person chooses a real but only moderately important topic (3 to 7 on a scale from 1 to 10).
- Roles give distance. After a scene, players step out of the role, for example by saying their own name.
- If someone gets upset, stop calmly, offer a break and talk with the person alone. This is not therapy. Tell them where to find more support, for example a school counsellor or a local service.

Debriefing

After each tool, ask in this order: What happened? How did it feel? What did you learn? How can you use it at school, at work or in a business idea? Ask open questions, give time to think and do not judge. Talking in pairs first helps. The debrief questions in each tool are suggestions. Choose the ones that fit your group.

Fewer opportunities and online work

Every tool has an "Adapt it" section. In general: show instead of only explaining and allow own languages; start in pairs, not in front of the group; offer seated versions and a scale on paper instead of on the floor; split large groups with a helper each. Online, use breakout rooms, a shared whiteboard and the chat, keep sessions shorter, and let people choose to have cameras on or off.

MODULE A

Improvisation

Act without a script. Practise adapting, cooperating and speaking in front of others.

Improvisation works "outside-in". Players act without a script. They start with the body, the voice and the action, and new feelings and thoughts follow.



Figure: Module A – Improvisation (illustration generated with AI)

In this module

ID	Tool	Minutes
A01	"Yes, and"	20
A02	CROW: Character, Role, Objective, Where	45
A03	Inspiration-word scenes	40
A04	Freeze	30
A05	Dutch square	30
A06	Status games: high status and low status	55
A07	Oscar role	40

In this module you practise:

- accepting a partner's idea and building on it ("Yes, and");
- reacting when a scene suddenly changes and letting go of an old plan;
- speaking in front of others with less stress and trying out high and low status.

A01

MODULE A · IMPROVISATION

"Yes, and"

20 min | 6-30 people

Duration	20 minutes	**Group size**	6-30, in pairs	**Age**	15+
Level	basic	**Resilience focus**	cooperation, creativity, hope		
Youthpass competence	Personal, social and learning to learn				

Why use it

"Yes, and" is a basic rule of improvisation: you accept your partner's idea ("yes") and add something to it ("and"). Players feel the difference between blocking ideas and building on them, which helps young people plan together and stay open to new options. At work, the same skill helps them build on a colleague's idea in a team meeting, or on a customer's wish when they sell a product or a service.

You need

A room where pairs can stand or sit, and a timer.

Preparation

- Choose a simple work or business planning topic, for example "We are opening a small food stall at the market", "Our team plans a repair service for bicycles" or "We are preparing a stand at a job fair".

Step by step

1. Form pairs. Give the planning topic. (1 min)
2. Round 1: Partner A suggests an idea. Partner B answers with "Yes, but..." and names a problem. They take turns, and every answer starts with "Yes, but". (2 min)
3. Stop the round. Ask two or three pairs: "How far did your plan get?" (2 min)
4. Round 2: Same topic. Now every answer starts with "Yes, and..." and adds a new idea to the last one. (3 min)
5. Stop the round. Some pairs tell the group their plan in three sentences. (4 min)
6. Close with the debrief questions. (8 min)

Debrief questions

1. How did the two rounds feel different? Which gave you more energy?
2. When do people in your life say "yes, but" to your ideas? When do they say "yes, and"?
3. When is "yes, but" useful, for example when you check a business plan?
4. Where could "yes, and" help you in a team meeting, with a customer or when you plan your own small business?

Adapt it

- **Low language level:** Pairs use their own language or draw the plan; only "yes, and" needs the shared language.
- **Low confidence:** Work in pairs only; sharing with the group is voluntary.
- **Physical disability:** No movement is needed; pairs sit in a quiet corner where they can hear each other.
- **Large groups:** All pairs work at once, and only a few pairs share in steps 3 and 5.
- **Online:** Use breakout rooms for pairs, post the topic in the chat, and bring everyone back to share.

Facilitator tips

- "Yes, and" does not mean agreeing with everything in real life. It is a way to build ideas first and judge them later.
- Keep the topic light and positive.
- If someone gets upset, for example because "yes, but" reminded them of people who blocked their plans, take it seriously and thank them. Offer a break and a talk alone, and do not push them to share more.

Variations

- **Group business idea:** The whole group stands in a circle and builds one business idea, for example a new service for young job seekers. Each person adds one sentence that starts with "Yes, and".
- C04 "Improv games for entrepreneurship" uses this tool with a business topic.

A02

MODULE A · IMPROVISATION

CROW: Character, Role, Objective, Where

45 min | 8-14 people

Duration	45 minutes	**Group size**	8-14, in pairs	**Age**	15+
Level	basic	**Resilience focus**	adaptability, cooperation, self-confidence		
Youthpass competence	Cultural awareness and expression				

Why use it

CROW gives beginners a simple frame for a scene: Character, Role, Objective and Where tell players who they are, what they want and where they are. Young people practise building on a partner's ideas and speaking in front of others with less stress. The same four questions help them present themselves in a job interview: who am I, what is my role, what do I want, and where am I.

You need

An open "stage" with chairs in a half circle for the audience, a flipchart with the four CROW letters, and a timer.

Preparation

- Write C, R, O and W on the flipchart, one per line, with space for examples.
- Plan one short example scene to show with a co-trainer or a volunteer.
- Arrange the chairs in a half circle facing the stage.

Step by step

1. Explain that improvisation means creating a scene with no script, and CROW helps players build it together. (3 min)
2. Introduce the letters: Character (who am I?), Role (what is my role towards my partner?), Objective (what do I want in this scene?), Where (where are we?). Write one work example next to each, for example "a young baker", "new employee towards the boss", "wants a day off", "a bakery at 6 in the morning". (5 min)
3. Show a short example scene with a co-trainer, for example a job interview. The group names the C, R, O and W they saw. (5 min)
4. Form pairs. Ask the audience for a work place, for example "a job centre", "a market stall", "a bank office" or "a car repair shop". (3 min)
5. One pair plays a scene of about 2 minutes and makes the four CROW points clear in the first few lines. (2 min)
6. Ask the audience: "What was the character, the role, the objective and the place?" Keep feedback short and positive. (1 min)
7. Repeat steps 5 and 6 with new pairs and places until everyone has played, about 3 minutes per pair. (18 min)
8. Close with the debrief questions. (8 min)

Debrief questions

1. How did it feel to start a scene without a script?
2. Which of the four letters was easiest for you? Which was hardest?
3. What did you do when your partner's idea was different from your plan?
4. How could CROW help you in a job interview or on your first day in a new workplace? What would your own C, R, O and W be?

Adapt it

- **Low language level:** Allow any language or very few words, use Mime-CROW, and draw a picture next to each letter.
- **Low confidence:** All pairs first play at the same time with no audience; anyone can say "pass" and watch.
- **Physical disability:** Play seated, choose places that need little movement, and keep the stage step-free.
- **Large groups:** Split into groups of 8 to 10, each with its own stage and helper.
- **Online:** Pairs practise in breakout rooms, then show scenes while others turn their cameras off.

Facilitator tips

- There are no mistakes in improvisation. A "wrong" idea is an offer the partner can use. Praise effort, not quality.
- Keep the first scenes short, end them with "Thank you" and applause, and avoid painful settings such as a hospital or a family conflict.
- If someone gets upset, stop the scene calmly and ask the players to step out of character, for example by shaking their hands and saying their own names. Talk with the person alone and offer a break.

Variations

- **Mime-CROW:** Pairs play the same kind of scene with no words, and the audience guesses the four points.
- **Interview CROW:** Every scene is a job interview or a phone call to an employer. The applicant makes their own C, R, O and W clear in the first three lines.

MODULE A · IMPROVISATION

A03 Inspiration-word scenes

40 min | 8-20 people

Duration	40 minutes	**Group size**	8-20, in groups of 2-3	**Age**	15+
Level	basic	**Resilience focus**	adaptability, cooperation, problem solving		
Youthpass competence	Cultural awareness and expression				

Why use it

Players build a short scene from one single word, trusting and adapting to each other's ideas and looking for solutions inside the scene. These are the same skills young people need when a situation changes and there is no plan. At work this happens often, for example when a customer asks an unexpected question, a delivery is late or an interviewer asks something you did not prepare for.

You need

An open space with a "stage" area, small cards, pens, and a box or bag for the cards.

Preparation

- Write simple words from work, job search and small business on cards, for example "customer", "price", "CV", "phone", "delivery", "market stall", "first day", "boss", "bank". Add two or three light words such as "rain" or "key" for the first round. Avoid words that point to sad or painful topics. Put the cards in the box.

Step by step

1. Explain the aim: build a short scene together from one word, believing in each other's ideas and building on them. (3 min)
2. Form groups of two or three players. (3 min)
3. One person from the audience takes a word card and reads it aloud. (1 min)
4. The first group plays a short scene inspired by the word. The word can be the place, an object, a problem or a character's name. With "delivery", for example, the scene can be a small shop where the goods did not arrive. (2 min)
5. Inside the scene, players accept every new idea and add to it. If a problem comes up, they look for a solution or a chance in it. (during the scene)
6. Stop the scene with "Thank you" and applause. (1 min)
7. The next group takes a new word and plays. Repeat until all groups have played once or twice. (20 min)
8. Close with the debrief questions. (10 min)

Debrief questions

1. How did one word become a whole scene?
2. When did you accept an idea from your partner that you did not expect? What happened then?
3. What problems came up in the scenes, and how did the players solve them?
4. Think of a job interview, a customer or a first day at work. Where could "going with the flow" like in these scenes help you there?

Adapt it

- **Low language level:** Use pictures or words in several languages, and allow mime and sounds.

- **Low confidence:** All groups first play at once without an audience; then ask for volunteers, and allow people to watch.
- **Physical disability:** Play seated, choose words that need no physical action, and read the cards aloud.
- **Large groups:** Run several stages in parallel with one helper each, or give all groups the same word and share two or three scenes.
- **Online:** Send the word by chat to breakout rooms; groups come back and show scenes with cameras on.

Facilitator tips

- Keep scenes short so the energy stays high.
- Praise moments when a player accepted and used a partner's idea. Do not judge which scene was "best".
- If someone gets upset, for example because a word brought back a hard memory, stop the scene calmly and let the players sit down. Talk with the person alone, offer a break, and take that word out of the box.

Variations

- **Two words, one business:** Each group takes two cards, for example "bank" and "idea", and plays a scene where a young person starts a small business.
- **One word, many scenes:** Give the same word to every group and compare the scenes.

A04

MODULE A · IMPROVISATION

Freeze

30 min | 8-20 people

Duration	30 minutes	**Group size**	8-20	**Age**	15+
Level	basic	**Resilience focus**	adaptability, creativity, self-confidence		
Youthpass competence	Cultural awareness and expression				

Why use it

A scene stops, and a new player starts a new story from the same body position. Players practise letting go of an old plan and reacting to a new situation. Young people need this when a work situation changes quickly, for example when a shift is moved, a customer changes an order or a job ends, and when a career path changes. In coaching, the game shows that one starting point can lead to many new stories.

You need

An open space with a marked "stage" and chairs for the audience in a half circle.

Preparation

- Mark the stage area.
- Prepare a few simple starting ideas from work and business, for example "first day at work", "a customer complaint in a shop", "carrying boxes in a warehouse" or "selling fruit at a market stall".

Step by step

1. Explain the rules. Invite two volunteers to the stage. Ask the audience for a workplace or a work activity, or use one of your starting ideas. (3 min)
2. The two players start a scene with clear, large movements. (1 min)
3. Anyone in the audience shouts "Freeze!". The players stop and hold their exact positions. The person who shouted taps one player lightly on the shoulder, and that player leaves. (1 min)
4. The new player takes the same body position and starts a completely new scene that fits it, for example a warehouse worker lifting a box becomes a baker taking bread out of the oven. The other player follows the new idea at once. (1 min)
5. Continue for many rounds, so that most people get a turn. If nobody shouts for a while, shout "Freeze!" yourself and invite someone who has not played yet. (16 min)
6. Close with the debrief questions. (8 min)

Debrief questions

1. What went on in your head just before you shouted "Freeze!"?
2. How did it feel when someone else stopped and changed your scene?
3. How did you find a new idea so fast?
4. What helps you react when a plan at work or in your job search suddenly changes, for example when an interview is moved or a job offer is cancelled?

Adapt it

- **Low language level:** Allow scenes with sounds and gestures only.
- **Low confidence:** Nobody has to go on stage; you shout "Freeze!" first and choose only volunteers.
- **Physical disability:** Use seated or standing positions everyone can hold, and avoid the floor.

- **Large groups:** Run two or three stages at the same time, each with its own audience.
- **Online:** Anyone says "Freeze"; the new player turns on the camera, copies the position and starts a new scene.

Facilitator tips

- Ask for big, clear positions. Small movements give few new ideas.
- Agree before you start that touch is only a light tap, or that people can say "out" instead.
- If someone gets upset, for example because a scene touched a personal topic, stop the game. Offer a break and talk with the person alone. Restart with a lighter topic.

Variations

- **Career freeze:** Every new scene must happen at a different workplace, and nobody may repeat a job. Afterwards, ask as a coach: "Which new scene would you like to try in your own working life?"

A05

MODULE A · IMPROVISATION

Dutch square

30 min | 8-20 people

Duration	30 minutes	**Group size**	8-20, in groups of 4	**Age**	16+
Level	intermediate	**Resilience focus**	adaptability, cooperation, emotional awareness		
Youthpass competence	Cultural awareness and expression				

Why use it

Four players stand in a square. Each time the square turns, a new pair is in front and plays its own scene. Players train focus and switching between roles, as young people do between school, work and family. At work, it helps them adapt quickly when the situation changes, for example when they move from a customer at the counter to a phone call and then to a team meeting. A coach can use it to open a talk about the different "scenes" of a young person's life.

You need

An open space with a "stage", chairs for the audience, and tape to mark and number four spots on the floor.

Preparation

- Mark four spots in a square, about one big step apart. Write the numbers 1 to 4 on the tape.
- Spots 1 and 2 are the front. Spots 3 and 4 are the back.

```
          AUDIENCE
+------------+------------+
|   spot 1   |   spot 2   |   FRONT: this pair plays
+------------+------------+
|   spot 4   |   spot 3   |   BACK: this pair waits in silence
+------------+------------+
```

- The turn: when you call "Turn", every player moves to the spot with the next number: 1 to 2, 2 to 3, 3 to 4, 4 to 1.
- With four players A, B, C and D, the front pairs are:

Moment	Spot 1	Spot 2	Front pair
Start	A	B	A and B (scene 1)
Turn 1	D	A	D and A (scene 2)
Turn 2	C	D	C and D (scene 3)
Turn 3	B	C	B and C (scene 4)
Turn 4	A	B	A and B again (scene 1 continues)

- Each new front pair shares one player with the pair before. After four turns, every pair has played once.
- Play Freeze (A04) or Inspiration-word scenes (A03) first, so that players know how to start a scene.

Step by step

1. Invite four players to spots 1 to 4, facing the audience. (1 min)
2. Show the turn. You call "Turn" and everyone moves to the next number. Walk through all four turns slowly, as in the table. (2 min)
3. Call the four turns again. For each front pair, ask the audience for a work situation, for example a job interview, a customer complaint, a team meeting or asking the boss for a raise. That is the pair's scene. (3 min)

4. Say "Go". The front pair plays. You call "Turn" after 30 to 60 seconds. The new front pair starts its own scene at once. The back pair stays silent and still. When a pair comes to the front again, it continues its scene from where it stopped. (6 min)
5. Call "Turn" more and more often. Then, at each turn, say "Last line". The front pair ends its scene with one sentence. (1 min)
6. Invite a new group of four. Repeat steps 3 to 5 with new work situations, for example a market stall, a phone call to an employer, a first day at work or pitching an idea to a bank. Each pair is in front twice, about 1 minute each time. You can ask one player from the audience to call "Turn". (9 min)
7. Close with the debrief questions. (8 min)

Debrief questions

1. How did you remember where each scene had stopped?
2. What helped you switch from one character to another?
3. In your life, which different "scenes" do you move between in one day?
4. What helps you keep your focus at work or in your job search when you have many tasks or people at once?

Adapt it

- **Low language level:** Allow mimed scenes or own languages, and give each pair a picture card.
- **Low confidence:** Play first in groups of four without an audience. Only volunteers show later.
- **Physical disability:** Players sit on four chairs and do not move. You point to the pair that plays instead of turning.
- **Large groups:** Groups of four play in parallel. One person outside each group calls "Turn".
- **Online:** Four cameras on. You name the pair that plays. The others mute and stay still.

Facilitator tips

- Start slowly. Laughing about mistakes is part of the game.
- Keep scene ideas simple and very different from each other, for example a bakery, a garage, a call centre and a farm.
- If someone gets upset, for example because they felt lost, stop with a clear "Thank you". Say that forgetting is normal here. Talk with the person alone and offer a break or the role of calling "Turn".

Variations

- **My working day square:** Each player keeps the same character in both of their scenes, for example a young shop owner who talks with a supplier in one scene and with a customer in the other. Afterwards, ask: "Which of your own scenes would you like to continue?"

A06

MODULE A · IMPROVISATION

Status games: high status and low status

55 min | 8-20 people

Duration	55 minutes	**Group size**	8-20, in groups of 3	**Age**	16+
Level	intermediate	**Resilience focus**	emotional awareness, self-confidence, coping with failure		
Youthpass competence	Citizenship				

Why use it

Status means how much power a person shows or has towards others, and it can come from money, position or behaviour. Players feel what high and low status is like and how status influences people, so they become more aware of power at school, at work and in job searching, and find ways to keep their dignity. This helps them deal with power in a job interview, with an employer or with a difficult customer, and stay calm and clear when the other person has more power.

You need

An open space for walking, a "stage" with chairs for the audience, and a flipchart with markers.

Preparation

- Draw two columns on the flipchart: "high status" and "low status".
- Plan a few work settings where status matters, for example a job interview, asking the boss for a raise, a customer complaint in a shop, a first day at work or pitching a business idea to a bank.

Step by step

1. Open a group discussion about status in society: "What gives people power? What role do money, a job title or connections play?" (10 min)
2. Collect high and low status behaviours on the flipchart, for example steady eye contact or looking away, a still body or small nervous movements, taking space or making oneself small. (5 min)
3. Everyone walks around the room. Call "high status": people walk and greet others in high status. After a minute, call "low status". (4 min)
4. Form groups of three: two players play high status, one plays low status. Give each group a work setting, for example two interviewers and one applicant. (2 min)
5. Groups play a short scene. The high-status players use their status to influence the low-status player, who tries to "survive" the situation. (3 min)
6. Swap roles so each person plays low status once, and repeat the scene. (6 min)
7. One or two groups show their scene to everyone. (9 min)
8. Everyone steps out of their roles, for example by shaking out the body and saying their own name. Then lead the debrief on how status influences personal and professional life, and how it can be used or abused. (16 min)

Debrief questions

1. How did it feel to play high status? And low status?
2. What did the low-status player do to "survive"? What can you do to feel stronger when others treat you as low status?
3. Where do you meet high and low status in your own life, for example at school, at work or in a job interview?

4. What could you do with your body and voice in your next job interview or talk with an employer?
5. How can status be used in a fair way? When does it become abuse?

Adapt it

- **Low language level:** Status shows mainly through the body; explain "high" and "low" with pictures or mime.
- **Low confidence:** Each person chooses whether to play low status, and showing scenes to the group is voluntary.
- **Physical disability:** Do the walk and the scenes seated, showing status by posture, face and voice.
- **Large groups:** Keep the discussion in the whole group, let groups of three play in parallel, and show only one or two scenes.
- **Online:** Everyone shows high, then low status on camera; use breakout rooms for groups of three.

Facilitator tips

- Status can touch real experiences of exclusion, poverty or discrimination. Say this at the start and remind people they can stop at any time. No physical contact, no insults and no jokes about real identities.
- Do not give the low-status role to someone who may already feel low status in the group, unless they choose it.
- If someone gets upset, stop the scene at once, help the players step out of their roles, talk with the person alone and offer a break. In the debrief, focus on what people can do, not on what hurt them.

Variations

- **Status swap:** In the middle of a scene, call "Swap". High and low status change, but the characters stay the same. For example, the applicant becomes calm and sure, and the interviewer becomes nervous.

A07

MODULE A · IMPROVISATION

Oscar role

40 min | 8-20 people

Duration	40 minutes	**Group size**	8-20, in pairs	**Age**	16+
Level	intermediate	**Resilience focus**	self-confidence, creativity, emotional awareness		
Youthpass competence	Cultural awareness and expression				

Why use it

Each player creates a character and plays it as the role of their life, giving more emotion, energy and detail step by step. Young people practise taking space and trying a stronger version of themselves in a safe setting. This helps them show confidence and energy when they pitch a business idea, talk to a customer or present themselves to an employer. In coaching, this "Oscar version" can become a picture of how a young person wants to act in a job interview or a new role.

You need

An open space with a "stage", chairs for the audience, and a small object as the "Oscar" prize (optional).

Preparation

- Plan two or three scene starts from work and business, for example "a young person pitches a food truck idea to a bank", "a market seller meets the first customer of the day" or "a new employee asks the boss for a raise".
- Play an easier game first, for example CROW (A02) or Inspiration-word scenes (A03).

Step by step

1. Explain the idea: each player plays a character as their "Oscar role". The character's feelings and world become more and more powerful. (3 min)
2. Everyone works alone to create a character: name, age, job or business, one strong wish, for example "to open my own hair salon". (2 min)
3. Invite two players to the stage. Give a simple scene start. (1 min)
4. The pair plays the scene at a normal level. (1 min)
5. Call "Oscar!" and name one player. That player turns the next line into a short, big, film-like moment. Repeat for either player; each moment is stronger than the one before. (2 min)
6. End the scene with applause. Hand over the "Oscar" object as a joke prize. (1 min)
7. Repeat steps 3 to 6 with new pairs until most people have played. (22 min)
8. Close with the debrief questions. (8 min)

Debrief questions

1. How did it feel to give "more and more" in your scene?
2. Where did you feel the limit of what you were comfortable with?
3. When in real life do you hold back instead of showing what you can do?
4. In which situation, for example a job interview or pitching your business idea, could a bit more energy help you?

Adapt it

- **Low language level:** Show Oscar moments with body, face and sounds; any language is fine.
- **Low confidence:** Let the whole group try an Oscar moment at the same time, facing the wall; nobody must go on stage.

- **Physical disability:** Play seated; a strong moment can come from voice or face.
- **Large groups:** Work in groups of 6 to 8, with one person per group calling "Oscar!".
- **Online:** Two players keep cameras on; face close-ups work well on screen.

Facilitator tips

- Remind players that they control how far they go. "More" can mean more detail, not only more volume.
- After each scene, let players step out of the character, for example by shaking out their arms and saying their own name.
- Big emotions in a scene can bring up real ones. If someone gets upset, stop calmly and thank the players. Give the person time and a quiet place, and talk with them alone.

Variations

- **Oscar speech:** Each player gives a 20-second "thank you" speech in the voice of their character, for example after winning a prize for the best young business of the year.

MODULE B

B Solution-focused coaching

Start with what the young person wants and with what already works.

Solution-focused coaching works "inside-out". It starts with the young person's wishes, thoughts and inner resources, and then moves towards action.



Figure: Module B – Solution-focused coaching (illustration generated with AI)

In this module

ID	Tool	Minutes
B01	Resource collecting with a resilience focus	30
B02	Coaching triad roles	105
B03	The five coaching steps	80
B04	Goal of the conversation	45
B05	Language coaching	45

In this module you practise:

- naming the strengths, skills and experiences you already have;
- the three roles of a coaching triad and the five steps of a coaching conversation;
- asking questions and listening, with a clear goal for the conversation and no advice.

B01

MODULE B · SOLUTION-FOCUSED COACHING

Resource collecting with a resilience focus

30 min | 6-30 people

Duration	30 minutes	**Group size**	6-30, in pairs, then groups of three	**Age**	15+
Level	basic	**Resilience focus**	self-confidence, adaptability, emotional awareness		
Youthpass competence	Personal, social and learning to learn				

Why use it

Young people in a career change often see only what they lack. This tool helps them name their resources: inner capabilities, skills, strengths and talents that help them reach personal goals. It also shows that other people see strengths in them. This is the basic idea of coaching: start from the person's inner resources. Named resources are useful in a CV, in a job interview or when young people present a business idea.

You need

A room where pairs and groups of three can talk, chairs that can turn, a timer, and optional paper and pens.

Preparation

- Think of one example from your own life that shows a resource. For example: "I lost a part-time job and found a new one in two weeks. That shows I do not give up."
- Decide how you will form pairs, for example people who do not know each other well.

Step by step

Part 1: Collecting (pairs)

1. Explain the aim and what a resource is. It can be a skill ("I can fix bikes") or an experience that shows adaptability or resilience ("I moved to a new town and started again"). Give your own example. (4 min)
2. Form pairs. Pairs talk about which strengths and resilience qualities a team at work, or a group like this one, needs, and which of them they bring themselves. They talk about themselves, not about other people in the room. (5 min)
3. Each person collects their own resources: skills from school, work, volunteering or daily life, and at least one experience that shows adaptability or resilience. (2 min)
4. Person A has 60 seconds to present their resources to person B. Then swap. (2 min)

Part 2: Resource gossiping (groups of three)

5. Form groups of three. (1 min)
6. One person turns their back to the other two. This person stays silent and listens. They do not comment, during or after. The other two share what they have noticed about the person's strengths, talents and capabilities. Guesses are allowed, for example: "I noticed she likes to take initiative. I think she could be a good entrepreneur or a leader." After 1 minute, the next person turns their back. (3 min)
7. In the group of three, each person shares: "What did I get to know new about myself?" (4 min)
8. Bring the whole group together for the debrief. (9 min)

Debrief questions

1. What did you get to know new about yourself?

2. How did it feel to talk about your own strengths for 60 seconds, and to hear others talk about you?
3. Which experience of change or difficulty showed you a strength?
4. How can one of your resources help you in your next step in school, training or work?
5. Which resource would you name if an employer asked "What are your strengths?" in a job interview?

Adapt it

- **Low language level:** Allow own language, gestures or a drawing; give 90 seconds; write "I can…", "I once…" and "I noticed…" on a flipchart.
- **Low confidence:** Let people write their resources first and read them; skills only is fine; no presenting to the whole group.
- **Physical disability:** Everything happens seated. Instead of turning their back, the listener can turn their chair, look away or close their eyes.
- **Large groups:** All pairs and groups work at once with one start and stop signal; debrief first in groups of four to six.
- **Online:** Breakout rooms of two, then of three. The listener turns off their camera and stays muted during the gossiping.

Facilitator tips

- Each person chooses what to share. No one has to tell a difficult story; they can name only the strength it showed.
- In the gossiping, people share only strengths and possibilities. The listener stays silent, which is simple and hard at the same time.
- Accept small answers. "I am on time" is a resource.
- **If someone gets upset:** stay calm, offer a pause or a glass of water, and talk with the person alone. Do not push them to continue. If they need more support, tell them where to find it (a school counsellor, youth centre or local helpline).

Variations

- **One-to-one:** In an individual conversation, the youth worker gives the young person personal feedback on their resources.
- Run it before B02 Coaching triad roles. In Maribor both parts ran in the same session.
- The compliment "I am impressed with…" in the rounding-up step of B03 The five coaching steps uses the same idea. See the question box in B03.

MODULE B · SOLUTION-FOCUSED COACHING

B02 Coaching triad roles

105 min | 6-30 people

Duration	105 minutes	**Group size**	6-30, in groups of three	**Age**	16+
Level	basic	**Resilience focus**	problem solving, cooperation, emotional awareness		
Youthpass competence	Personal, social and learning to learn				

Why use it

A coaching conversation works better when each person knows their role. Young people learn the three roles (coachee, coach, observer) and try each role once. They move from giving advice to helping a person find their own inner resources and strength. The practice topics come from job search, training and small business, so each coachee also takes a step on a real career question.

You need

Chairs for groups of three, a flipchart, paper and pens for observers, and a timer.

Preparation

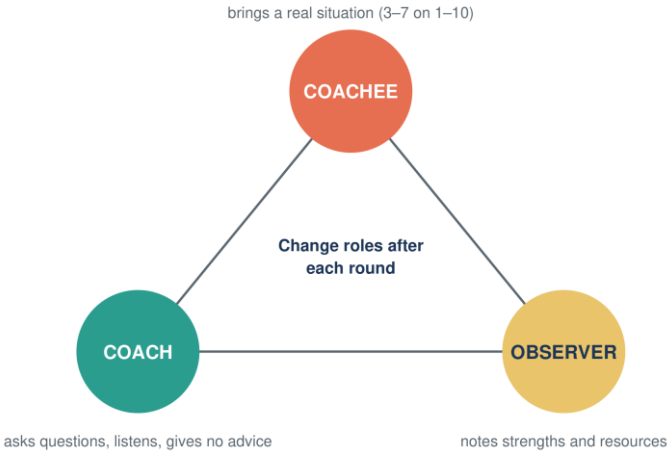

Figure: The three roles in the coaching triad

- Write the three roles on the flipchart (see step 1).
- Draw a scale from 1 to 10 and mark the part from 3 to 7.
- Copy the key coaching questions (box below) for each coach.
- Prepare a few example topics: choosing between two job offers, preparing for a first job interview, returning to education, dealing with a difficult boss, finding customers for a small business.

Step by step

1. Explain the difference between a trainer, a coach and a mentor. A trainer teaches new skills. A coach helps a person develop the skills they already have, by asking questions. A mentor shares their own experience and gives advice. Then introduce the three roles. (8 min)
   - **Coach:** first listens with attention and gives the coachee space. Then asks questions that help the coachee move forward. The coach lets the coachee discover their own goals and strengths.
   - **Coachee:** shares a real situation and looks for their own direction and the inner strength to reach it.

   - **Observer:** listens with attention to both people and notes the resources, strengths and resilience traits of the coachee and of the coach.
2. Explain how to choose a situation: moderately important, between 3 and 7 on a scale from 1 to 10. Examples: "I do not know if I should apply for this training course." "I have my first job interview next week." (3 min)
3. Form groups of three. Groups talk about the roles once more and decide who starts in which role. Volunteers try the coach role first. (5 min)
4. Each coachee chooses a work, training or business situation between 3 and 7. They do not need to say the number. (2 min)
5. Round 1: the coach leads the conversation. The observer takes notes. (20 min)
6. Resource gossiping about the coachee: the coachee turns their back and listens in silence. The coach and the observer share the strengths they noticed in the coachee. (3 min)
7. Resource gossiping about the coach: the coach turns their back and listens. The coachee and the observer share the strengths they noticed in the coach. (3 min)
8. Change roles. Round 2, steps 5 to 7. (26 min)
9. Change roles. Round 3, steps 5 to 7. (26 min)
10. Bring the whole group together for the debrief. (9 min)

Key coaching questions

- What would you like to get out of our talk?
- What are your best hopes? What else?
- Suppose your best hopes come true. What will you be doing differently?
- Who will be the first person to notice? What will they see?
- What recent examples show you are already moving in the right direction? How did you do that?
- On a scale from 1 to 10, where are you now? What would one step higher look like?
- What are you taking away from this talk?
- *Career example:* What would be different on the morning of your job interview if it goes well?

The full set, step by step, is in B03 The five coaching steps.

Debrief questions

1. Which role was the easiest for you, and which was the hardest?
2. As the coachee, what did you find out about your own ways of coping?
3. As the observer, which strengths did you notice that the coachee did not say directly?
4. As the coach, what helped you listen instead of giving advice?
5. Which strength from the gossiping could you name in a job interview or a talk with a customer?

Adapt it

- **Low language level:** Role cards with a simple picture each; same-language groups where possible; more time per round.
- **Low confidence:** Start in the observer role; choose a small, practical situation, such as writing one job application; anyone can pass on the coachee role.
- **Physical disability:** Fully seated; a quiet corner per group; observers can use a phone or voice notes. In the gossiping, the listener can turn their chair or close their eyes.
- **Large groups:** Many triads at once with one signal per role change; groups of four with two observers if numbers do not fit.
- **Online:** Breakout rooms of three; roles and the 3 to 7 scale in the chat; a broadcast message for each role change. The listener turns off their camera during the gossiping.

Facilitator tips

- The 3 to 7 rule protects people. A situation at 8, 9 or 10 can be too heavy for practice.

- New coaches often give advice. Remind them that the coachee has the answers. Walk around and listen, but do not join in.
- **If someone gets upset:** stop the round in that group. Let the coachee choose to continue, change topic or take a break. Talk with them alone if needed and do not let the group discuss their situation. Tell them where to find more support.

Variations

- **One-to-one:** A youth worker working with one young person takes the coach role. The young person is the coachee.
- Run B01 Resource collecting before this tool, as in Maribor.
- Keep the same triads for B04 Goal of the conversation or B03 The five coaching steps.

B03

MODULE B · SOLUTION-FOCUSED COACHING

The five coaching steps

80 min | 6-30 people

Duration	80 minutes	**Group size**	6-30, in groups of three	**Age**	16+
Level	intermediate	**Resilience focus**	goal setting, hope, problem solving		
Youthpass competence	Personal, social and learning to learn				

Why use it

The five steps give a simple structure for a whole coaching conversation. The talk stays on what the young person wants and can already do, not on the problem. Young people can use it for a real career or business question, such as choosing between two job offers or finding the first customers for a small online shop.

You need

Chairs for groups of three, the question box below for every coach, a 1 to 10 scale on paper or on the floor, pens and a timer.

Preparation

- Participants should know the roles coach, coachee and observer. If not, run B02 Coaching triad roles first.
- Prepare practice topics from work and business: a first job interview, returning to education, losing a job, a difficult boss, starting a small online shop, finding customers.

Step by step



Figure: The five coaching steps

1. Present the five steps and the question box. Show a short demonstration with a co-trainer, using a work topic. (15 min)
2. Form groups of three and choose roles. The coachee chooses a real work, training or business situation between 3 and 7 on a scale from 1 to 10. (3 min)
3. **Coaching agreement.** The coach asks what the coachee wants from the talk. They agree the time and that the talk stays in the group. (3 min)
4. **Preferred future.** The coach asks the miracle question or another preferred-future question, then "What else?". (4 min)
5. **What is already working.** The coach asks for recent examples of progress. (3 min)
6. **Progress scale.** The coach asks where the coachee is now and what one step higher would look like. (4 min)
7. **Rounding up.** The coach sums up in the coachee's words, gives one compliment and may suggest one thing to notice. The coachee says what they take away. (2 min)
8. Change roles and repeat steps 3 to 7. (16 min)
9. Change roles again, so everyone has been the coach once. (16 min)

10. Bring the whole group together for the debrief. (14 min)

Coaching questions for each step

1. Coaching agreement

- What would you like to get out of our talk?
- What needs to happen for you to feel this talk was useful?
- What are your best hopes? What else?
- *Career:* What do you hope this talk will help you decide about the two job offers?

2. Preferred future

- Miracle question: Imagine that tonight, while you sleep, a miracle happens and your best hopes come true. When you wake up, what will you notice that tells you the miracle has happened?
- What will you be doing differently? Who will notice first? What will they see?
- *Career:* What would be different in your first week at the new job?

3. What is already working

- What recent examples show you are already moving in the right direction?
- How did you do that? What else is working well?
- *Career:* Think of the days at work when the stress is a little less. What is different on those days?

4. Progress scale

- On a scale from 1 to 10, where 10 means your best hopes have come true, where are you now?
- How is this different from 1? What have you done to get here?
- What would it take to move one step higher? How will you know?
- *Career:* Your plan for a small online shop is at 4. What would 5 look like?

5. Rounding up

- What are you taking away from this talk?
- Compliment: "I am impressed with…" Name a strength you noticed. It is honest and based on what the coachee said, so they can agree with it.
- Suggest noticing: what you already do that works, or any sign that your hoped-for future is starting.
- *Career:* "I am impressed with how you kept applying after each 'no' from an employer."

Debrief questions

1. Which step felt most natural for you, and which felt strange?
2. As the coachee, what changed for you between the first step and the last?
3. What did the scale help you see?
4. Where could you use these steps in your own job search, studies or business idea?

Adapt it

- **Low language level:** One card per step with one question and a picture. People can point on the scale.
- **Low confidence:** Observe one round first. Choose a small topic, such as writing one job application.
- **Physical disability:** Everything works seated, with the scale on paper. Observers can take voice notes.
- **Large groups:** All triads at once, one signal per step. A co-trainer walks between groups.
- **Online:** Breakout rooms of three. Questions on a slide, the scale on a shared whiteboard.

Facilitator tips

- The steps are a guide, not a script. Coachees can go back to an earlier step.
- Most coachees are already in the middle of a change. Assume there were good moments and ask about them.
- The scale is not a test. Even a 2 means something already works.

- **If someone gets upset:** the preferred future can show how far someone feels from their goal, for example after losing a job. Pause the round. The coachee chooses to continue, change topic or take a break. Talk with them alone if needed and tell them where to find more support.

Variations

- Replace step 4 with an improvised scene, as in C01 Impro coaching with the miracle question.
- Replace steps 5 and 6 with walking along a floor scale, as in C02 Impro Solution Walk.

B04

MODULE B · SOLUTION-FOCUSED COACHING

Goal of the conversation

45 min | 6-30 people

Duration	45 minutes	**Group size**	6-30, in groups of three	**Age**	16+
Level	intermediate	**Resilience focus**	goal setting, hope		
Youthpass competence	Personal, social and learning to learn				

Why use it

A coaching conversation needs a clear goal, or the talk goes in circles. Young people learn to set a goal for the conversation and make it detailed, which gives hope and a direction. A clear, detailed goal helps with career and business steps too, for example sending the first job application, returning to education or finding the first customer for a small business.

You need

Chairs for groups of three, a flipchart with the goal questions, paper, pens and a timer.

Preparation

- Participants should know the triad roles. If not, run B02 Coaching triad roles first.
- Write the goal questions (box below) on the flipchart.
- Prepare a few example topics from work and business: choosing between two job offers, a first job interview, losing a job, a difficult boss, starting a small online shop.

Step by step

1. Form groups of three. Each person takes a role: coachee, coach or observer. (3 min)
2. Show the goal questions. (3 min)
3. The coachee chooses a real work, training or business situation that is moderately important, between 3 and 7 on a scale from 1 to 10. (2 min)
4. The coach asks the goal questions to set a goal for the conversation. (5 min)
5. The coach helps the coachee make the goal detailed: What exactly? Who is there? When? What will others notice? Example: "I want to feel better about work" becomes "By Friday I want to send one application for a warehouse job and ask a friend to read it first." (5 min)
6. The observer reads the goal back. The coachee confirms or changes it. (2 min)
7. Change roles and repeat steps 3 to 6 with a new coachee. (10 min)
8. Change roles again, so everyone has been the coachee once. (10 min)
9. Bring the whole group together for the debrief. (5 min)

Goal questions

- What would you like to get out of our talk?
- What needs to happen in our talk for you to feel it was useful?
- What is your greatest hope for this talk?
- What do you hope it will lead to? What else?
- *Career example:* At the end of this talk, what would you like to be clearer about your plan for a small online shop?

These are the questions for step 1 of B03 The five coaching steps. The box there has questions for all five steps.

Debrief questions

1. How did your goal change from the first answer to the end?

2. Which question helped most to make the goal clear?
3. How did it feel to hear your goal read back to you?
4. What is hard about setting goals with young people who feel stuck?
5. How could a clear goal help you before a job interview or a meeting with a customer?

Adapt it

- **Low language level:** One question per card with an example answer; short goals in simple words or a drawing are fine.
- **Low confidence:** Start with small, practical goals ("call one company this week"); easy topics only; anyone can stay as observer.
- **Physical disability:** Fully seated; give each group the questions on paper; observers can take notes on a phone.
- **Large groups:** All triads at once with one signal per role change; collect three or four detailed goals in the debrief.
- **Online:** Breakout rooms of three; questions in the chat; the observer types the goal in the chat and reads it back.

Facilitator tips

- Big or vague goals ("I want a good job") are normal. Ask: "What would be a small part of that?"
- Goals should be in the coachee's control and said as what they want. "My boss changes" becomes "I talk to my boss about my hours". For "I don't want…", ask "What do you want instead?"
- **If someone gets upset:** a goal can touch hopes that feel far away. Slow down and say there is no right answer. Offer to stop or pick a smaller topic. Talk with the person alone if needed and tell them where to find more support.

Variations

- Continue straight into C01 Impro coaching with the miracle question, as in Maribor. The detailed goal becomes the starting point.
- Use the goal as step 3, the coaching agreement, of B03 The five coaching steps.
- **Palm activity to anchor the goal:** In pairs, the coachee raises the right palm, looks at it and says the goal out loud, then lowers it. They raise the left palm and say what life looks like if they do not go for the goal, then lower it. They raise the right palm again and describe the goal in more detail. The coach helps them notice details.

B05

MODULE B · SOLUTION-FOCUSED COACHING

Language coaching

45 min | 6-30 people

Duration	45 minutes	**Group size**	6-30, in pairs	**Age**	16+
Level	intermediate	**Resilience focus**	self-confidence, cooperation, emotional awareness		
Youthpass competence	Personal, social and learning to learn				

Why use it

In a conversation, young people often try hard to understand every word, especially in an international group. But the importance of language is often overestimated when two people want to connect. Children show this when they play without a shared language. Here the coach does not understand the coachee's language. Participants find out that a coach does not need to know the topic to help. They are often surprised how well they understand each other. The tool builds attention, tolerance and respect, and uses other senses than hearing. This helps young people who look for work abroad, work in international teams or serve customers who speak another language.

You need

A room where pairs can talk quietly, one list of simple coaching questions per pair, paper and pens.

Preparation

- **International group:** plan pairs with different mother tongues. The coachee speaks their mother tongue.
- **Group that shares one language:** the coachee speaks another language that the coach does not understand, for example a language learnt at school. If nobody in a pair has one, use the variation "Without words".
- Write the question list from the EMC coaching steps: "What would you like to get out of our talk?", "Suppose your best hopes come true. What will you be doing differently?", "What is already working well?", "On a scale from 1 to 10, where are you now? What would one step higher look like?", "What are you taking away from this talk?". The full set is in the question box of B03 The five coaching steps.
- Prepare example topics from work and business: a first job interview, choosing a training course, a difficult boss, finding customers for a small business.

Step by step

1. Introduce the idea. Ask: "How do small children play together when they do not speak the same language?" (5 min)
2. Form pairs as planned: one coachee, one coach. The coach must not understand the coachee's language. (3 min)
3. The coachee chooses a real work, training or business topic of medium importance, 3 to 7 on a scale from 1 to 10. The pair agrees a stop signal, for example a raised hand. (2 min)
4. The coachee talks about the topic in the language the coach does not understand. The coach asks questions in a language they both understand. The coach does not ask for translation, but follows voice, face, gestures and energy. (10 min)
5. Switch roles. The new coachee chooses a topic and the pair repeats step 4. (10 min)
6. In pairs, share how it was for you in each role. (7 min)
7. Bring the whole group together for the debrief. (8 min)

Debrief questions

1. As a coachee, how was it to speak to someone who did not understand your words?
2. As a coach, what did you notice when you could not understand the words?
3. Was the talk useful even though the coach did not know the topic? Why, or why not?
4. What does this mean for coaching young people with a low level of the local language?
5. How could you use what you noticed at work, with a colleague or a customer who speaks another language?

Adapt it

- **Low language level:** The tool suits this group. Give the coach's questions on cards with pictures.
- **Low confidence:** The topic stays private. Allow short answers and silence.
- **Physical disability:** It is done seated. For hearing or speech impairments, agree on signing, writing or drawing.
- **Large groups:** Run all pairs at once and use a time signal to switch roles.
- **Online:** Use breakout rooms with cameras on, and share the question list in the chat. The stop signal is a raised hand on camera.

Facilitator tips

- **Stop signal.** Before step 4, check that every pair has agreed a stop signal. The coach cannot understand the words, so the coachee must be able to stop the talk without explaining. When the coach sees the signal, the talk stops at once.
- Some coaches feel uncomfortable when they do not understand. Tell them this is normal and part of the learning.
- Remind coaches not to guess the topic aloud or give advice. What is said in the pair stays in the pair.
- Speaking one's mother tongue can bring up strong feelings, such as homesickness. Walk around and watch faces, because the coach may not notice distress. If someone gets upset, pause the pair. The coachee decides whether to continue, change topic or stop. Offer a break or a private talk.

Variations

- **One-to-one:** A youth worker working with one young person takes the coach role. The young person speaks in a language the youth worker does not understand.
- **Two rounds:** With 90 minutes or more, form new pairs and run steps 2 to 6 again before the debrief. In Maribor the session filled two 90-minute blocks.
- **Without words:** The coachee answers only with gestures, drawings or sounds. Use this when a pair has no language that the coach does not know.

MODULE C

Coaching meets improvisation

The coach asks the questions.
The young person answers by acting.

Here the two directions meet. The coach asks the questions, and the young person answers by acting, not only by talking.



Figure: Module C – Coaching meets improvisation (illustration generated with AI)

In this module

ID	Tool	Minutes
C01	Impro coaching with the miracle question	90
C02	Impro Solution Walk	90
C03	Career dilemma: A, B, both or neither	75
C04	Improv games for entrepreneurship	90
C05	Creativity and innovation through improvisation	90

In this module you practise:

- answering the coach's questions by acting, not only by talking;
- acting out a preferred future, a decision on a scale from 1 to 10 or a choice between two options;
- generating new ideas and finding one small next step for your own plan.

Tip: run at least one tool from A and one from B first.

C01

MODULE C · COACHING MEETS IMPROVISATION

Impro coaching with the miracle question

90 min | 6-30 people

Duration	90 minutes	**Group size**	6-30, in groups of three	**Age**	16+
Level	intermediate	**Resilience focus**	goal setting, hope, emotional awareness		
Youthpass competence	Personal, social and learning to learn				

Why use it

Young people often know what they do not want in their working life but find it hard to describe what they do want. Here they set a career or business goal for a short coaching conversation and then act out their preferred future in an improvised scene, so they can feel how that future could look. It helps with a first job search, a change of career or a plan to start a small business.

You need

Space for groups of three to work and move, the goal questions from B04 for each group, the miracle question on a flipchart, and paper and pens for observers.

Preparation

- Participants should know the triad roles. If not, run B02 Coaching triad roles first. In Maribor this tool came later on the same day.
- Print the goal questions from B04 Goal of the conversation for each coach.
- Write the miracle question on the flipchart, in the form of the EMC handout "2nd step: Preferred future": "Imagine that tonight, while you are asleep, a miracle happens and your working life has changed the way you hope. You wake up tomorrow. What is the first thing you notice that tells you the miracle has happened?"

Step by step

90 minutes allow two rounds. Three rounds, so that everyone is the coachee once, need about 120 minutes.

1. Explain the aim and read the miracle question aloud. (5 min)
2. Form groups of three. Agree who is coachee, coach and observer. (3 min)
3. Set the goal as in B04, steps 3 to 5. The coachee chooses a real work, career or business situation, 3 to 7 on a scale from 1 to 10. Examples: finding a first job after school, going back to work after a long break, changing to a new field, or selling the first products of a small business. The coach uses the goal questions to make the goal detailed. (10 min)
4. The coach asks the miracle question about the coachee's working life. (1 min)
5. The coachee does not answer in words only. They stand up and improvise a short scene of their preferred future, showing how they feel, think and behave. Examples: the first morning in the new job, talking to a customer in their own shop, or telling a friend they got the apprenticeship. Coach and observer can join as other people in that future, such as a colleague, a manager or a customer, if the coachee asks. (6 min)
6. Add movement. The coach asks: "How do you walk into your workplace on that day? How do you sit? How do you greet your colleagues or customers?" (4 min)
7. After the scene, the coach asks: "What did you notice? Who is the first person to notice the difference in you? What is one small sign of this future you could already see next week?" (5 min)
8. The observer shares the strengths and resources they noticed, describing only what they saw and heard. (3 min)

9. Everyone steps out of role, changes roles and runs round 2 (steps 3 to 8). At the end, everyone steps out of role again, for example by shaking out their hands and saying their own name aloud. (33 min)
10. Bring the whole group together for the debrief. (20 min)

Debrief questions

1. How was it to act out your preferred future instead of only talking about it?
2. What did you notice in your body or feelings during the scene?
3. As a coach, what helped you make the goal clear and detailed?
4. What is one small step towards this working future that you can take soon?
5. How could the picture of your preferred future help you in a job interview or when you present a business idea?

Adapt it

- **Low language level:** Questions on cards with pictures; the scene can be mostly movement, faces and gestures.
- **Low confidence:** Scenes stay inside the group of three; the coachee can describe the scene seated or show one moment, like a photo.
- **Physical disability:** Movement can be small (hands, face, voice, seated posture); ask the coachee how they want to show the future.
- **Large groups:** Many triads at once with a bell or clap for each step; only a few groups share in the debrief.
- **Online:** Breakout rooms of three; the coachee acts in front of the camera, standing or sitting; questions in the chat.

Facilitator tips

- The coachee decides what to share and "pass" is always allowed. Keep situations at 3 to 7 out of 10.
- Walk around and help coaches who start giving advice to go back to questions.
- **If someone gets upset:** the miracle question can bring sadness about what is missing today, for example after losing a job or many rejections. Stop the scene gently, let the person sit and breathe, and ask what they need: a pause, water, or a talk outside the group. Do not push them to continue. Offer to change the situation or the role.

Variations

- **Short version:** One round only, with the whole group watching one volunteer triad.
- **Written first:** The coachee writes three sentences about their preferred future, then acts them out.

C02

MODULE C · COACHING MEETS IMPROVISATION

Impro Solution Walk

90 min | 6-30 people

Duration	90 minutes	**Group size**	6-30, in pairs	**Age**	16+
Level	intermediate	**Resilience focus**	adaptability, goal setting, hope		
Youthpass competence	Personal, social and learning to learn				

Why use it

A career or business goal, such as a first job or a small business, can feel too big. Seen as small steps on a scale, the next step becomes clear. A participant plays a character and walks the scale on the floor. The role helps them step away from their own fears and see new ways forward.

You need

About 5 to 6 metres of floor per pair, tape, chalk or 10 numbered sheets for the scale, paper and pens, and a flipchart. The scale can also be drawn on paper.

Preparation

- Mark a line from 1 to 10 on the floor for each pair, about half a metre between numbers. You can add a 0 at the start.
- Write on the flipchart: "10 = the desired situation. 1 = very little of it is there yet." If you use 0: "0 = nothing of it is there yet."
- Participants should know the basics of a coaching conversation, for example from B02 Coaching triad roles or C01 Impro coaching with the miracle question.

Step by step



Figure: The Solution Walk on a floor scale from 1 to 10

1. Explain the aim: each pair works on a real type of problem, but through a character. Form pairs: one coachee, who walks the scale (the walker), and one coach. (7 min)
2. The walker creates a character with a career or business goal, with a name, an age and a situation. Examples: a school leaver who wants a first job in a hotel, someone who lost a job and wants to retrain, or a young person who wants to sell handmade products online. The walker names the character's goal, for example "I work full time as a cook". This is 10 on the scale. (8 min)
3. The walker steps into the role. The coach asks: "Where are you on the scale now?" The walker stands on that number. (2 min)
4. The coach asks: "How did you get to this number? What helped you get here?" The walker answers as the character. (3 min)

5. Before moving, the walker imagines one step higher. The coach asks: "How does it look one step higher? How will you notice that you are there?" The walker describes it in as much detail as possible, then takes the step. (3 min)
6. The walker imagines the next small step, then takes it. The coach asks: "What has changed? What are you doing? What helped you make this step?" The walker acts out the character's emotions, thoughts and decisions at this level. Repeat, 2 to 3 minutes per step, until 10 or the highest number that feels right. (15 min)
7. At the top, the coach asks: "Look back at the path. What was the first small action that moved you forward?" (3 min)
8. The walker steps off the scale and out of the role. They say their own name and one thing they learned from the character. (2 min)
9. Switch roles and repeat steps 2 to 8 in a shorter form: the character 5 min, the walk (steps 3 to 7) 23 min, stepping out 2 min. In step 6, take two or three bigger steps instead of one step per number. (30 min)
10. Large-group reflection: how does this tool help young people build solutions? Does it encourage risk-taking, creative decisions and thinking about the future? (17 min)

Debrief questions

1. How useful was this tool for you?
2. How would you use this tool in non-formal and in formal education?
3. How was it to speak as a character instead of as yourself?
4. Which step was the hardest to take, and how could it help with your own job search or business plan?

Adapt it

- **Low language level:** The same short questions at every step ("What has changed? What are you doing?"). Answers can be a gesture, one word or a posture.
- **Low confidence:** Pairs work in parallel. The character can be very different from the walker. They can stop at any number.
- **Physical disability:** Draw the scale on paper or put the numbers on a table and move a coin. The walker can also point to the number while seated.
- **Large groups:** Mark several scales in a hall or outside. Give one time signal per step. Reflect first in groups of six.
- **Online:** Breakout rooms for pairs. Put a 1 to 10 line on a shared whiteboard where the walker moves a marker, or they hold up a number.

Facilitator tips

- Coaches often want to give advice. Remind them: ask, listen, and let the character find the next step. The walker does not have to reach 10.
- Ask for details at each step. The more the walker can see and describe, the stronger the picture stays in mind.
- Always end with stepping out of the role (step 8), so people leave the character's feelings behind.
- **If someone gets upset:** a character's story can touch real life. Pause the walk, invite the person off the scale and out of the role, and ask what they need. Offer a break or a quiet talk. Do not ask them to go back into the scene.

Variations

- **Second round with new pairs:** In Maribor a second block followed on the same day. Participants changed pairs, used the Solution Walk again, and reflected in the big group on how to adapt it for non-formal and formal education.

- **Without a character:** With an experienced, trusting group, the walker can walk their own situation. The scale can be imagined or drawn on paper, and the talk takes about 30 minutes per pair.

C03

MODULE C · COACHING MEETS IMPROVISATION

Career dilemma: A, B, both or neither

75 min | 6-30 people

Duration	75 minutes	**Group size**	6-30, in groups of three	**Age**	16+
Level	intermediate	**Resilience focus**	problem solving, adaptability, emotional awareness		
Youthpass competence	Personal, social and learning to learn				

Why use it

Many young people feel stuck between two career options: work or study, a job or their own business, staying at home or working abroad. This tool gives no advice. It opens the choice to four options (A, B, both, or neither). Acting out each one brings emotions and ideas that thinking alone does not bring.

You need

Space for groups of three to move, four sheets per group marked "A", "B", "A and B" and "Neither A nor B", paper and pens, and a flipchart.

Preparation

- Participants should know the coaching roles, for example from B02 Coaching triad roles and C01 Impro coaching with the miracle question.
- Explain resource gossiping if the group does not know it (see step 7).

Step by step

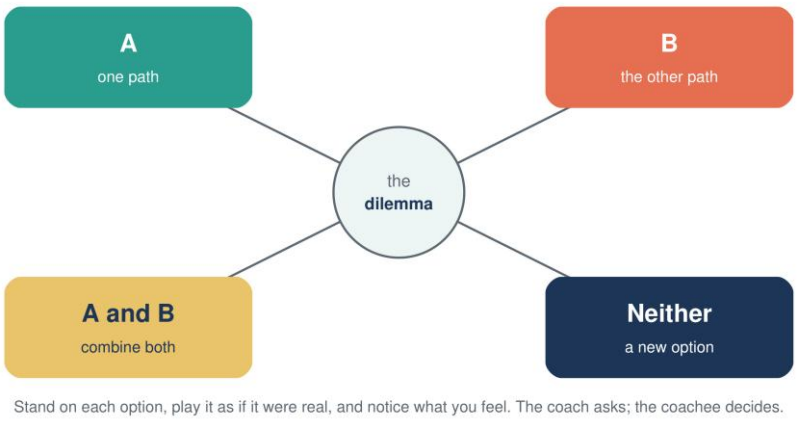

Figure: The four places of the career dilemma

1. Explain the four options: A (one path), B (another path), A and B (both), and neither A nor B (something else). (5 min)
2. Form groups of three: coachee, coach and observer. (3 min)
3. The coachee steps into the role of someone with a very specific career dilemma, for example "study IT or start work now", "take a job or start my own business", or "work at home or abroad". The coach helps make it as concrete as possible. The coachee then describes A and B in detail. Example: "A: start work now in a local IT firm, full time, live at my parents' home. B: study IT at a university abroad, 4.5 years, move away from home." Put the four papers on the floor, a few steps apart. (6 min)
4. The coach starts the 25-minute conversation. The coachee stands on "A" and acts as if they are really living this option. The coach asks: "What do you see? What do you do on a normal

day? How do you feel?" The coachee can also draw what they see. The observer notes resources, strengths and feelings throughout. (6 min)

5. Repeat for "B". Then the coach adds the two extra options: "A and B" (for example, working part time while studying) and "Neither A nor B". For "Neither", the coach asks: "What else could you choose? What does that life look like?" (19 min)
6. The coachee steps out of the role. If they want, they choose one option. The coach asks: "What do you know now that you did not know before?" (3 min)
7. Resource gossiping. The coachee turns their back and listens in silence. The coach and the observer talk about the strengths and talents they noticed in the coachee. Then the observer and the coachee talk about the coachee's resources. (5 min)
8. Bring the whole group together. Analyse the resources uncovered and discuss how to adapt this tool for coaching in formal and non-formal education, to help young people make career decisions with confidence. (25 min)
9. Close with a round: each person names one resource they will take with them. (3 min)

Debrief questions

1. How was it to act out each option instead of making a list of pros and cons?
2. What surprised you about "A and B" or "Neither A nor B", and could it open a new work or business option for you?
3. Which resources did you notice during the process?
4. How could you adapt this tool for young people in school, in a youth centre or in job counselling?

Adapt it

- **Low language level:** Pictures or symbols for the four options. The same short questions for each. Answers can be a drawing, a posture or a short mime.
- **Low confidence:** The coachee plays "someone" with a dilemma, not themselves. They can sit next to each paper or skip an option.
- **Physical disability:** Put the papers on a table to point to or touch. A change of chair or a turn of the head replaces walking.
- **Large groups:** Many groups at once. Announce each change of option every 6 minutes. Collect one resource per group on the flipchart.
- **Online:** Breakout rooms of three. Put the four options on a shared whiteboard. The coachee moves a marker or holds up the letter.

Facilitator tips

- Do not look for the "right" answer. The aim is new insight, not a final decision in 25 minutes.
- Remind coaches not to give advice. They ask about feelings and daily life, not only facts.
- End each round by clearly leaving the role: step away from the papers and say one's own name.
- **If someone gets upset:** a career dilemma can be linked to family pressure, money or migration. Stop calmly, let the person step away from the papers and out of the role, and offer a break or a private talk. Do not push them to finish all four options.

Variations

- **Longer conversation:** With more time, give the conversation 35 minutes and the coachee time to draw each option.
- **Business idea:** Use the four options for business choices, for example "sell online" (A), "open a small shop" (B), both, or neither.

C04

MODULE C · COACHING MEETS IMPROVISATION

Improv games for entrepreneurship

90 min | 8-24 people

Duration	90 minutes	**Group size**	8-24, in pairs, small groups and triads	**Age**	15+
Level	basic	**Resilience focus**	creativity, problem solving, self-confidence		
Youthpass competence	Entrepreneurship				

Why use it

Young people test and present a business idea, such as a small service their town needs, a side business or a self-employed job. It prepares them to pitch to customers, partners or funders, and to speak about themselves at a job interview. Improvisation works from the outside in: they pitch an invented product and then their own idea, and a partner builds on it with "Yes, and". Solution-focused coaching works from the inside out: in triads, each person looks at how ready their own idea is, what already works and one small next step.

You need

An open room with space for a circle, 6 to 10 everyday objects in a bag (cup, scarf, shoe, spoon), chairs for groups of three, a flipchart, paper, pens and a timer.

Preparation

- Read A01 "Yes, and", B02 Coaching triad roles and B03 The five coaching steps.
- Write the coaching questions from step 7 and the three triad roles on the flipchart.
- Ask the group before the session to think of one own idea: a small business, a service, a side job or a career plan. Good ideas answer a real need in their town or region, for example a skill local employers look for or a service people there miss.

Step by step

1. Stand in a circle. Explain the aim. Say there are no wrong answers and anyone can say "pass". (5 min)
2. **"Yes, and" business plan:** play A01 "Yes, and" (steps 1 to 5) with a business topic young people could really start in their area, such as a bike repair service, a student café, help for older neighbours or an online shop for local products. Keep the rounds short. (10 min)
3. **New product pitch:** form groups of three or four. Each group takes one object from the bag without looking. (2 min)
4. The object is now a new product with a different use. The group decides what it does, who the customer is and what problem it solves. (8 min)
5. Each group gives a one-minute pitch to possible buyers or investors. Everyone says at least one sentence. The audience asks one or two questions and the group answers in role. Applaud each group. (18 min)
6. **"Yes, and" pitch of your own idea:** in pairs, each person pitches their own idea in one minute. The partner answers only with "Yes, and..." sentences, as in A01, and adds one idea each time. Then change roles. (10 min)
7. **Coaching on readiness:** form triads with the roles from B02 (coachee, coach, observer). The coachee brings their own idea. The coach asks: "On a scale from 1 to 10, how ready is your idea to test?", "What is already working?", "Who in your town would need or buy it?", "What would one point higher look like?" and "What is one small next step?" The coach gives no advice. The observer names one strength at the end. Change roles after 7 minutes, so everyone is the coachee once. (24 min)

8. Close in the circle with the debrief. Each person says one small step they will try. (13 min)

Debrief questions

1. How was pitching your own idea different from pitching the object product?
2. Which "Yes, and" offer from your partner could you use for your own idea?
3. What number did you give your idea, and what is already working?
4. What is one small thing you can try with your own idea this week?
5. Where could pitching and "Yes, and" help you with a customer, an employer at a job interview or a business partner?

Adapt it

- **Low language level:** Pitch with gestures or mime; accept "Yes, and... music!"; put the coaching questions on cards with a picture; people can point to a number on a paper scale.
- **Low confidence:** The object pitch is a group task, so shy people can say only the product name; start in the observer role; the idea can be very small.
- **Physical disability:** All games and triads work seated; choose light objects; make sure wheelchair users join the circle at the same level.
- **Large groups (over 24):** Run steps 2 to 5 in parallel groups with helpers; groups pitch to a partner group; give one signal for each role change.
- **Online:** Step 2 in breakout rooms; in step 3 groups use an object from someone's home; breakout rooms of three for step 7, with the questions on a slide.

Facilitator tips

- Play the games yourself first. Keep rounds short and praise effort and courage, not only good ideas.
- In step 7, new coaches often give advice. Remind them that the coachee has the answers. A low number is fine: ask what already works.
- If a pitch becomes hurtful to a person or group, stop it kindly and bring the focus back to the product.
- **If someone gets upset:** business failure or unemployment can be painful. Let the person step out and watch, and talk with them briefly in private during the next pause. Do not use real personal business failures as game material.

Variations

- Young people without a business idea can use a school event, a local project or a job they want.
- In a training for youth workers, replace step 6 with a group talk about how to adapt the games for their own young people.
- To generate new ideas before testing one, run C05 Creativity and innovation through improvisation first.

C05

MODULE C · COACHING MEETS IMPROVISATION

Creativity and innovation through improvisation

90 min | 8-24 people

Duration	90 minutes	**Group size**	8-24, in a circle, small groups and triads	**Age**	15+
Level	basic	**Resilience focus**	creativity, adaptability, goal setting		
Youthpass competence	Entrepreneurship				

Why use it

Many young people believe they are "not creative". Improvisation helps them generate many new ideas and options without judging them. Solution-focused coaching then helps each person choose one option for their own plan and find a small next step. The problems come from job search and work in the young people's own area, so the new ideas can become a job plan, a new way to look for work or a small business.

You need

An open room for a circle and small groups, one simple object (for example a scarf or a bottle), flipchart paper, markers, small cards, chairs for groups of three and a timer.

Preparation

- Write three or four real work problems of young people in your area on cards, for example "It is hard to find a first job in a small town", "Employers ask for experience I do not have", "I have a skill but do not know how to earn money with it" or "Young people leave our town to find work".
- Prepare one flipchart sheet per group with two columns: "Worst ideas" and "New ideas".
- Read B02 Coaching triad roles and B03 The five coaching steps. Write the coaching questions from step 8 on the flipchart.

Step by step

1. Stand in a circle. Explain the aim. Say that all ideas are welcome and anyone can say "pass". (5 min)
2. **What else can it be?** Pass the object around. Each person uses it in a short mime as something new, for example a telephone, a steering wheel or a tool in a workshop. In a second, faster round, the group says "Yes!" together after each idea. (12 min)
3. **Worst idea brainstorm.** In groups of four or five, each group picks a problem card and lists the worst possible ideas: silly, too expensive or impossible. Then groups pass their sheet to the next group. (8 min)
4. Each group turns the worst ideas it received into useful ones, asking: "What is hidden in this bad idea that could work?" They choose the one they like most. (12 min)
5. **Show the idea.** Groups ask: "Suppose this idea worked. What is different for the young person?" They prepare a one-minute scene that shows the answer. (5 min)
6. Groups show their scenes. After each, the audience says one thing they liked. (10 min)
7. **My own options.** Each person writes one own question, for example "What work can I do after school?", "How can I find a job in my town?" or "How can I earn money with my skill?", and three to five options on cards. At least one option comes from a "worst idea" turned around. (8 min)
8. **Coaching on choosing:** form triads with the roles from B02 (coachee, coach, observer). The coachee shows their options. The coach asks: "Which option gives you the most energy?", "On a scale from 1 to 10, how ready are you to try it?", "What is already working?" and "What is

one small next step?" The coach gives no advice. The observer names one strength. Change roles after 6 minutes. (20 min)

9. Close in the circle with the debrief. (10 min)

Debrief questions

1. How did it feel to have permission to share "bad" ideas?
2. Which of your own options surprised you?
3. What helped you choose one option in the coaching talk?
4. What is one small step you will take with your chosen option this week?
5. How could turning a "bad" idea around help you when a job search or a business plan gets stuck?

Adapt it

- **Low language level:** Step 2 needs no words; allow drawings on the flipchart and cards, and mimed scenes; people can point to a number on a paper scale.
- **Low confidence:** People may pass the object on; shy people can take small roles, such as a narrator; start in the observer role in step 8.
- **Physical disability:** All activities work seated; people can describe the new use instead of miming it.
- **Large groups:** Run step 2 in several circles; groups show scenes to one partner group; give one signal for each role change.
- **Online:** Each person shows a home object on camera; use a shared whiteboard; breakout rooms of three for step 8.

Facilitator tips

- Show step 2 yourself first, with an unusual idea. It gives others permission to play.
- Check that "worst" ideas are silly, not hurtful to any person or group.
- In step 8, the coachee chooses, not the coach. A low number is fine: ask what already works.
- **If someone gets upset:** a problem card or an own question may touch a hard situation, such as unemployment. Let the person change the card, stay in the observer role or step out, and talk with them privately in the next pause.

Variations

- Use a real challenge from your school, your organisation or a local employer as the problem card.
- In a training for youth workers, replace step 7 with a group talk about how to use these techniques with young people.
- To test and present the chosen idea, continue with C04 Improv games for entrepreneurship.

MODULE D

Reflection

Name what you learned
and what you will do next.

At the end, young people name what they learned. They use the eight EU key competences, which they can later use in a CV or a job interview.



Figure: Module D – Reflection (illustration generated with AI)

In this module

ID	Tool	Minutes
D01	Daily reflection groups ("molecules")	30
D02	Personal learning mandala	90
D03	Closing self-assessment with the key competences	60

In this module you practise:

- looking back each day in small groups and writing it in a personal notebook;
- drawing a personal learning mandala about how you changed;
- naming what you learned with the eight EU key competences, for Youthpass, a CV or a job interview.

MODULE D · REFLECTION

D01 Daily reflection groups ("molecules")

30 min | 10-40 people

Duration	30 minutes	**Group size**	10-40, in groups of 5-6	**Age**	15+
Level	basic	**Resilience focus**	emotional awareness, cooperation		
Youthpass competence	Personal, social and learning to learn				

Why use it

At the end of each day, small groups look back: each person says how they feel and what they learned, and writes it in a personal notebook. Each day, people also link their learning to their own next step in work, job search or a business idea. Over several days the notebook becomes a record of skills that young people can name with the key competences in a CV, a job interview or when they talk about their business idea.

You need

A notebook and pen per person, a quiet corner with chairs in a circle for each group, the questions on a flipchart, a key competences poster, a timer.

Preparation

- Plan a 30-minute slot at the end of every day. Introduce Youthpass and the eight key competences before the first reflection. In the training this was a separate session on the same day.
- Make the poster: literacy; multilingualism; mathematics, science, technology and engineering; digital; personal, social and learning to learn; citizenship; entrepreneurship; cultural awareness and expression.
- Keep the same groups of 5 or 6 all week. In the training they met again on the last day for the learning mandala (D02).

Step by step

First day only

1. Form groups of 5 or 6. In the training, groups were formed with a tool called "molecules". These are the reflection groups for the whole activity. (5 min)
2. Give out the notebooks. Each person marks theirs with a name or a drawing. Say that the notebook is private. (3 min)

Every day

3. Groups sit together in their corner. (1 min)
4. Show the two questions of the day. First-day questions: "What has helped you land smoothly in the first day of the project?" and "How do you feel in the group?" (1 min)
5. Each person thinks alone and writes short notes. (4 min)
6. Go round the circle. Each person answers both questions. The others listen and do not give advice. (10 min; 18 min on later days, when steps 1 and 2 drop out)
7. Each person writes one thing they learned today, which key competence it belongs to, and how it could help with their next step: a job interview, a job application, a training choice or their business idea. (4 min)
8. Close: each person says one word about how they leave the day. (2 min)

Debrief questions

Use these with the whole group at the end of the week.

1. How was it for you to talk about your day in a small group?
2. What did you notice when you wrote your learning down?
3. Which key competence comes up most often in your notebook?
4. What helps you to speak openly in your group?
5. Which note from your notebook could you use in your next job interview, job application or talk about your business idea?

Adapt it

- **Low language level:** Allow the own language, drawings or a face scale in the notebook.
- **Low confidence:** Everyone can pass or read one sentence from the notebook.
- **Physical disability:** Form groups by where people sit, so no one needs to move; allow voice notes instead of writing.
- **Large groups:** Run all groups at once, each with its own timekeeper.
- **Online:** Use the same breakout rooms of 5 or 6 every day and post the questions in the chat.

Facilitator tips

- Agree on the first day: what is said in the group stays in the group.
- This is not therapy. If someone gets upset, pause the round, thank them, and offer a break or a pass. Talk to them alone afterwards and know where to refer them for more support.
- Keep the groups stable, because trust needs time. Keep it short, because people are tired at the end of the day.

Variations

- **Questions for later days.** You can use new questions on later days: "What helped you today?", "What did you learn about yourself today?", "What was hard today, and how did you deal with it?", "What from today could help you in your next job interview or with your business idea?", "What is one small step towards work or your business that you can take after this activity?"
- **Closing.** On the last day, use the notebook for the learning mandala (D02) and the self-assessment (D03).

D02

MODULE D · REFLECTION

Personal learning mandala

90 min | 5-40 people

Duration	90 minutes	**Group size**	5-40, in groups of 5-6	**Age**	15+
Level	basic	**Resilience focus**	emotional awareness, self-confidence		
Youthpass competence	Personal, social and learning to learn				

Why use it

At the end of a training or workshop series, each person draws a mandala, a picture in circles, about how they changed inside. It also connects this change to what they want in their working life, career or business, and to one next step towards it. Drawing helps people who find it hard to put feelings into words, and sharing in a small group closes the time together.

You need

A3 paper per person, coloured pencils and markers, a plate and a cup to draw circles, tables or a clean floor, quiet music (optional).

Preparation

- Use the same groups of 5 or 6 that met during the activity. In the training these were the daily reflection groups (D01).
- Draw your own example mandala with an inner and an outer circle.
- Prepare one prompt per circle. Inner circle: "What changed inside me? How do I see myself now? What do I want in my working life, my career or my business?" Outer circle: "What moved in how I act with others? What is my next step towards what I want, for example a job application, a training course, a talk with an employer or testing a business idea?"

Step by step

1. Explain the aim: to look back at the whole activity and at your own change. (3 min)
2. Show your example. There is no right or wrong drawing. Colours, shapes, symbols and words are all fine. (3 min)
3. Each person draws a small inner circle and a large outer circle. (2 min)
4. Read the inner circle prompt. People fill the inner circle in silence. (15 min)
5. Read the outer circle prompt. People fill the outer circle in silence. (15 min)
6. Each person writes one sentence under the mandala that sums it up, and one next step towards work or a business with a date. (5 min)
7. In their small group, each person shows their mandala and says what it means. The others listen. (35 min)
8. Each person says one thing about how they felt in this group, then takes the mandala home. (12 min)

Debrief questions

1. What was it like to draw instead of talk?
2. What did you put in the centre, and why?
3. What surprised you in your own mandala?
4. What will help you remember this change in a hard moment, for example after a job rejection or when a business idea does not work?
5. How can your mandala help you explain to an employer or a customer what you can do and what you want?

Adapt it

- **Low language level:** Say the prompts slowly with gestures; sharing can be pointing and a few words.
- **Low confidence:** Nobody has to be good at drawing; people can share one part only, or pass.
- **Physical disability:** Offer thick markers, taped-down paper, stickers, or a partner who draws for them.
- **Large groups:** Run all groups at once and end with a gallery walk instead of a full-group round.
- **Online:** People draw on paper and show it to the camera in breakout rooms of 5 or 6.

Facilitator tips

- Keep the room calm while people draw. Do not interpret drawings; ask what they mean.
- This comes at the end, when people may already feel sad to say goodbye. If someone gets upset, give them time, thank them, and offer a break or a talk alone. No one should leave alone with a strong feeling.
- Mandalas are private. Ask before you take any photo.

Variations

- **Short version.** Use one circle only: "What changed in me?"
- **With the notebook.** Before drawing, people read their notebook from D01 for five minutes.

D03

MODULE D · REFLECTION

Closing self-assessment with the key competences

60 min | 4-40 people

Duration	60 minutes	**Group size**	4-40, individual work and pairs	**Age**	15+
Level	basic	**Resilience focus**	self-confidence, goal setting		
Youthpass competence	Personal, social and learning to learn				

Why use it

At the end of an activity, each person names what they learned with the key competences that employers and business life ask for, such as entrepreneurship and personal, social and learning to learn. They show it on a line, put it into "I can..." sentences and hear what a partner saw. They can use these sentences in Youthpass, a CV, a job interview or a business plan, and they leave with one concrete next step towards work or a business.

You need

Masking tape for a line on the floor (about 5 metres), two signs ("a little" and "a lot"), a key competences poster, notebooks from D01 (if used), paper and pens, Youthpass access or a simple self-assessment sheet, certificates or letters of participation. Optional: a short evaluation form.

Preparation

- Make the poster: literacy; multilingualism; mathematics, science, technology and engineering; digital; personal, social and learning to learn; citizenship; entrepreneurship; cultural awareness and expression.
- Tape the line on the floor. Put "a little" at one end and "a lot" at the other.
- Choose three or four competences for the line. Start with the two that matter most for employability and business: entrepreneurship (ideas, taking action, working with others to create value) and personal, social and learning to learn (coping with change, teamwork, learning new things). Add one or two more, for example multilingualism or digital.
- In an Erasmus+ project, prepare the Youthpass certificates. Otherwise prepare a simple letter of participation.
- Optional: prepare an evaluation form with no more than five short questions.

Step by step

1. **Optional: quick evaluation.** Say that it is about the activity, not the people, and that it is anonymous. Each person fills in the short form. If you skip it, give these 5 minutes to step 7. (5 min)
2. Explain the aim: "You decide what you learned. Nobody grades you." Show the line and the two ends. (3 min)
3. Show the poster. Explain each competence in one sentence with an example from the activity and one from work, for example "You pitched an idea to the group. That is entrepreneurship." (7 min)
4. Each person reads their notebook, or thinks back, and marks the learning that matters most. (5 min)
5. **Walk the line.** Name one competence. Everyone stands on the line where they feel they grew in it. Ask two or three volunteers: "What did you do this week that puts you here?" Repeat for each chosen competence. (12 min)
6. Each person chooses the two or three competences where they stood nearest to "a lot". For each, they write one "I can..." sentence that they could say in a job interview or write in a CV,

for example "I can present an idea to a group of strangers." They answer: "Where did I learn it? How do I know I can do it?" (10 min)

7. **Pairs.** Each person reads one "I can..." sentence aloud. The partner says one thing they saw the person do during the activity. Then the partner asks: "What is one concrete next step towards a job, a training course or your business, and when will you do it?" Swap. (8 min)
8. Each person copies their sentences into Youthpass or the self-assessment sheet. (5 min)
9. Hand out the certificates one by one. Say each person's name and thank them. (5 min)

Debrief questions

1. Where on the line did you stand furthest from what you expected?
2. Which competence was easiest to put into an "I can..." sentence? Which was hardest?
3. What did your partner see in you that you did not see yourself?
4. Which "I can..." sentence would you say first in a job interview or to a possible customer, and why?
5. What is your next step towards work or your business, and who can help you with it?

Adapt it

- **Low language level:** Show each competence with a picture. Allow the own language, short "I can..." sentences, or talking while a partner writes.
- **Low confidence:** Nobody has to explain their place on the line. The pair step is optional, and people can read a sentence instead of speaking freely.
- **Physical disability:** Use a paper line on a table and a coin or sticker, or people hold up 1 to 10 fingers. Offer typing, voice notes or a scribe. Bring the certificate to the person's seat.
- **Large groups:** Tape two or three lines. Several facilitators help with the writing. Certificates go out in small groups.
- **Online:** Draw the line on a shared whiteboard; each person moves a sticker. Use breakout rooms for pairs, an online form, and send certificates by e-mail while you read the names aloud.

Facilitator tips

- Keep any evaluation of the activity short and separate, so that nobody feels their learning is graded.
- The line is a scale, as in coaching (B03). Any place on it is fine. Ask what puts people there, not why they are not further.
- Some young people had bad experiences with assessment at school. If someone gets upset or blocked, sit with them, ask about one thing they did, help them turn it into one sentence, and offer a break.
- Do not correct what people write about themselves. Ask questions to make it more concrete.

Variations

- **Without Youthpass.** Outside Erasmus+, use a simple sheet with the eight competences and the questions from step 6.
- **Before and after.** Walk the line on the first day too. On the last day, people compare where they stood.

Ready-made workshop plans

Each plan uses only tools from this toolkit. All plans follow the same order: improvisation (Module A), coaching (Module B), tools that combine both (Module C) and a short reflection (Module D). The ID tells you where to find the full steps, materials and "Adapt it" ideas. Some tools are shorter here than in their own description. The table says which steps to use.

Plan 1: First meeting with young people not in education, employment or training (NEET)

Target group: 10 to 24 young people aged 15 to 30 who do not know each other yet, often with low confidence or mixed languages. **Duration:** 160 minutes. **Goal:** Play together without pressure, name own strengths, find new ideas for a real problem, and want to come back.

Time	Tool	Purpose and how to run it here
0:00–0:05	Welcome	Say what happens today and that everyone can say "pass".
0:05–0:25	A01 "Yes, and"	Pairs. Topic: "We are organising a youth event". Full length.
0:25–0:55	B01 Resource collecting	Pairs. Full length.
0:55–1:05	Break	
1:05–2:15	C05 Creativity and innovation through improvisation	Groups of 4 or 5. Use steps 1–7 and step 9. Leave out step 8 (triad coaching), because the group does not know the coaching roles yet. Use light problem cards. In the debrief, leave out question 3.
2:15–2:35	D01 Daily reflection groups	First-day version. Steps 1–2 in 5 min, steps 3–5 in 5 min, step 6 in 5 min, steps 7–8 in 5 min.
2:35–2:40	Closing	Say when the next meeting is.

Total: 160 minutes.

Notes: Nobody presents alone: A01 and B01 stay in pairs, and C05 scenes are group tasks. All blocks work seated. Online: two meetings (A01 and B01, then C05 and D01).

Debrief:

1. What did you do today that you did not expect?
2. Which strength did you say out loud?
3. Which new idea from the scenes would you like to try?

Follow-up: Keep the same D01 groups. Next, learn the coaching roles with B02 and B04 (16+), then run C05 in full. Close the course with D02 or D03.

Plan 2: School students choosing a school or a career

Target group: 12 to 30 students aged 16 to 19 who must choose a school, training course or first job. **Duration:** 230 minutes. **Goal:** Learn the coaching roles, look at one choice from four sides, walk towards a solution as a character, and write down what they can do.

Time	Tool	Purpose and how to run it here
0:00–0:05	Welcome	Nobody has to share private things. Everyone can say "pass".
0:05–0:25	A01 "Yes, and"	Pairs. Topic: "We are organising a school event". Full length.
0:25–1:10	B02 Coaching triad roles	Triads. One round only. Step 1 in 6 min. Steps 2–4 in 7 min. Step 5 in 20 min. Steps 6 and 7 in 3 min each. Leave out steps 8 and 9. Step 10 in 6 min. Keep the triads for C03.
1:10–1:25	Break	
1:25–2:20	C03 Career dilemma	Same triads as in B02. Each person takes a role they did not have in B02. The coachee brings a school or career dilemma. Steps 1–7 in full. Step 8 in 8 min: talk about the resources found and next steps, not about adapting the tool. Leave out step 9.
2:20–2:30	Break	
2:30–3:30	C02 Impro Solution Walk	Pairs. The character faces a school or career choice. Step 1 in 5 min. Each walker uses the short form from step 9: character 5 min, walk (steps 3–7) 16 min, stepping out 2 min. In step 6, take two or three bigger steps. Step 10 in 9 min.
3:30–3:45	D03 Closing self-assessment	Steps 2–3 in 5 min. Step 6 in 10 min: students choose two competences from the poster. Leave out the other steps.
3:45–3:50	Closing	One thing each student will do next week.

Total: 230 minutes.

Notes: C02 and C03 are "intermediate". Students play "someone" with a dilemma or a character, not themselves, and can skip an option or stop at any number. Choices may link to family, money or migration: do not ask why a choice is hard. Online: two meetings (A01, B02 and C03, then C02 and D03).

Debrief:

1. Which strengths did you notice today?
2. What changed when you looked at "A and B" or "Neither"?
3. What could your own first small step be this month?

Follow-up: Students keep their "I can..." sentences for a CV or application. Later, use C01 for one goal. Tell students where to get individual career advice.

Plan 3: Young people testing a business idea

Target group: 8 to 24 young people aged 16 to 30 with a first business idea, or curious about self-employment. **Duration:** 230 minutes. **Goal:** Name resources, create ideas without fear of failure, pitch an own idea, check how ready it is, and look at one business choice from four sides.

Before: Ask each person to bring one small business idea. Write the C05 problem cards from challenges of business ideas, for example "How do I find my first customers?" Write the C04 coaching questions on a flipchart.

Time	Tool	Purpose and how to run it here
0:00–0:05	Welcome	There are no wrong ideas. Anyone can say "pass".
0:05–0:25	A01 "Yes, and"	Pairs. Topic: "We are opening a small café". Full length.
0:25–0:55	B01 Resource collecting	Pairs. Full length. In debrief question 4, ask how a resource can help with the business idea.
0:55–1:35	C05 Creativity and innovation through improvisation	Groups of 4 or 5, with the business problem cards. Use steps 1 and 3–6. Leave out steps 2, 7, 8 and 9.
1:35–1:50	Break	
1:50–2:30	C04 Improv games for entrepreneurship	Pairs, then triads, with each person's own idea. Step 1 in 3 min. Leave out steps 2–5. Steps 6 and 7 in full. Step 8 in 3 min: each person names one small step.
2:30–3:25	C03 Career dilemma	Triads. Use the "Business idea" variation, for example sell online (A), open a small shop (B), both, neither. Steps 1–7 in full. Step 8 in 8 min: talk about the resources found and next steps for the idea. Leave out step 9.
3:25–3:45	D01 Daily reflection groups	As in Plan 1. In step 7, link the learning to the entrepreneurship competence.
3:45–3:50	Closing	One next step for your idea.

Total: 230 minutes.

Notes: Do not use real personal business failures as game material. Ask for volunteers, never pick. C03 is "intermediate": if the group has never tried coaching, run B02 at an earlier meeting. Online: two meetings (A01, B01 and C05, then C04, C03 and D01).

Debrief:

1. Which bad idea turned into a useful one?
2. What number did you give your idea, and what is already working?
3. What small test can you do with your idea in the next two weeks?

Follow-up: Each person tests the idea, for example by talking to three possible customers. Later, use C02 for one decision and B04 and B03 to coach each other. Point to local business advice, such as a start-up centre.

Tools used in the plans

Tool	Plan 1	Plan 2	Plan 3
A01	yes	yes	yes
B01	yes		yes
B02		yes	
C02		yes	
C03		yes	yes
C04			yes
C05	yes		yes
D01	yes		yes
D03		yes	

Named only as follow-up: B03, B04, C01, D02.

Glossary

Active listening. Listening with full attention, without interrupting, and showing that you understood. Used by the coach in B02.

Brainstorm. Collecting many ideas quickly in a group, without judging them. In C05, groups first collect the "worst" ideas.

Breakout room. A separate small room inside an online meeting, where pairs or small groups work before they come back to the whole group.

Coach. In a coaching conversation, the person who asks questions and listens, without giving advice.

Coaching agreement. The start of a coaching talk: what the coachee wants from it, how much time there is, and that it stays private. Step 3 of B03.

Coaching triad (triad). Three people practising coaching: coachee, coach and observer. They change roles.

Coachee. In coaching, the person who brings a real situation and wants a way forward.

CROW. A frame for an improvisation scene: Character, Role, Objective, Where. Used in A02.

Debrief. The talk after a tool about what happened, how it felt, what was learned and how to use it.

Energizer. A short, active game to raise the energy of a group. This toolkit has no energizers.

Erasmus+. The European Union programme for education, training, youth and sport.

Exception question. A question about times when the problem was smaller, for example "When was it a little bit better? What helped you then?" Used in B02 and B03.

Formal and non-formal education. Formal: school and university learning that leads to a certificate. Non-formal: planned, voluntary learning outside school, for example in youth work.

Gallery walk. People put their work on tables or walls and walk around to look at the work of others. Used in D02 for large groups.

Improvisation (impro, improv). Acting without a script. Players create the scene together in the moment.

Key competences. The eight EU areas of skills, knowledge and attitudes for life and work. Youthpass uses them to describe learning.

Mandala. In D02, a drawing with an inner and an outer circle that shows a person's change during an activity.

Mime. Acting with the body and face only, without words. Mime-CROW is the version of A02 without words.

Miracle question. A question that invites a person to imagine their goal is reached. In the training: "Suppose you have reached your goal or dream. What is different in your life?"

Molecules. In D01, the tool used in the training to form the small reflection groups of 5 or 6 people.

Observer. In a coaching triad, the person who watches and notes the coachee's strengths and resources.

Offer. In improvisation, anything a player says or does that the partner can use and build on. A "wrong" idea is also an offer.

Pitch. A very short talk, often one minute, to present an idea to people who could buy or support it.

Preferred future. The future a person wants, described in detail: what they do, how they feel, who notices.

Resilience. The ability to cope with change and difficulty, adapt and keep moving towards a goal.

Resource gossiping. In threes, two people name a third person's strengths while that person listens silently. Used in B01, B02 and C03.

Resources. What a person can use to deal with a challenge: strengths, skills, experiences, relationships and support.

Rounding up. The end of a coaching talk: the coach sums up the goal and next step, and the coachee says what was useful. Step 7 of B03.

Scaling (scale from 1 to 10). The person rates where they are now, with 10 as the

preferred future, then looks at what one step higher would be.

Scene. A short piece of improvised acting with a beginning and an end, played on a "stage" in front of an audience or in a small group.

Shared whiteboard. An online page where everyone can write, draw or move markers at the same time.

Solution-focused coaching. Coaching that looks at goals, strengths and what already works, not at the causes of the problem.

Solution Walk. A person walks along a scale from 1 to 10 on the floor. In C02 they play a character while walking.

Status. In improvisation, how much power a person shows towards others. Players practise high and low status in A06.

Stepping out of role. Leaving a character after a scene, for example by shaking out the body and saying one's own name, so that the character's feelings stay in the scene.

Stop signal. A sign agreed before a talk, for example a raised hand, that stops the talk at once without explanation. Used in B05.

"Yes, and". Accept your partner's idea ("yes") and add to it ("and"). The opposite is blocking.

Youthpass. The European recognition tool for learning in Erasmus+ youth projects, with a certificate.

Co-funded by
the European Union

Resilient Transitions Toolkit

Coaching and improvisation tools for young people facing career change

EntreAct – Erasmus+ project 2025-3-SI02-KA153-YOU-000384753

Website: https://entreact.eu

This work is licensed under Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0). https://creativecommons.org/licenses/by-sa/4.0/

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the National Agency MOVIT. Neither the European Union nor the granting authority can be held responsible for them.



