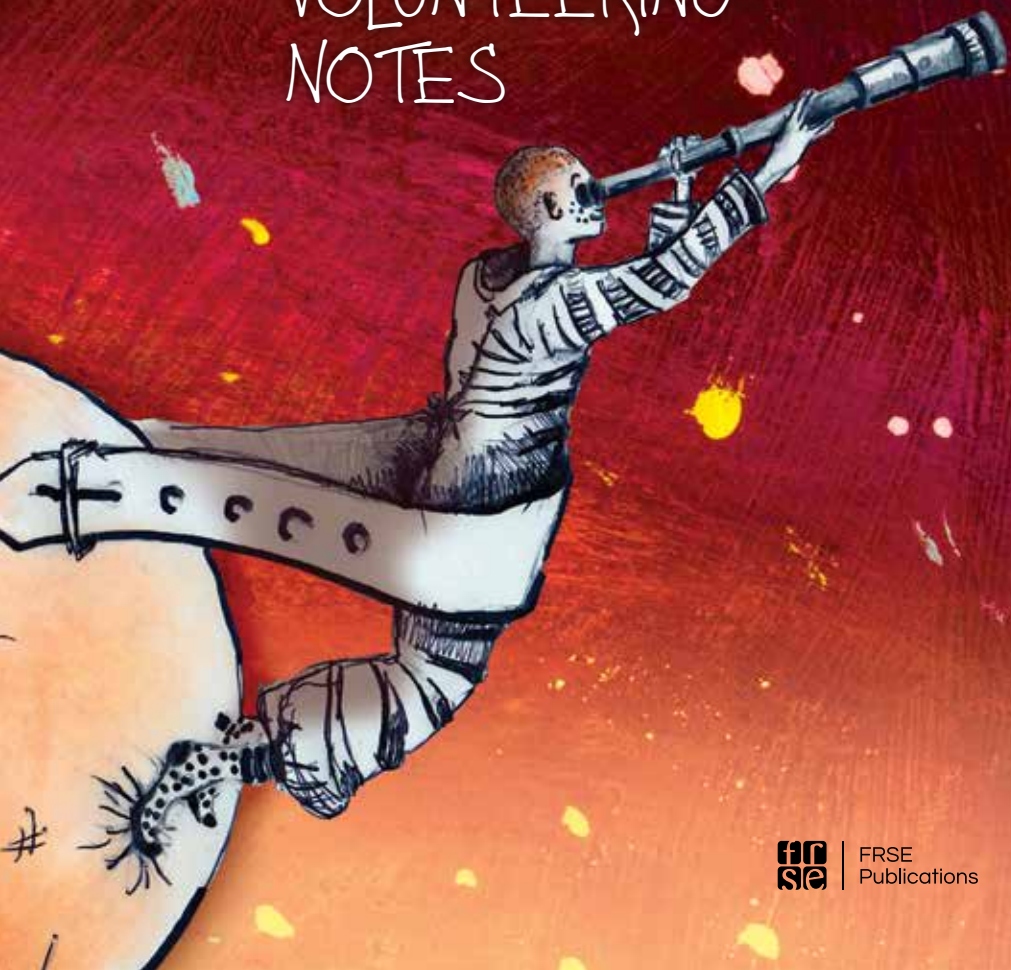


*Experience is not what happens to a man
it is what a man does with what happens to him*

Aldous Huxley

VOLUNTEERING NOTES



FRSE
Publications

VOLUNTEERING NOTES

Believe in yourself. You are braver than you think, more talented than you know, and capable of more than you imagine.

Roy T. Bennett

Your teachers
Are all around you.
All that you perceive,
All that you experience,
All that is given to you
or taken from you,
All that you love or hate,
need or fear
Will teach you--
If you will learn.

Octavia E. Butler

Volunteering notes

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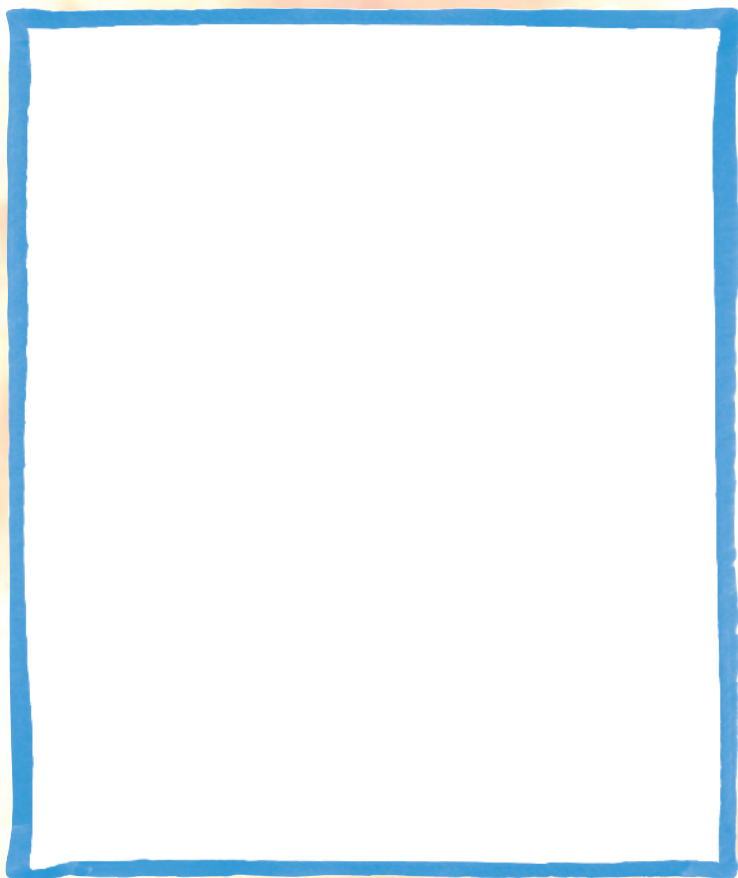
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ISBN 978-83-66515-02-4

Free copy.



Take a selfie at the beginning of the project.
Print the photo, or use your imagination
and make a collage/drawing portraying
you as you are at the moment.
Reflect on what you love, what you are
proud of, what you are dreaming of.



Basic information

National Agency

To bring the European Solidarity Corps as close as possible to the participants and make sure it works well across different countries, the European Union works with National Agencies to manage the programme.

The National Agency in Poland is based in Warsaw and managed by **Foundation for the Development of the Education System /FDES/ (Fundacja Rozwoju Systemu Edukacji /FRSE/)**.

Its role involves:

- providing information on the European Solidarity Corps
- selecting projects to be funded
- monitoring and evaluating the European Solidarity Corps projects
- supporting applicants and participants
- working with other National Agencies and the EU
- promoting the European Solidarity Corps
- sharing success stories and best practices

Address: Narodowa Agencja
Europejskiego Korpusu Solidarności
Al. Jerozolimskie 142A,
02-305 Warszawa
email: eks@frse.org.pl

Welcome to the European Solidarity Corps

The programme aims to foster solidarity in the European society by engaging young people and organisations in accessible and high-quality solidarity activities.

It offers opportunities to show solidarity, commitment to the benefit of communities and help resolve challenging situations across Europe.

At the same time, it enables young people to develop their skills and get some invaluable human experience in the process.

Are you ready for this experience?



Where do you stand on **SOLIDARITY** scale?

*What do you actually understand by solidarity?
In your opinion, what values, actions and good
examples describe it best?*

As a participant of the European Solidarity Corps you are expected to embrace their values.

Check it out:

1. How important to you is **respect for human dignity**?

.....

2. What do you know about and think of **human rights**?

.....

3. How much do you believe in the promotion of **a fair and equal society** in which pluralism, non-discrimination, tolerance, justice, solidarity and equality prevail?

.....

4. How do you feel about enhancing solidarity between people, while **respecting their cultures and their traditions** during your project?



5. How important is it to you to **build a community of shared responsibilities and mutual support**?



6. What **meaningful contributions** are you willing to make **to the local society** in Poland?



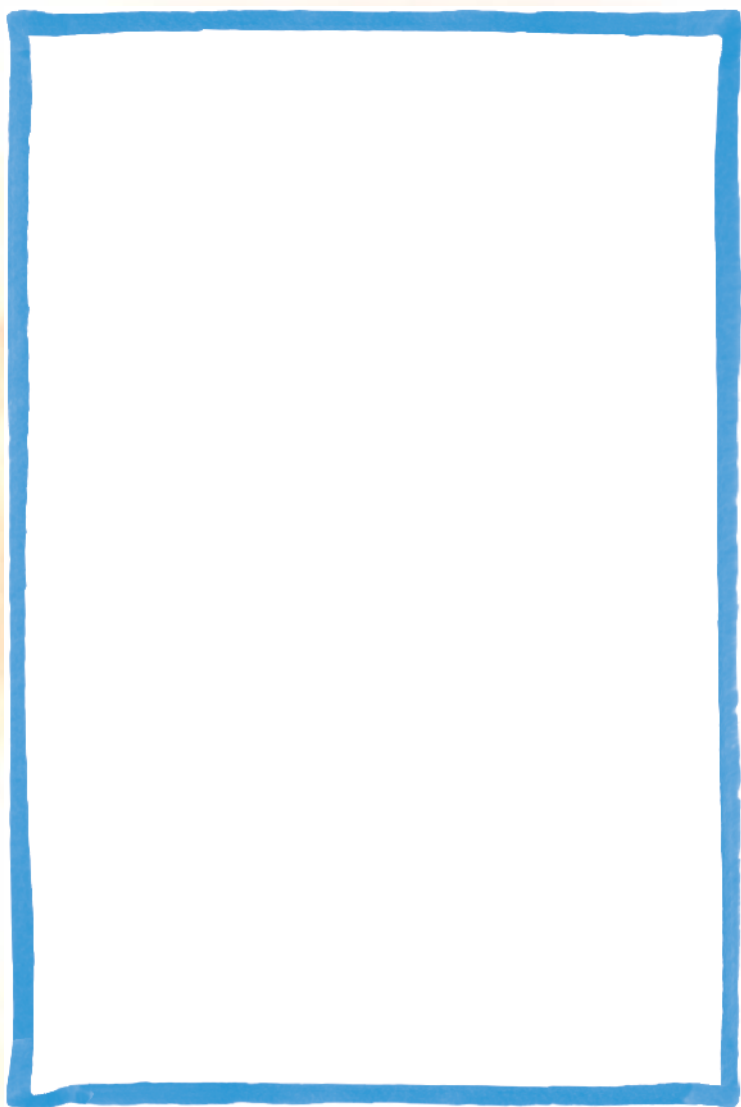
7. How could you show **solidarity, cooperation and mutual understanding** during your project?



8. How can you **prevent** acting in any way that could put others or yourself at **risk of being harmed**?



Draw a symbol of your understanding
of SOLIDARITY:



Rights and responsibilities

The general rights and responsibilities of a participant of European Solidarity Corps are described in the Info kit for participants that can be found at:



Here are some vital ones:

You must respect the rules and the structure of the host organisation.

Describe the rules, organisational structures, and practices which govern your hosting organisation, and which you as a volunteer must respect.

In my organization (name)

.....

I need to respect

.....

I always need to remember

.....

The most important rules are

.....

The participation conditions must respect your personal health, safety, and dignity.

Write down:

To accomplish my project tasks successfully, I need

A grid of light blue dots arranged in approximately 10 rows and 20 columns, intended for writing the requirements for project tasks.

You will be encouraged to use your own ideas, creativity, and experience to develop your own activities during the project.

Write down:

My ideas for potential activities in the project are:

A grid of light blue dots arranged in approximately 10 rows and 20 columns, intended for writing ideas for potential activities in the project.

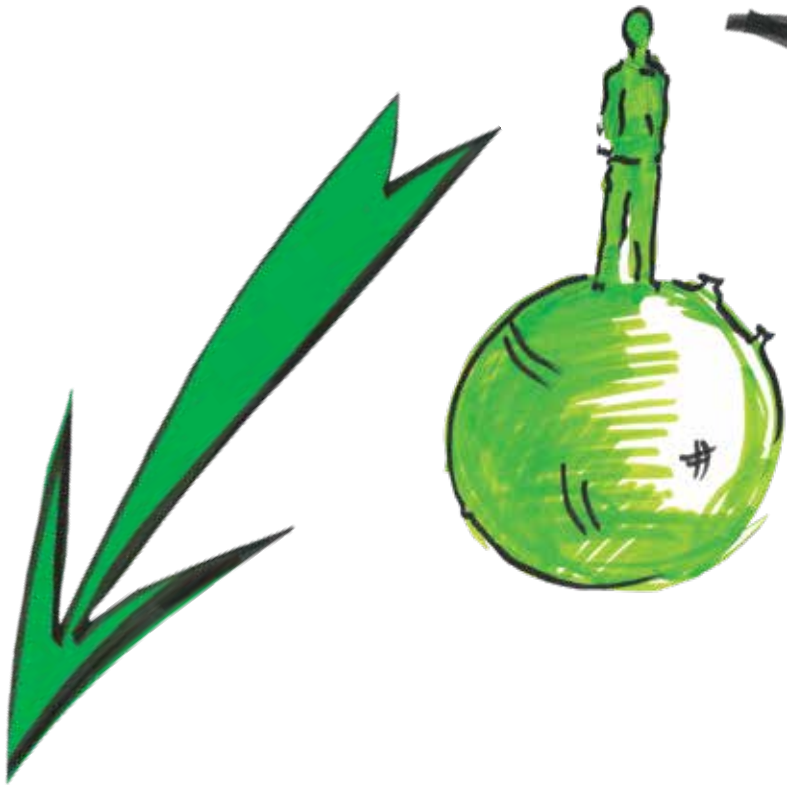
Encountering another culture

"The story of a green man and an orange planet"



A call for adventure

There is a young man living on a green planet. One day he receives a call which inspires him to leave the home planet. The call is so strong that after a short dilemma whether to go or not, he decides to take the challenge and go for the adventure.



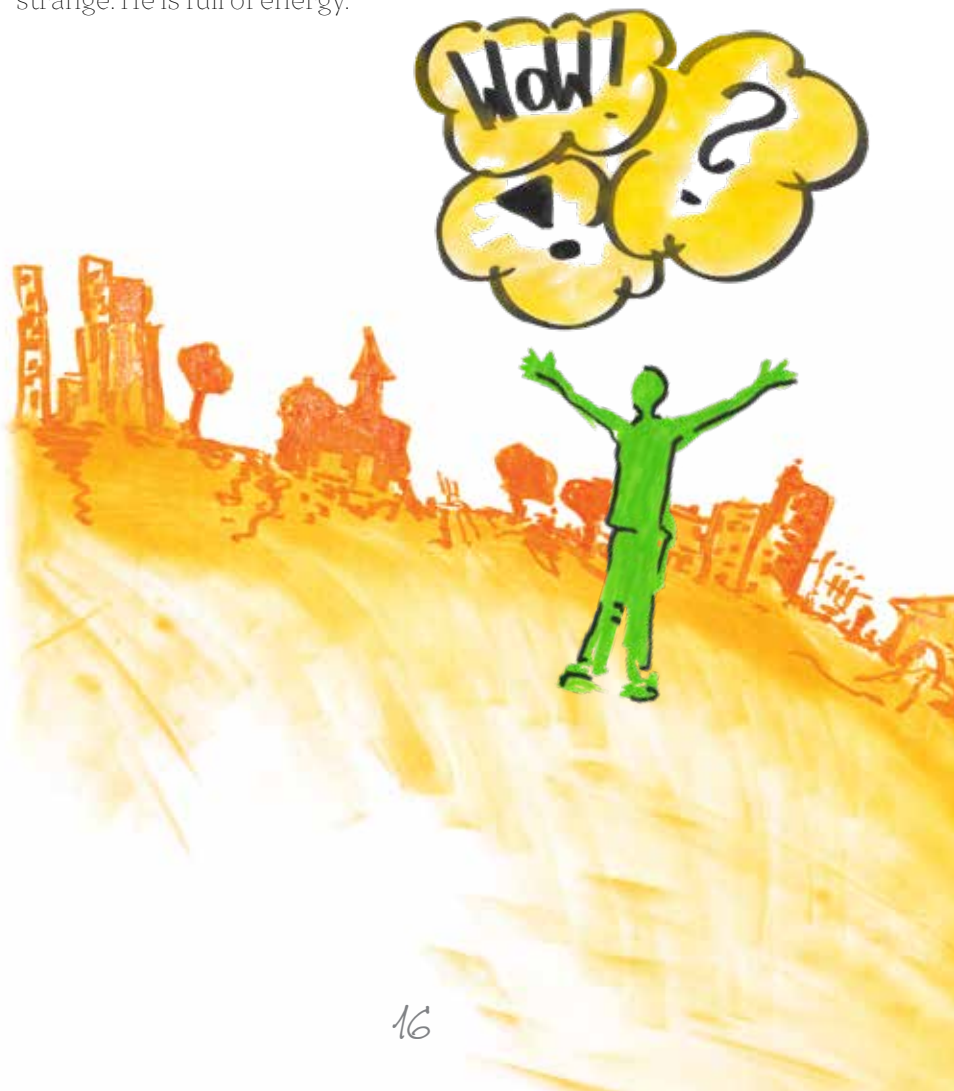
Something in our life calls us to do something new and/or to go somewhere else.

What was my call for adventure?
What was the impulse that led me
to the decision to come
to Poland for the project?



Entering the unknown

The young green man finally arrives on the orange planet. His first steps are filled with enthusiasm and curiosity. Some things are similar to those back home, while others are completely different, unexpected and strange. He is full of energy.



What was my first reaction
when I arrived to my hosting organisation?
What amazed me?
What did I find ordinary?
What caught my attention? How did I feel?
How did I behave?

A large grid of small blue dots arranged in approximately 20 rows and 30 columns, intended for handwritten notes.

The first stage of diving into a new culture is often inspiring,
but also overwhelming and sometimes even shocking.

Discovery

The green man takes his time discovering the surroundings and becomes infatuated with the people, language and food. He builds new relationships. He finds new mentors. He discovers places to relax, to share his passion and to have fun. Slowly he arrives mentally in this new environment.



Who were my first colleagues, friends? Who was the first person I could rely on and trust?
Which places in my new neighborhood do I like?

A large rectangular area with a light blue dotted grid pattern, intended for handwritten notes.



Moment of doubt

Suddenly something changes. The green man is not so enthusiastic anymore. He doesn't go outside so often and prefers to stay in his room watching movies or talking with friends from the green planet. The language of the orange planet seems too complicated, the food is not the same as at home. The green man feels powerless. He wonders what he is doing here. He is getting weaker day by day, the motivation to act for the planet is slowly decreasing. He wonders what step to take next. He has the impression he cannot face the challenge of this new life anymore.



What could I do when frustration kicks in?
With whom could I speak?
Where could I go?



What could I avoid doing in a moment of
doubt and frustration?



With every new world there come new challenges
- dealing with new people, being alone, making new friends,
learning how to live within a new budget, misunderstandings.
All these may lead to the so-called culture shock.
Even the smallest things can trigger frustration.

Adjustment

With a new day comes a new song: "I am on my way, although the journey is so rough I got to carry on". The frustration is replaced with calmness and new ideas for action. The green man notices he has also changed a bit, it looks like he's got some orange color. He notices how easily and with no effort he can move around the area. He feels like he has caught a new wave.

I recognise I have adjusted to the new culture because:

Frustration often fades away when travellers begin to feel more familiar and comfortable with the cultures, people, food and languages of their new environments. Communication is becoming easier and nets of support are established.



Defeating the dragon

The green man was not aware that the struggle with another culture was just a test preparing him to face the real battle. This time the green man has to face his own limitations. He can no longer stand his own fears and limiting beliefs, and has to overcome them. With all his inner strength and the help of his mentors and friends, the green man stands up for a new, better version of himself.

Now there comes whatever it is we must overcome to become better versions of ourselves. This is something we have probably been running away from for some time already.



FACING
THE
MONSTER

How do you recognise your dragon?

What would it be like to slay
your dragon?

What do you need to do?



New power

Through the streets of the orange city there moves a half-green and half-orange man. He looks familiar but somehow different. Rumor has it that this man has defeated the dragon. The green-orange man feels empowered. He's gained new strengths, skills and ideas for next steps. Maybe he'll stay on the orange planet, maybe he'll leave to visit the green community, or maybe he'll go again into the unknown... To be continued.



Which elements of this new culture have you integrated within you?
In what way have you changed?
What new powers have you gained?
What has changed around you?
How do you feel?

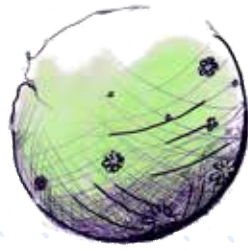
"Light the fire that's going to fuel you for the rest of your life!"

Steven Kotler



Once we've overcome the challenge, we are changed. Slaying the dragon can be an internal or external thing, but there is always an internal shift. We become someone different. A part of us dies and we are reborn. In terms of culture, we are entering the phase of acceptance, which is the final stage of the journey. Acceptance doesn't mean that the new culture or environment is fully comprehensible. It actually means that complete understanding is not essential to function and thrive in the new surroundings. During the acceptance stage, travellers are able to draw on the resources they need to feel at ease.

The story is based on the hero myth pattern popularised by Joseph Campbell, and Lysgaard's U-curve Theory of adjustment.



Me as a learner

*We are all lifelong learners!
Wouldn't you agree?*

We are not always equally fascinated by and open to learning, though. **Our openness and willingness to learn often depend on many factors:** health condition, life energy, self-beliefs or present occupation. It is important to have awareness of oneself as a learner to adopt better tools and strategies for learning.

*The volunteering project is a great opportunity
for your development!*

Learner self-concept

Complete the sentences:

I see myself as a learner who

If I asked my masters, teachers to describe me as a learner, they would say I was/I am

If I were to compare myself as a learner from an early school time with a learner I am right now, I would say:

I am more

I am less

I am still

My unique learner characteristic is

If I looked into a magic mirror of the future, I would see myself in the reflection as a learner who

"Learners do not become effective self-directed learners by »chance« but through »praxis« and »recognition of the necessity to fight for it« "*



Self-directed learning (SDL)

SDL places responsibility the own learning process on the learner, that is on YOU. The curriculum is in your hands: defining learning needs, formulating goals, identifying resources, choosing strategies, and evaluating outcomes.

There are many tools and instruments that can help us navigate through the learning journey.

Practise your SDL muscles:

1. Develop internal rewards and consequences tactics.

Do not expect that someone else will provide you with an external reward for completing your work or a punishment for not completing it.

2. Design the learning plans and projects with Youthpass competences in mind.

3. Optimise and personalise your learning tactics. Decide which tactics are best (minimum effort, maximum output) to make your learning more effective (making a diary, recording, studying, tackling difficult exercises, teaching others, collecting feedback, sleeping well, changing learning contexts, breathing exercises, reflection etc.).

4. Measure your development by other criteria than comparing yourself with others.

5. Other practices you would recommend:

Independence in learning and personal responsibility for learning**

Analyse your present preferences as a learner.

Multiple choices are possible:

- A. I want to learn by myself
 I need to be guided by a master
 I need peers, a community of learners
- B. I want to follow particular rules
 I want to improvise
 I want to take part in an organised activity
- C. I want to decide on my own learning
 I prefer to be part of a group decision
 I prefer to follow guidance as far as learning is concerned
- D. I would like to choose the resources which I need for my own learning myself
 I am open to using resources offered by teachers or other learners
 I want to decide on the time of learning
 I prefer to adapt to a particular timetable
 I want to organise my own learning space myself
 I do not care about the conditions I learn in

- E. I would prefer to discuss outcomes with another person
- I would like to take part in an organised reflection process
- I prefer to reflect on my own
- I do not want to reflect at all, I just want to go on
- I would like to be assessed by a test to verify my competences



Love of learning

Recall a moment in your life that you could call "love of learning".

What factors played a special role in it?

How could you make this "love of learning" state happen now? What would you need to arrange, provoke, initiate?

Creativity

I am ready for surprises

YES

I'M NOT SURE

NO

I am ready to take a risk

YES

I'M NOT SURE

NO

I am not afraid to fail

YES

I'M NOT SURE

NO

I have unlimited access to my power of creativity

YES

I'M NOT SURE

NO

I have resources to create

YES

I'M NOT SURE

NO

I have enough time for searching

YES

I'M NOT SURE

NO

Write down the following statement and present it to your colleagues, mentor or any other person who could support you on your learning journey in Poland:

LEARNER STATEMENT

Right now I am a learner who needs

therefore I would

* Christine Seifert, Curtis Newbold and Richard Chapman (2016). *Put me in, coach: Self-Regulated Directed Learning as Tactical Power*. International Journal of Self-Directed Learning 13(1), 1-11, www.sdlglobal.com/journals

** Dagna Gmitrowicz, Learning to learn competence, trainerslibrary.org

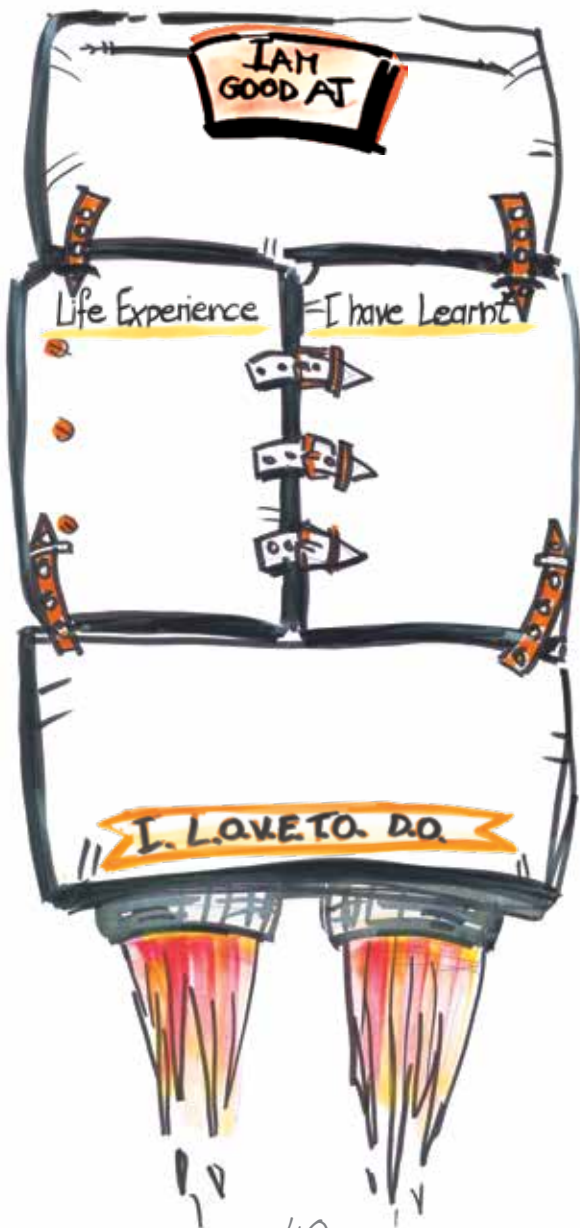


Learning plan



Before you start designing your next steps, check out what treasures you have within yourself, and what you are dreaming of.

Lifeloaded backpack



Treasure backpack

What talents, passions, experiences have you accumulated during your lifetime?

Answer three questions. You may want to use for this purpose the following illustration of a metaphorical backpack of a learner.

1. What are your talents? What are you good at or have a natural aptitude for?

.....
.....

2. What were the most powerful experiences in your life, and what have you learned from them?

.....
.....

3. What is your passion? What is it that you love doing and long to have more time for?

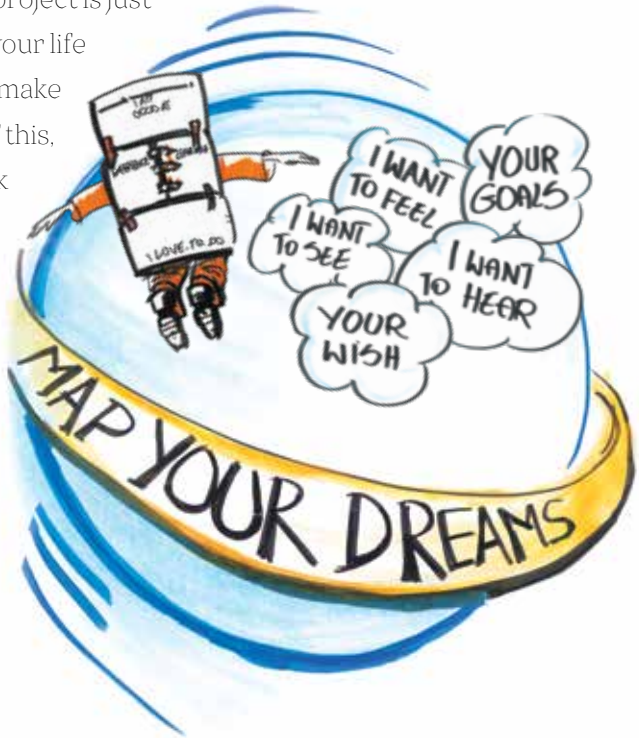
.....
.....
.....

"Just because your life changes doesn't mean that your deepest passions have to."

Shannon Miller

My dream, my direction

The volunteer project is just a small part of your life experience. To make the most out of this, it is good to look at your life in a long-term perspective.



Please take the time and imagine the kind of future you would like to have.

What would you like to see?

What would you like to feel?

What would you like to hear?

What wish would you like to make come true?

You may support your vision by making a collage, drawing or another visual representation. You may use the following illustration:



My footprint in the project

Let's fast-forward to the end of your project.

Bearing in mind your big dream, what kind of positive change would you like to see at then?

Write down what you would like to see at the end of your project.

1. What positive change would I like to see in myself?



2. What positive change would I like to see in my organisation?



3. What positive change would I like to see in the local community?



WHAT KIND OF POSITIVE CHANGE
WOULD YOU LIKE TO SEE
AT THE END OF YOUR PROJECT?



Masterplan in your calendar!

Now break these ideas down into smaller and smaller targets that you must hit to reach your lifetime vision.

Create a one-year plan, a six-month plan, and a one-month plan of progressively smaller goals that you should reach in order to achieve your lifetime goals.

Each of these should be based on the previous plan.

Focus on a time frame from now till the end of your project.

Mark in your calendar your monthly goals with a chosen symbol:

+ one-year goal



*** half-year goal**



and the

^ 1. month goal



^ 2. month goal

^ 3. month goal

^ 4. month goal

^ 5. month goal

^ 7. month goal

^ 8. month goal

^ 9. month goal

^ 10. month goal

^ 11. month goal

Then create a daily To-Do list of steps that you should take today to work towards your lifetime goals.





REVIEW

This could be great fun and remember to keep it up-to-date and to be flexible! Once you've decided on your first set of goals, keep the process going by reviewing and updating your To-Do List on a daily basis.

Periodically review the longer-term plans, and modify them to reflect your changing priorities and experience. (A good way of doing this is to schedule regular, repeating reviews using a computer-based diary.)

Inspired by Mindtools: www.mindtools.com/page6.html



Mapping the potential of my project

"Maps are more than pieces of paper. They are stories, conversations, lives and songs lived out in a place, and are inseparable from the political and cultural contexts in which they are used."*

You have arrived at a new planet! :)

Look around.

Plan an exploratory tour - create a map of YOUR area.

Map legend:



your accommodation



your project



leisure facilities for adults



cultural institutions



streets



parks, forests



places I would like to discover



places I already know



places I don't know



my target group



people I know personally



residential buildings



lakes, rivers, sea



public institutions



leisure facilities for children

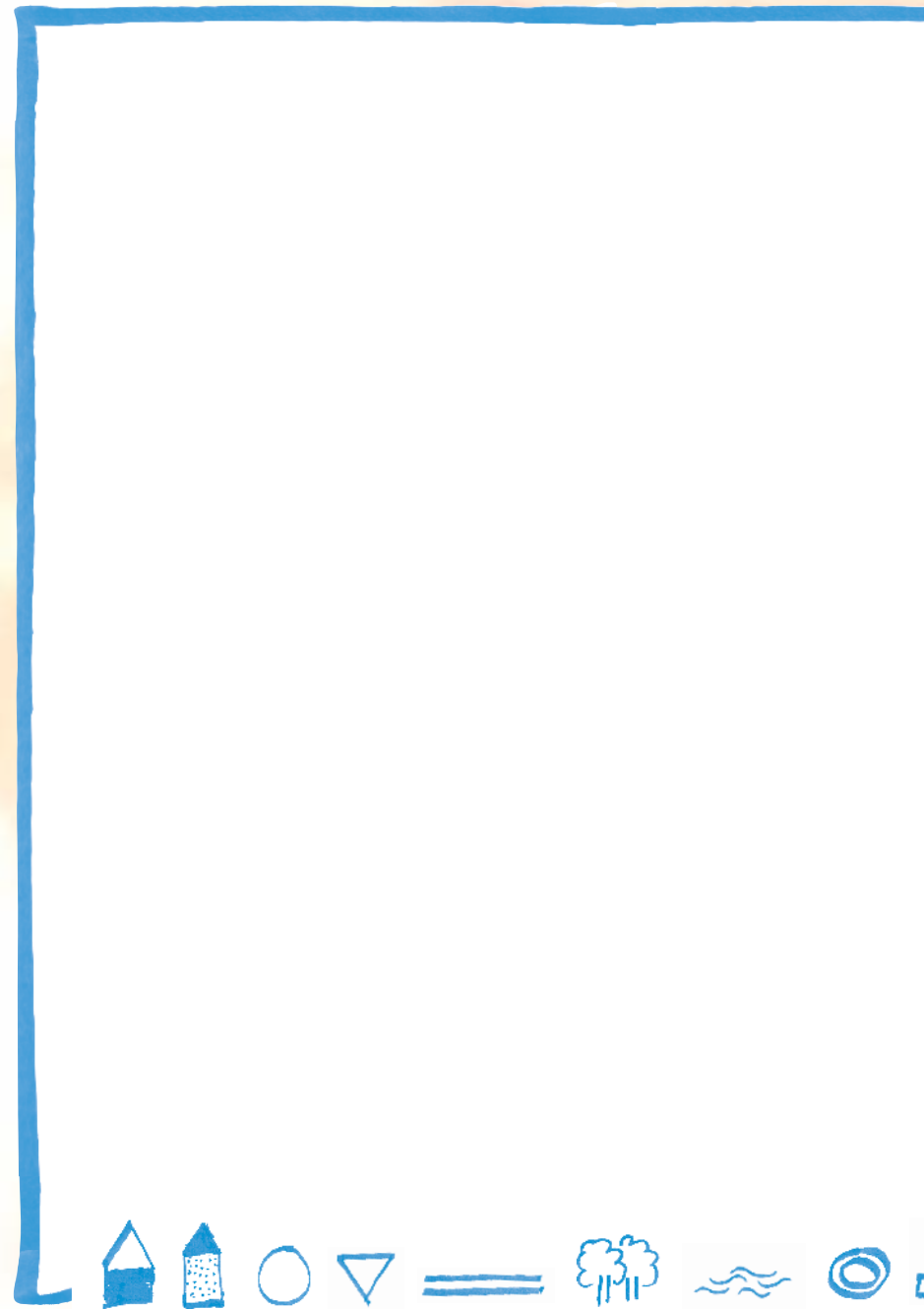
.... other

Needs and resources:

When you have finished drawing people and places, add to the map the list of resources and needs (what kind of needs each place has and what kind of resources it offers).
If you don't have enough space on the map anymore, make small paper cut out squares (representing resources) and clouds (representing needs), and stick them to your map.



* Warren A. 2004. International forum on indigenous mapping for indigenous advocacy and empowerment. The indigenous communities mapping initiative. Personal communication cited in Rambaldi (2005). Who owns the map legend? URISA 17(1): 5-13, www.tandfonline.com/doi/pdf/10.3109/0142159X.2012.670321







How to cope with stress



Stress is a **normal part of life**. You can experience stress as a result of your environment, your body, and your thoughts. Even positive life changes generate stress.

Two kinds of stress

Dr. Robert Sapolsky distinguishes **two kinds of stress: short-term and chronic.**

“If you are that zebra running for your life, or that lion sprinting for your meal, your body’s physiological response mechanisms are superbly adapted for dealing with such short-term physical emergencies.” The stress comes, saves your life and then goes away. It’s healthy stress.

“When we sit around and worry about stressful things, we turn on the same physiological responses – but they are potentially a disaster when provoked chronically.” This type of stress weakens the body and psyche.



Basically, to survive as a learner we need to know how to sustain positive energy and effectively deal with stress, which means to appropriately **turn on the stress-response**, and in an appropriate moment **turn it off**.

Dr. Robert Sapolsky suggests making a mental list of the sorts of things we find stressful. According to the self-regulation model, stressors could be BIOLOGICAL – connected with our body, EMOTIONAL – related to our emotions, COGNITIVE – associated with mental processes and learning, and SOCIAL – linked with being with other people.

The sort of things I find stressful:



How to minimise stress? What sustains you?

Answer the following questions and make adequate notes/plans in your calendar.

A. How healthy are you during the year? Do you notice any patterns in health? Describe the pattern you would like to have.

.....

B. Are you monitoring your diet? What tendencies/habits do you have? Write down a tendency or habits you would like to have.

.....

C. Which are you focusing on: the result or the progress? According to Tony Robins "The secret to real happiness is progress. Progress equals happiness." How would you comment on this?

.....

D. How much sleep do you get? Do you have control over this? How would you like to address this issue in the project?

.....

E. Do you exercise? Do you play? How? How would you like to develop this area during the project?

.....

.....

F. How often do you speak to people from the bottom of your heart and about things that matter to you? How would you like to arrange this in your project?

.....

.....

G. Do you have a clear vision of what you are striving to achieve in your life?

.....

.....

My three major decisions to maintain my wellbeing during the project:

1.

2.

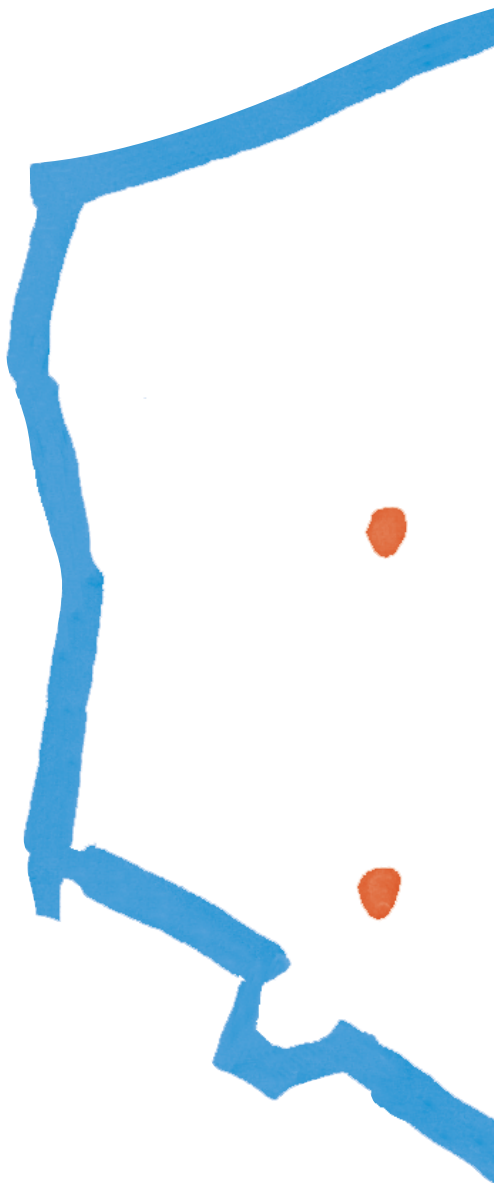
3.

Robert M. Sapolsky, (2004). *Why Zebras Don't Get Ulcers: The Acclaimed Guide to Stress, Stress-related diseases, and Coping*. (3rd ed.). Holt Paperback
Nico Amador, Training for Change, www.trainingforchange.org, based on a design from Claudia Horwitz and Jesse Maceo Vega-Frey www.stonecircles.org

Poland

Poland has unexplored corners, so we encourage you to make your own discoveries and ask Polish people what in their opinion are the most interesting places to visit.

Mark them on the map







The calendar of my journey
as a volunteer

FIRST MONTH OF MY PROJECT



1 16
2 17
3 18
4 19
5 20
6 21
7 22
8 23
9 24
10 25
11 26
12 27
13 28
14 29
15 30
31

MY GOAL FOR THIS MONTH

○ WEEKENDS

✿ MY FREE DAYS

♥ MY PLAN FOR MAINTAINING
GOOD ENERGY

? DAYS OF DOUBT

▽ MY HIGHLIGHTS

SECOND MONTH OF MY PROJECT



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15 30
31

- ┌ MY GOAL FOR THIS MONTH ─
- └
- WEEKENDS
- ✿ MY FREE DAYS
- ♥ MY PLAN FOR MAINTAINING GOOD ENERGY
- ?
- ▽ MY HIGHLIGHTS

THIRD MONTH OF MY PROJECT



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MY GOAL FOR THIS MONTH

○ WEEKENDS

✿ MY FREE DAYS

♥ MY PLAN FOR MAINTAINING
GOOD ENERGY

? DAYS OF DOUBT

▽ MY HIGHLIGHTS

FOURTH MONTH OF MY PROJECT



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- ┌ MY GOAL FOR THIS MONTH ─
- └
- WEEKENDS
- ✿ MY FREE DAYS
- ♥ MY PLAN FOR MAINTAINING GOOD ENERGY
- ?
- ▽ MY HIGHLIGHTS

FIFTH MONTH OF MY PROJECT

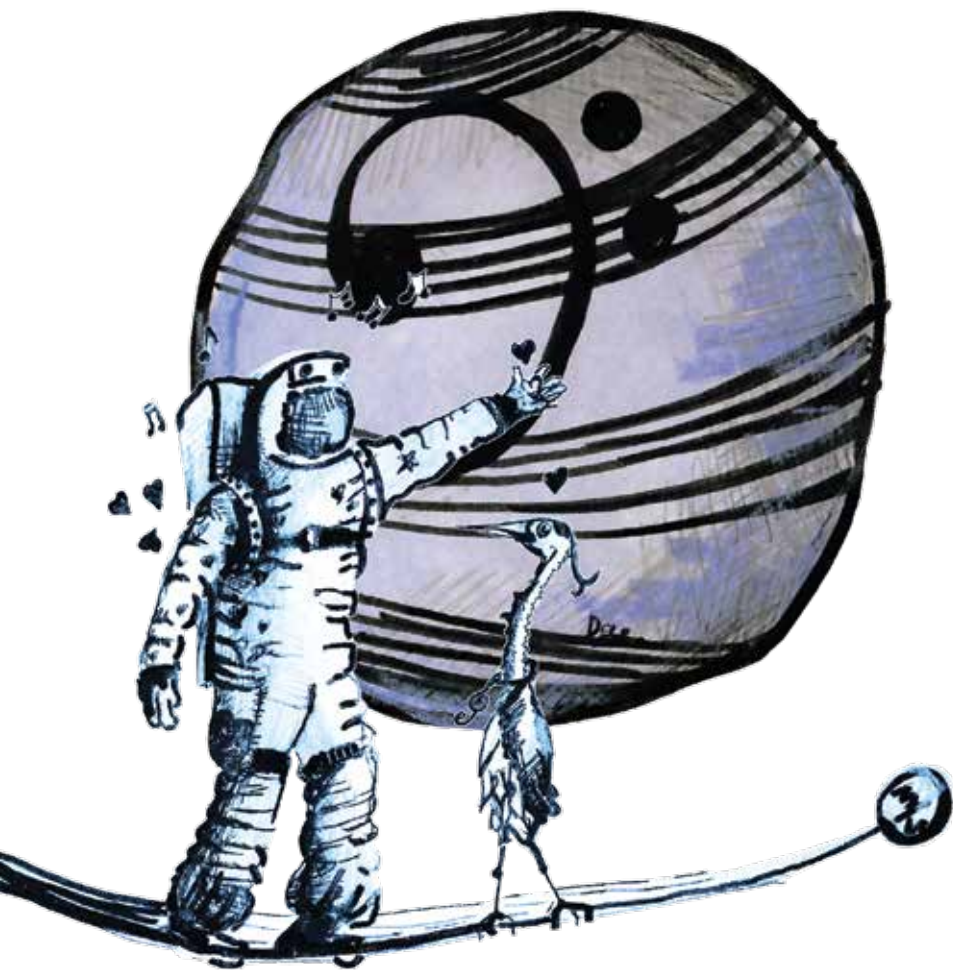


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MY GOAL FOR THIS MONTH

- WEEKENDS
- ✿ MY FREE DAYS
- ♥ MY PLAN FOR MAINTAINING GOOD ENERGY
- ? DAYS OF DOUBT
- ▽ MY HIGHLIGHTS

SIXTH MONTH OF MY PROJECT



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MY GOAL FOR THIS MONTH

- WEEKENDS
- ✿ MY FREE DAYS
- ♥ MY PLAN FOR MAINTAINING GOOD ENERGY
- ? DAYS OF DOUBT
- ▽ MY HIGHLIGHTS

SEVENTH MONTH OF MY PROJECT



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- ┌ MY GOAL FOR THIS MONTH ─
- └
- WEEKENDS
- ✿ MY FREE DAYS
- ♥ MY PLAN FOR MAINTAINING GOOD ENERGY
- ?
- ▽ MY HIGHLIGHTS

EIGHTH MONTH OF MY PROJECT



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MY GOAL FOR THIS MONTH

- WEEKENDS
- ✿ MY FREE DAYS
- ♥ MY PLAN FOR MAINTAINING GOOD ENERGY
- ? DAYS OF DOUBT
- ▽ MY HIGHLIGHTS

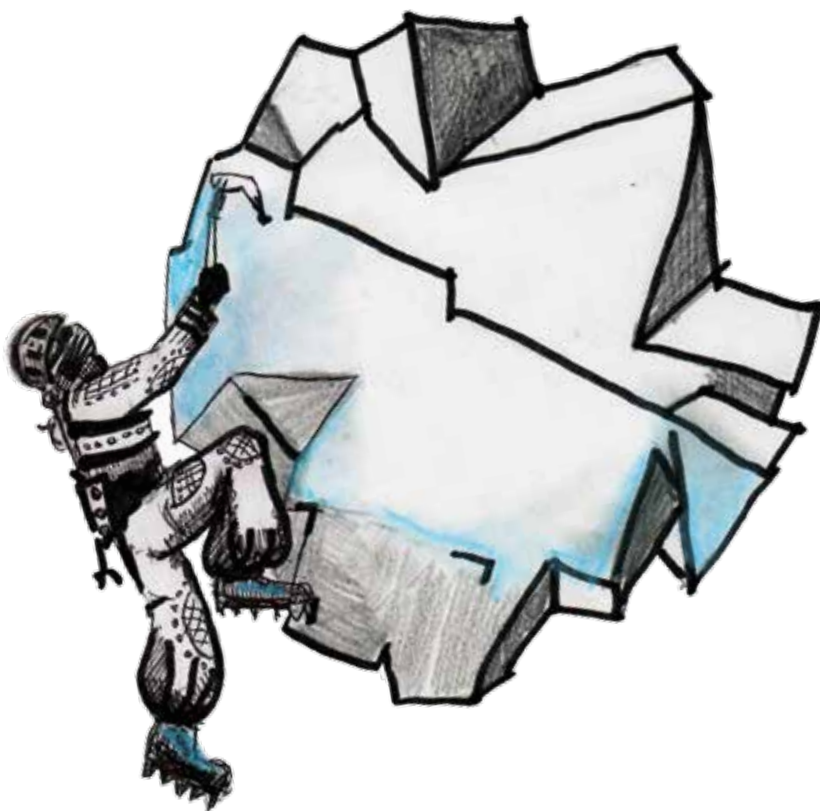
NINTH MONTH OF MY PROJECT



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- MY GOAL FOR THIS MONTH
- WEEKENDS
 - ✿ MY FREE DAYS
 - ♥ MY PLAN FOR MAINTAINING GOOD ENERGY
 - ? DAYS OF DOUBT
 - ▽ MY HIGHLIGHTS

TENTH MONTH OF MY PROJECT



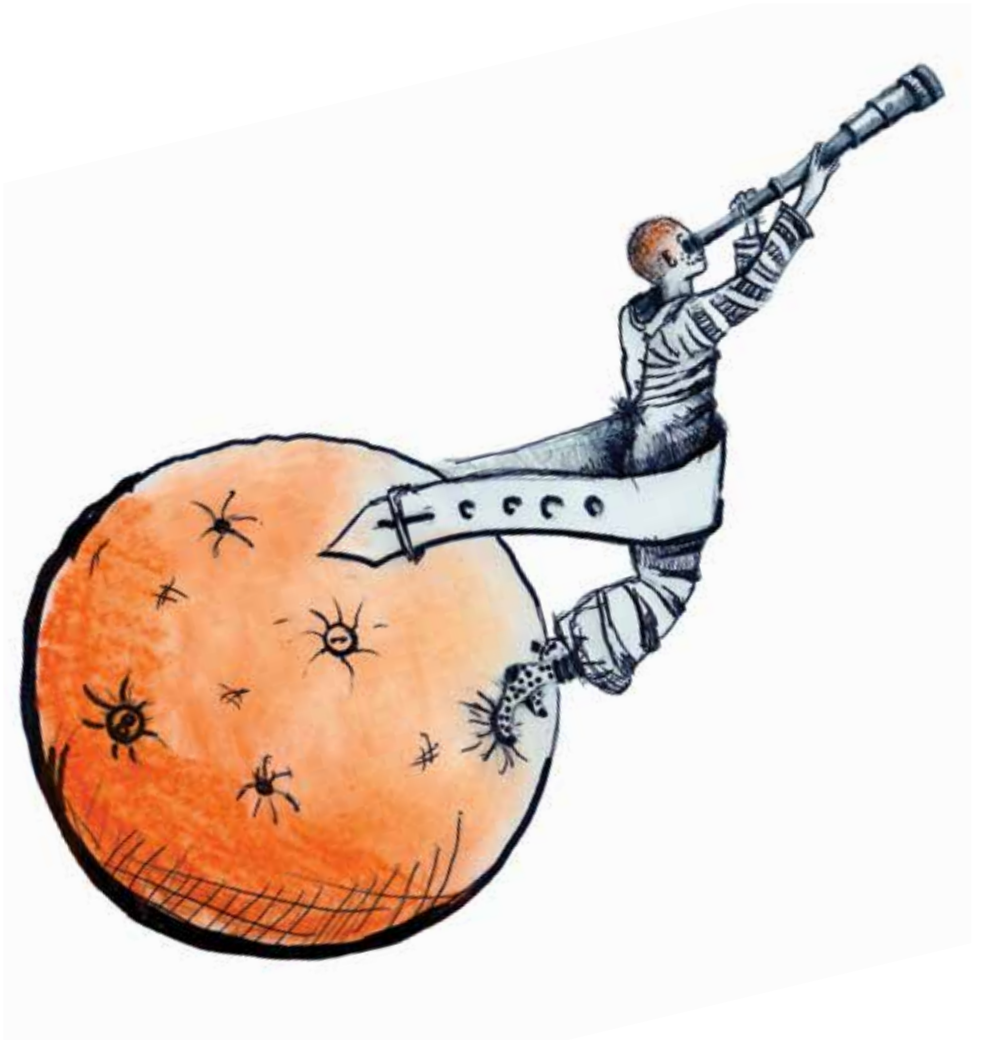
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MY GOAL FOR THIS MONTH

- WEEKENDS
- ✿ MY FREE DAYS
- ♥ MY PLAN FOR MAINTAINING GOOD ENERGY
- ❓ DAYS OF DOUBT
- 📌 MY HIGHLIGHTS

ELEVENTH MONTH OF MY PROJECT

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- ┌ MY GOAL FOR THIS MONTH ─┐ ○ WEEKENDS
- ├ ───────────────────────────┤ * MY FREE DAYS
- ├ ───────────────────────────┤ ♥ MY PLAN FOR MAINTAINING
- ├ ───────────────────────────┤ GOOD ENERGY
- ├ ───────────────────────────┤ ? DAYS OF DOUBT
- └ ───────────────────────────┘ ▼ MY HIGHLIGHTS

TWELFTH MONTH OF MY PROJECT



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○ WEEKENDS

✿ MY FREE DAYS

♥ MY PLAN FOR MAINTAINING
GOOD ENERGY

? DAYS OF DOUBT

▽ MY HIGHLIGHTS



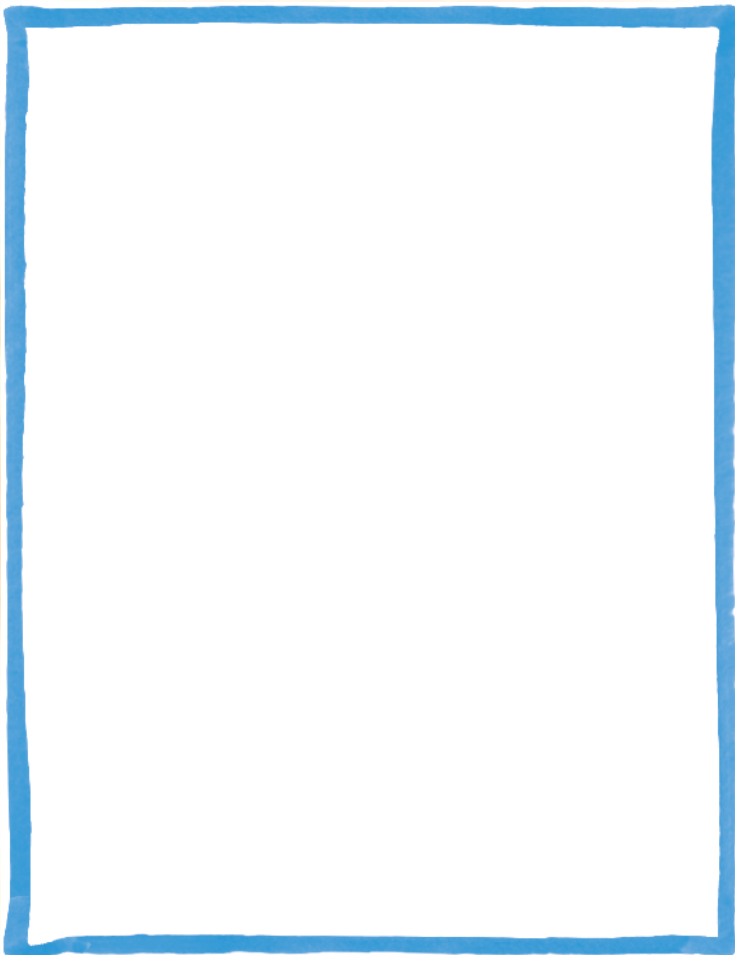
Youthpass and final evaluation

1. The last weeks of the project might be very tense again.

Do you remember the story about the green man and the orange planet?

You have most likely integrated some Polish elements into your behaviour, cuisine or language. You have changed.

It's time to think on this and see yourself again in the mirror of self-reflection, and make another selfie of the new/old you.



2. Youthpass - the certificate which describes your achievements.

Do you remember the concept of Self-Directed Learning? The certificate supports this idea. So take your time and evaluate your learning highlights. Look into your calendar and your notes.

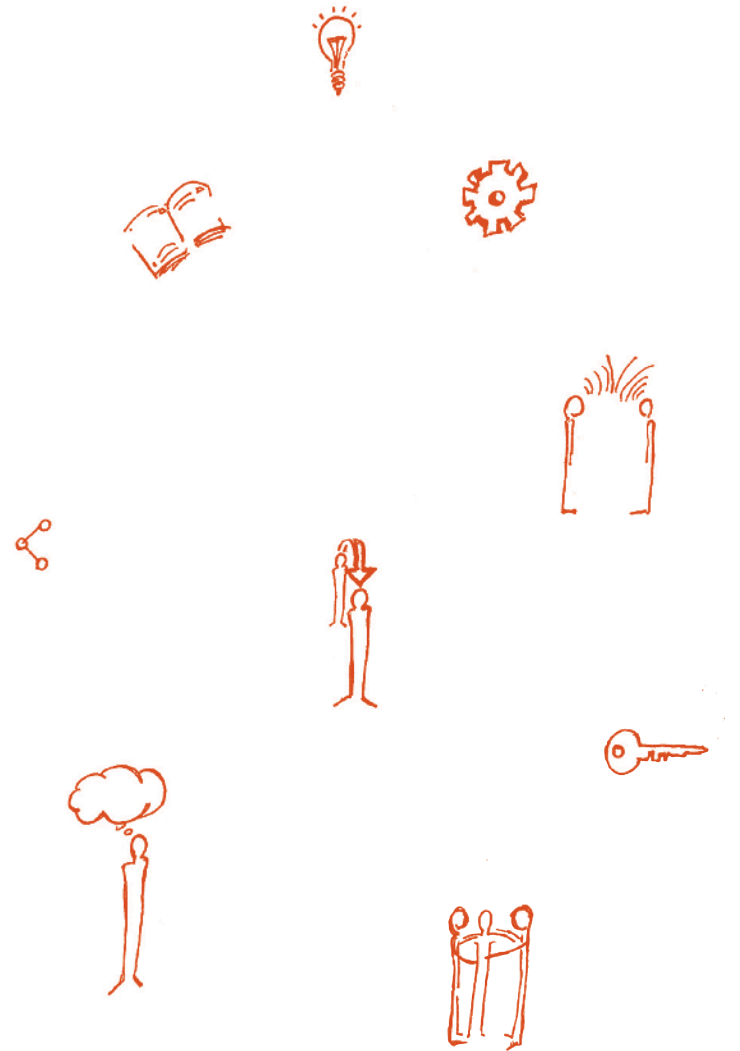
Make a mind map representing your project's learning outcomes.

Start with a drawing or a symbol of yourself in the centre, then draw branches radiating outwards and assign meaning to them in the form of key words, e.g. project's peak moments, the most interesting tasks, the toughest time, challenges, the most inspiring meetings, things you're proud of, moments you'd love to relive etc.

Make notes adding sub-branches or twigs to your key words for each example. Next, in each case add a note in what way this event or moment has changed you, what you've learnt from it, and what you would like to remember – what your takeaway is.

You may want to create a similar mind map to the one presented here, or a totally different one. Be creative, use colours, visuals, symbols, whatever works for you.

Also ask your colleagues and co-workers for feedback how they see your development. It's always interesting to talk.



How to create the Youthpass technically?

Ask your organisation for the link to access to your Youthpass account where you can describe your experience using 8 competences as your frame of narration. Don't be stressed about it. On the official website www.youthpass.eu you may find guidelines, a description of how to start a sentence, and other resources. You don't have to fill all 8 competences, it's just a suggestion. What is the most important is your reflection and highlights of your learning experience.

Here is a hint - create the Youthpass with a purpose in mind. Answer the question: What do you need this certificate for? The chapter „**LEARNING PLAN**” could help you with the vision of your future. Knowing the purpose will let you clarify how you need to write this certificate - what you have to emphasise, what language to use etc.

3. How to say goodbye?

Now it's time for packing. Choose things that you want to take with you and these that you want to leave behind. Prepare yourself for a new adventure! A significant part of your journey is going to be a goodbye. How do you say it in the right way? It is important that you acknowledge this phase, and honour the people by not only saying goodbye to them, but also giving them a chance to say goodbye to you.

Ideas:

You could host a goodbye party or have individual meetings.

You could make a goodbye diary, or a postcard.

Allow yourself to be sad - feeling upset is part of the process of letting go.

Use phrases like "see you later" or "see you soon" rather than the sounding final "farewell" - you never know what life will bring.

*"Goodbyes are not forever.
Goodbyes are not the end.
They simply mean I'll miss you
Until we meet again!"*

~ Author Unknown

Write down what, for you, the best way to say goodbye is:

A large grid of blue dots arranged in approximately 20 rows and 30 columns, intended for writing a response to the prompt above.

4. Life after volunteering

Go back to the chapter about your dream. Do you remember it? The planet of your destination? Mapping your dream?

- Go back to this drawing and update your dream. What do you want to keep, what is not valid anymore, and what new aspects, dreams, feelings, sensations would you like to add? Make a collage, a new drawing, or whatever you like. Take as much time for it as you need.
- Update your goals.
- Make a new calendar for the following year. You will be surprised how life will create opportunities in the most unexpected moments.

*"To move, to breathe, to fly, to float,
To gain all while you give,
To roam the roads of lands remote,
To travel is to live."*

Hans Christian Andersen