

**LIVE2WORK PROJECT:  
METHODOLOGY FOR A LIFE  
PROJECTS INTERVENTION  
DEVELOPED FOR PEOPLE IN  
PROFESSIONAL VULNERABILITY**

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## Project Live2Work (L2W): GOAL

- ERASMUS+ Key Action 2 - Strategic Partnership for cooperation and the exchange of good practices
- Partnership involving 4 countries (PT, FR, DE, and CZ) and 8 different institutions
- To develop a work methodology for professionals dealing with young adults facing professional vulnerability, including migrants and refugees actively promoting the development of skills relevant to their ability to build healthy and sustainable life trajectories



## Project Live2Work (L2W): OUTPUTS

1. **Handbook** of the project's conceptual frame - concerning the (re) construction of life projects of those in professionally vulnerable situations
2. **Toolbox** - consists of a total of 15 instructional activities, organized into four distinctive modules: self-knowledge, knowledge of the world, transitional skills and decision making
3. **Course guide** - a general set of instructions (includes a *PowerPoint* course) to assist the training of professionals on how to use all products associated with the project
4. **Piloting courses/ in-service training courses** - aimed at testing the following materials: L2W conceptual framework, toolbox, and course guide (including workshop content and structure)
5. **Online audio-visual learning scenarios** - Up to now 4 videos have been produced within the project's context: One is for international promotional activities and the remaining three are tutorial videos
6. **Moodle courses and learning platform on website** - with a set of interactive materials for online learning, that are easy and intuitive to use



Dimensions/ Modules	Sub-dimensions
<p><b>Self-knowledge</b></p> <ul style="list-style-type: none"> <li>- What characteristics do I have?</li> <li>- How did I get to who I am? What was my path?</li> <li>- Who do I want to be?</li> <li>- What do I need to change?</li> <li>- What skills do I need to develop?</li> </ul>	<p>Clarification of self-concept and development of self-esteem:</p> <ul style="list-style-type: none"> <li>- Personality</li> <li>-Character strengths</li> <li>- Values</li> <li>-Interests</li> <li>-Skills</li> </ul>
<p><b>World knowledge</b></p> <ul style="list-style-type: none"> <li>- What opportunities do I have?</li> <li>- What obstacles do I anticipate?</li> <li>- Which resources do I have to overcome those obstacles?</li> <li>- Who is part of my social network?</li> <li>- Who supports me?</li> </ul>	<ul style="list-style-type: none"> <li>- World exploration (academic, professional) to find realistic professional opportunities</li> <li>- Identification and promotion of networks, to find role models to enhance self-efficacy and trust in oneself</li> </ul>
<p><b>Transitional skills</b></p> <ul style="list-style-type: none"> <li>- Am I tolerant of difference?</li> <li>- What adaptability skills do I have?</li> <li>- How do I manage my time?</li> </ul>	<ul style="list-style-type: none"> <li>- Motivation, persistence, perseverance, resilience, and self-efficacy</li> <li>- Communication and tolerance to difference</li> <li>- Time management</li> </ul>
<p><b>Decision-making</b></p> <ul style="list-style-type: none"> <li>- What goals do I have for my future?</li> <li>- What do I want to achieve in my several life domains?</li> <li>- What steps, tasks, activities I must do in order to achieve my goals?</li> <li>- What obstacles do I anticipate, and what resources can I use to overcome them?</li> </ul>	<ul style="list-style-type: none"> <li>- Development of life/career goals</li> <li>- Development and implementation of action plans</li> </ul>



# Project Live2Work (L2W): OUTPUT 2

## Toolbox

Dimensions	Activities and tools
Self-Knowledge	#0 Contract Agreement – Individual or group
	#1 My Values – Image Cards
	#2 My Values – “Wheel of Life”
	#3: My Strengths – Solitary Game
	#3.1: My Strengths – Success Stories #3.2 Values in Action – Online Questionnaire #3.3: My Strengths – Directed Interview
World Knowledge	#4 Steps for Identifying Career Prospects
	#5 Tree of Competences
	#6 Exploring Professional Occupations
	#7 Relations and Support Network
Transitional Skills	#8 Diary of Positive Emotions
	#9 Diamant – Positive Focus
	#10 Perception and Tolerance to Diversity
	# 11 Time Management
Decision Making	#12 My Goals – SMARTE Model
	#13 My action Plan
	#14 My Project and I: Global Vision

Table 1. Toolbox Structure: dimensions and related activities



### My values - Image Cards

- **Goals**
  - Motivate the participants to explore and identify their values, aiming the definition of goals.
- **Instructions**
  - 1. Introduce the **concept of value** to the participants to make sure they understand it and know how to use it in the exercise.
  - 2. Hand out #2. **My values – Image cards** to each participant and divide the group in pairs.
  - 3. Ask the participants to **choose 2 values image cards** that represent a **positive experience from their past**. It's vital that the experience is positive.
  - 4. After this, please, give the groups a few minutes to **reflect, in pairs, and share the positive experiences that lead to their choice**, as well as to **register** the key elements that support the value card chosen.
  - 5. Following this, the participants should **choose 2 value cards that represent their present life**. Once again, highlight that it's very important to only mention positive experiences.
  - 6. After this, please, give the groups a few minutes to **reflect, in pairs, and share the positive experiences that lead to their choice**, as well as to **register** the key elements that support the value card chosen.
  - 7. As soon as this is done, ask the participants to **reflect on possible connections between the values from the past and the present**.
    - . How are the values connected? Have the values changed? If so, how and why?
    - . Ask the participants to register the connection between the values from the Past and the Present.
  - 8. Lead the participants to **choose only one value card representing their future life**.
  - 9. Each participant of the group/pair may **share** the value card and in what way it will influence their future.

Value	Definition
Achievement	It is important to accept new challenges and work hard to improve
Ambition	Valuing hard work; with aspirations
Beauty	Valuing the beauty of nature and the arts
Creativity	It's important to have new ideas or create new things
Education	Valuing the transmission of knowledge in the different areas of life
Equality	Equal opportunities for all
Evolution	Valuation of scientific and technological evolution
Family	Valuing family priority throughout life
Freedom	Freedom of action and thought
Generosity	Valuation of free actions for the benefit of others
Health	It is important to be healthy and physically active
Helping others	Be helpful and dedicated; Worry about the well-being of others
Humility	It's important to be humble and modest about what I do;
Independence	It's important to make your own decisions and do things your way; Valorisation of self-sufficiency, autonomy
Inner Peace	In peace with oneself
Leisure	Valuing of personal rest and personal activities
Life	Valuing the right to life, above all else
Love	Deep emotional and spiritual intimacy
Loyalty	It is important to follow the traditions and expectations of your family or group; Faithful to friends, groups

Value	Definition
Money (economic prosperity)/ fortune	It is important to be successful in making money
Nature (worry about environment)	It is important to protect and preserve the environment
Openness	Tolerance towards different ideas and beliefs
Peace	Valorisation of a world free of war and conflict
Pleasure	Wish fulfilment
Positivity	Positive posture with the self, with others and the with life events
Privacy	It is important to have some time or place just for you
Responsibility	It is important to be considered honest and trustworthy
Self-discipline	Self-control
Sense of belongingness	It is important to be accepted by others and feel part of the group; Feeling of belonging and being accepted
Social justice	Concern for the correction of injustices, with the help of the weak
Social order	Valuation of social regulation
Social power	Control over others, domain
Spirituality	It is important to have spiritual beliefs and believe that we are part of something higher than ourselves
Success	Achieve important goals
True	To be genuine and true
Wisdom	Mature understanding of life
Work	Importance of work, throughout life

## #2A. My values - Image Cards

1. Select 2 value cards that represent a positive experience from your Past. E.g.: family, sports, friends, connecting with people, places or things.

Values from the Past	
1 <sup>st</sup>	
2 <sup>nd</sup>	

Write down your key reflections about the values you chose.

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2. Select 2 new value cards that represent your present experiences.

Values from the Present	
1 <sup>st</sup>	
2 <sup>nd</sup>	

Write down your key reflections about the values you chose.

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How do you link your values from the Past with the ones from the Present?

3. 

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4. Select a last value card that represent your goals and values for the Future.

Values for the Future	
1 <sup>st</sup>	

5. In what way will the value you have identified influence your future?

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- **Values**

- The beliefs that define what is most important for people; the motivators of people, providing life purpose and meaning; personal life values influence behaviour, choices, emotions, habits, lifestyle and social experiences. Focusing on one's core values, enables the participants to set personal goals based on what is important for themselves.



### My strengths – Solitary Game

- **Goals**

- To help participants identify and explore their personal Character Strengths and resources.
- Gaining insight and knowledge about one's strengths and resources enhances the possibility to reinforce these. A vocabulary and knowledge of personal Character Strengths is both motivating and useful when trying to create lasting improvements in life

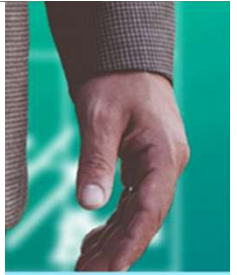
- **Instructions**

- 1. Introduce the **concept of Strength** and present the different strengths on the cards, one by one, to the participants.
- 2. Divide the participants into groups of 2 or 3. **Handout a set of cards**, charts and instructions for each group. This allows them to share views, and examples of strengths from everyday life.
- 3. **Ask each participant to rank the strengths cards from "More like me" to "Least like me"**. You may use the questions presented in the handout, to help participants rank their strengths.
- 4. All participants must **find, at least, 5 to 7 Top strengths**.
- 5. Ranking the strengths makes each participant aware of their own personal character strengths, which helps create narratives about opportunities in life. (**Register them at the handout**).
- 6. Ask the participants to **present their choices and why** they choose it.



# The VIA Classification of 24 Character Strengths

ViaCharacter.org



<b>WISDOM</b>	<b>CREATIVITY</b> <ul style="list-style-type: none"><li>• Originality</li><li>• Adaptive</li><li>• Ingenuity</li></ul>	<b>CURIOSITY</b> <ul style="list-style-type: none"><li>• Interest</li><li>• Novelty-Seeking</li><li>• Exploration</li><li>• Openness</li></ul>	<b>JUDGMENT</b> <ul style="list-style-type: none"><li>• Critical Thinking</li><li>• Thinking Things Through</li><li>• Open-mindedness</li></ul>	<b>LOVE OF LEARNING</b> <ul style="list-style-type: none"><li>• Mastering New Skills &amp; Topics</li><li>• Systematically Adding to Knowledge</li></ul>	<b>PERSPECTIVE</b> <ul style="list-style-type: none"><li>• Wisdom</li><li>• Providing Wise Counsel</li><li>• Taking the Big Picture View</li></ul>
<b>COURAGE</b>	<b>BRAVERY</b> <ul style="list-style-type: none"><li>• Valor</li><li>• Not Shrinking from Fear</li><li>• Speaking Up for What's Right</li></ul>	<b>PERSEVERANCE</b> <ul style="list-style-type: none"><li>• Persistence</li><li>• Industry</li><li>• Finishing What One Starts</li></ul>	<b>HONESTY</b> <ul style="list-style-type: none"><li>• Authenticity</li><li>• Integrity</li></ul>	<b>ZEST</b> <ul style="list-style-type: none"><li>• Vitality</li><li>• Enthusiasm</li><li>• Vigor</li><li>• Energy</li><li>• Feeling Alive</li></ul>	
<b>HUMANITY</b>	<b>LOVE</b> <ul style="list-style-type: none"><li>• Both Loving and Being Loved</li><li>• Valuing Close Relations with Others</li></ul>	<b>KINDNESS</b> <ul style="list-style-type: none"><li>• Generosity</li><li>• Nurturance</li><li>• Care &amp; Compassion</li><li>• Altruism</li><li>• "Niceness"</li></ul>			<b>SOCIAL INTELLIGENCE</b> <ul style="list-style-type: none"><li>• Aware of the Motives/Feelings of Self/Others</li><li>• Knowing what Makes Other People Tick</li></ul>

## #4A. My strengths – Solitaire

This exercise aims making you aware of, and identify, your Character Strengths. Focus on your strengths in daily life provides more energy, joy, self-confidence, drive, resilience, engagement and accomplishment, and helps you reach goals more effectively.

1. Go through the 24 strengths cards by yourself.
2. Take each strength card and look at the picture, headline, and read the text on the back of the card, one by one.
3. Place the cards on the table in front of you, ranking them from: 'Most like me' to 'Least like me'.
4. Explore your character strengths using the **Solitaire Cards**:  
**Guiding questions or things to be aware of to find your strengths**

. What makes you most happy? What gives you the most strength to face the challenges and changes?  
. What makes you feel like a fish in water? What has benefited you most in the past?


5. List your strengths (at least your top 5):

Rank	Strength
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

Rank	Strength
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	



- **Strengths**
- What drives the individual and hinders him/her in exploring his/her potential. Peterson & Seligman (2004) have developed a classification of central human strengths, which arise from universal human virtues across culture, geography, and religion. According to Seligman (2004), strengths are the road to realising virtues. People actively working with their strengths thrive better, are more confident, have higher self-esteem, have more energy and zest, experience less stress/are more resistant, perform better, are more committed, are better able to achieve their goals, develop faster and achieve lasting improvements.

A person in a grey suit jacket, white shirt, and dark trousers is shown from the waist down. They are holding a brown leather messenger bag and a book. The background is a green grid with various mathematical formulas and diagrams, including a vector diagram with angle  $\theta$  and the expression  $|a \times \phi|$ .

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INCREASING THE CHANCES FOR  
SUCCESSFUL INTEGRATION OF  
PEOPLE IN SITUATIONS OF  
PROFESSIONAL VULNERABILITY**

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