

# SUSTAINABLE LIFE SKILLS CAFÉ TOOLBOX

6 modules and 18 lesson templates of practical-based learning material

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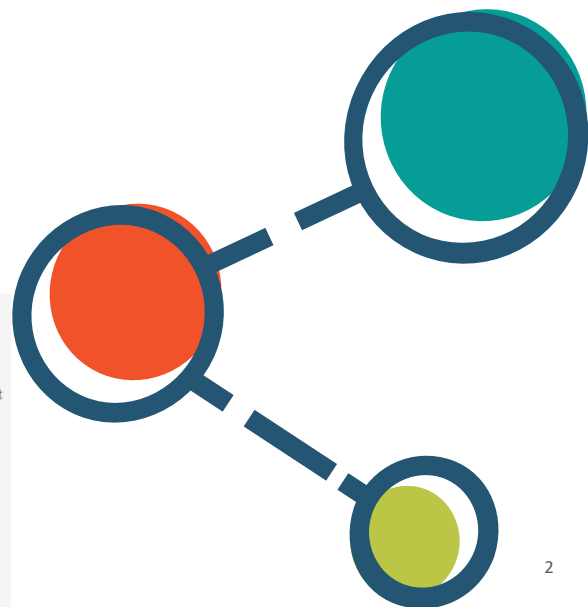
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## 01 | Guide to this Toolbox:

Within the Sustainable Life Skills Cafe PR1 toolbox, each part consists of several lessons. There are a total of **6** modules and **18** lesson templates included in this practical-based learning material. This publication contains a constructive structure including a logical sequence of lessons. Therefore, it is recommended not to change the sequence of the lessons. However, the trainers/tutors and practitioners might decide to leave out a specific lesson or activity or to extend another of the modules. And, for example, if there is not sufficient time to complete during Life Skills Cafe gatherings, it is also possible to apply the pick and choose approach.

This publication is written so that anybody, but specifically low-skilled/disadvantaged adults can benefit from it along with facilitation of tutors, mentors, coaches etc. In this way, we first pave the way on how to perform these tools in informal learning environments and then it enables peer education as well. This means that for example an adult participant can deliver a session to other participants. All the lessons include practical activities for the learners in the context of sustainable life skills mindset. The activities are closely related to practice and the real world. In this way the course encourages practical learning. Learners should be encouraged to ask questions, as many questions as they can think of.

## 02 | How to Use Lessons in the Training Material

In order to complete and facilitate the impact of the Training Material it is deemed important to provide a set of informal activities ready to be used by practitioners around the facilitators of Sustainable Life Skills Cafes. Activities should not be taken as isolated events but considered as a process contributing to the personal growth of the learner and its development in terms of life skills mindset.

Each lesson comes with a step-by-step instruction planning to guide some trainers/tutors/facilitators performing the activity. The following lessons will offer an opportunity to stimulate the learners'

reflections and skills through practical, participatory and dialogue-based experiences.

By following these lessons, participants will practice a list of competences which is based upon the European Competence Framework for better lives, also known as LifeComp. This Framework aims to build consensus around a common understanding of Life Skills Competence by defining **9** competence areas (see image below). These competences are linked to the lessons in this training course.

## 03 | Sustainable Life Skills Competence Framework

Empowering and supporting disadvantaged adults plays a key role in Europe’s Economy since these adults are in a vulnerable state in the labor market, many of them lacking the skills, work experience, job-search abilities and financial resources to find employment. The LifeComp Framework presented in this report proposes a concept of “Sustainable Life Skills” that can be explained in connection with internal capacities and behaviors that allow individuals to “build the needed competencies for human development and to adopt positive behaviors

that enable them to deal effectively with the challenges.

LifeComp is a conceptual framework that describes 9 competencies (P1-3, S1-3, L1-3) that can be learned by everyone in formal, informal and non-formal education. These Competencies are structured in 3 intertwined competence areas: Personal, Social, and Learning to learn. Each of the-areas is made up of 3 competencies, which, together, constitute the building blocks of Life Skills as a competence.

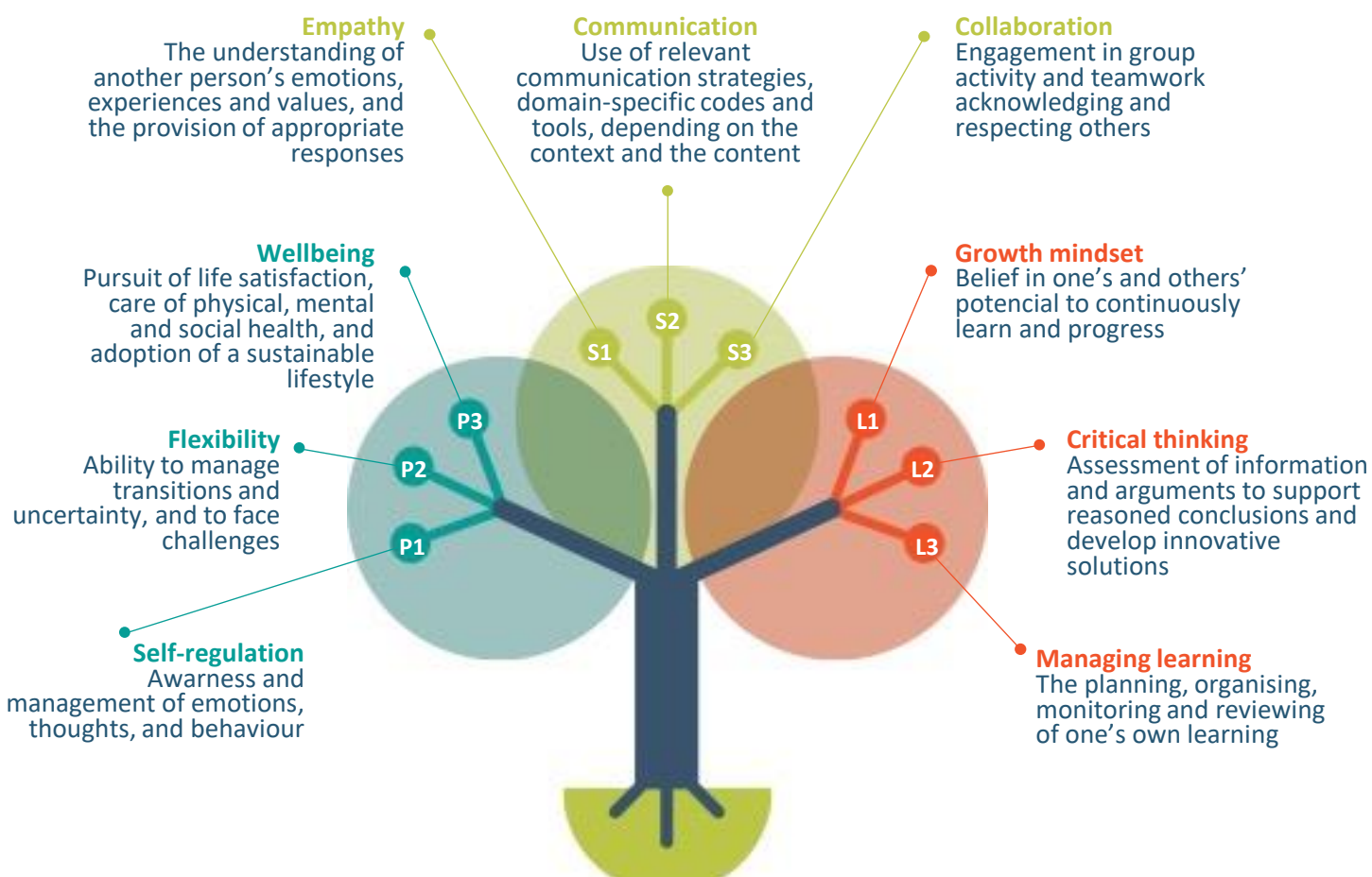


Figure 1: LifeComp Tree of competences describes nine competencies, organised in three areas: The “personal” area (P1, P2, P3), the “social” area (S1, S2, S3) and the “learning to learn” area (L1, L2, L3)  
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LifeComp can be used as a basis for the development of curricula and learning activities fostering personal, and social development, and learning to learn.

# 01

## GETTING STARTED & GETTING TO KNOW EACH OTHER

- 1.1 Building Trust
- 1.2 Strengthening Qualities and Skills
- 1.3 Identifying Hopes for the Future





WELCOME

## GETTING STARTED & GETTING TO KNOW EACH OTHER

Some people have no problems approaching strangers and starting a conversation. While others can be petrified and not know where to start. There's no magic equation that can drive you to getting to know someone and asking the right questions. However, in this module, we'll guide you in starting to know others and forming a connection.

Getting to know others helps you to form new friendships or a network that can be valuable in building your career. You'll acquire the tools to get to know people around you. In this lesson, you acquire the necessary soft skills to build your self-esteem in meeting new people.

This module will help you navigate the complicated road of getting to know strangers. We guide you on how to work on trust, how to become better in your use of soft skills and identifying your goals for the future.

The activities in this section are for adults. The facilitator will assign the tasks according to the needs of the participants.

# 1.1

## Building Trust

### Aim

- To show you how to build trust.
- To understand the steps that build trust.
- How healthy relationships build on trust



### Activities

- 20 minutes - Warm-up: **Running Free**
- 30 minutes - Main Activity: **12 General Tips to Build Trust**
- 10 minutes- Follow-up Activity: **Back-to-Back Drawing**
- Total Time – 60 Minutes



### Resources

- **Warm-up Activity:** Blindfolds
- **Main Activity:** Flip chart or white board with suitable marker and eraser.
- **Follow-up:** Pad, pencil and a picture from a magazine or newspaper.



### Lifecomp Competencies Covered

- **L1 Growth mindset** - Belief in one's and others' potential to continuously learn and progress.
- **L2 Critical thinking** - Assessment of information and arguments to support reasoned conclusions and develop innovative solutions.
- **S3 Collaboration** - Engagement in group activity and teamwork acknowledging and respecting others.



### Hints & Questions

- Lesson and activities can be done outdoors depending on the weather.
- How do participants feel compared to before the lesson?
- Has the exercise helped them with trust?



### Keywords

- Assurance, teamwork, empowerment



# Warm-Up

## Running Free:

Icebreaker Exercise for Building Trust



Supplies needed: Blindfold



01

### GOAL

The goal of this exercise is to help participants break the ice, build trust, and develop empathy with each other quickly.



02

### INSTRUCTIONS

1. Find a large open space such as a field or park.
2. Ask the participants to pair up into teams of two.
3. One person in each team should put on the blindfold.
4. The other person in the team should guide their blindfolded partner through a short walk, then gradually transition into a short fast run.
5. After a minute or two, the pair should stop, swap the blindfold, and repeat the process with the other partner.
6. Once everyone has had a turn being blindfolded and guided, ask the group to gather and discuss their experience.



# Warm-Up: Running Free



03

## Debrief Questions:

- How did you feel when you were guiding your partner?
- Did you experience any moments of hesitation, fear, or excitement during the exercise?
- What did you learn about your partner during the exercise?
- How can the experience of this exercise be applied to your work or personal relationships?



04

## Conclusion and relevance to the Lifecomp Framework:

The Running Free exercise relates to the L1 Growth Mindset competency of the Lifecomp Framework. By breaking down barriers and establishing trust, the exercise helps individuals build awareness and confidence in their ability to achieve their goals through dedication and hard work. The exercise encourages participants to rely on each other, communicate effectively, and work towards a common goal, all of which are essential components of the Growth Mindset competency. Through the Running Free exercise, participants can develop their soft skills and apply them to various personal and professional situations in accordance with the Lifecomp Framework.



## 1.1 Building Trust: Main Activity

### Supplies needed:

- Flip chart / whiteboard
- Markers

### Learning Content:

- 12 tips for Building Trust



## 12 Tips to Improve Your Relationships

01

### Goal:

To educate participants on the 12 tips to build trust and encourage them to apply these tips to their personal and professional relationships.

### Description:

02

### Instructions:

1. Start by sharing an example of trust, either personal or hypothetical.
2. Ask participants to think of a personal experience where trust played a key role and share their responses on a flip chart or whiteboard.
3. Discuss how trust can be gained when meeting someone new and identify the qualities that make a person trustworthy.
4. List the 12 tips on the flip chart or whiteboard with "Trust" at the top or center.
5. Discuss each tip in detail and provide examples. Encourage participants to ask questions and share their experiences related to each tip.
6. Ask participants to discuss which tip fits best in how they trust someone and which tip they possess that makes others trust them.
7. Challenge participants to brainstorm ways to apply the tips in their personal and professional lives to build new relationships of trust.
8. Ask participants about the most challenging part of trusting someone and how the tips can help overcome those difficulties.

## 1.1 Building Trust: Main Activity



03

## 12 Tips to Improve Your Relationships

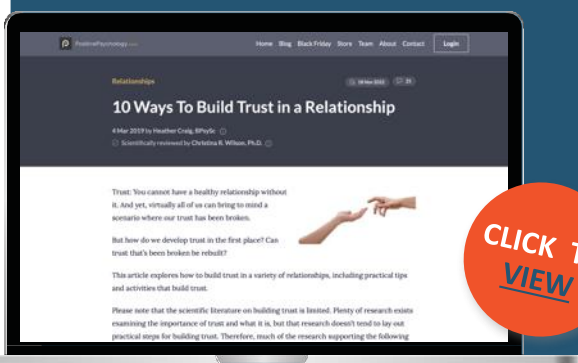
### Debrief Questions:

- What are the key takeaways from this exercise?
- Which of the 12 tips do you think are most important?
- How can you apply these tips in your personal and professional relationships?
- What is the most challenging part of trusting someone? How can the tips help overcome these difficulties?
- Can you share an example of how you have successfully built trust with someone using one or more of these tips?

04

### Conclusion and relevance to the Lifecomp Framework:

Building trust is a critical aspect of personal and professional relationships. The 12 tips to build trust help enhance effective communication, empathy, reliability, self-regulation, and managing learning, which are essential competencies in the Lifecomp framework. By applying these tips in their personal and professional relationships, individuals can improve their overall well-being and quality of life, which is the ultimate goal of the Lifecomp framework.



# 12 Ways to Build Trust:

## Building Trust: Main Activity



01

### BE TRUE TO YOUR WORD

- Honor your commitments
- Don't make promises you can't keep



07

### BE HONEST

- Always tell the truth
- Lies diminish trustworthiness



02

### COMMUNICATE EFFECTIVELY

- Be clear about commitments



08

### HELP PEOPLE

- Authentic kindness builds trust



03

### BUILD TRUST GRADUALLY

- Take small steps
- Don't expect too much too soon



09

### SHOW YOUR FEELINGS

- Being open about your emotions
- Showing you care builds trust in you
- I Practise emotional intelligence



04

### MAKE DECISIONS CAREFULLY

- Think before committing
- Be organized so you can honor commitments
- Have the courage to say no



10

### AVOID SELF-PROMOTION

- Recognizing others builds trust and good relationships
- Constant self-promotion degrades trust



05

### BE CONSISTENT

- Trust is built from consistency



11

### DO WHAT YOU BELIEVE IS RIGHT

- Sacrificing your values degrades trust
- Honesty is respected
- "Yes" people aren't trusted



06

### PARTICIPATE OPENLY

- In team settings, show your willingness to trust
- Listen actively
- Give feedback respectfully



12

### ADMIT MISTAKES

- Honesty encourages trust
- Showing vulnerability builds trust

## 1.1 Building Trust: Follow-Up Activity

01

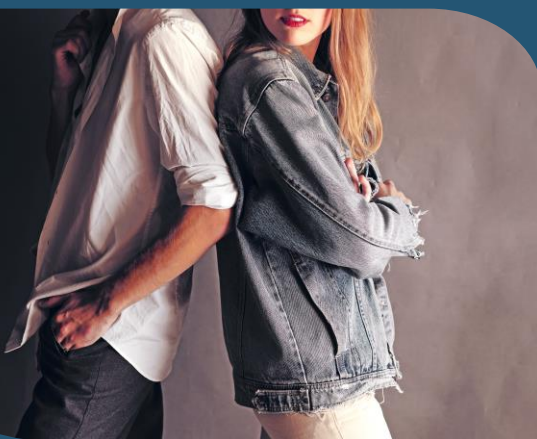
### Supplies needed:

- Pens / Pencils
- Paper

### Other Learning Content:

- Provide pictures (Printed or on screen)

02



## Back-to-Back Drawing

### Goal:

The goal of this activity is to build trust and encourage collaboration within a team by allowing team members to work together to create a drawing without seeing the picture being drawn.

### Description:

### Instructions:

1. Ask team members to pick a partner and sit back-to-back.
2. Give one person a blank pad and a pencil while the other person gets a picture.
3. The person with the picture must instruct their partner on what to draw on the pad without showing them the picture.
4. Allow about 5-10 minutes for the drawing to be completed.
5. After the time is up, have the partners turn around and compare their drawing to the original picture.
6. Discuss as a group the challenges faced and what could have been done differently to improve the outcome.

## 1.1 Building Trust: Follow-Up Activity



03

### Debrief Questions:

- What challenges did you face while doing this activity?
- How did you overcome these challenges?
- What could have been done differently to improve the outcome?
- How did you feel during the activity?
- How does this activity relate to collaboration and teamwork?

04

### Conclusion and relevance to the Lifecomp Framework:

The Back-to-Back Drawing activity is an excellent way to build trust and encourage collaboration within a team. By sharing tasks, resources, and responsibilities, team members can work together to achieve a specific goal. The activity aligns with the S3 Collaboration aspect of the Lifecomp Framework, which emphasizes the importance of teamwork and the sharing of resources to achieve a common goal. By working together and communicating effectively, team members can overcome challenges and create a successful outcome. This activity also helps develop skills such as active listening, communication, and problem-solving, which are essential for success in personal and professional settings.



# 1.2

## Strengthening Qualities and Skills

### Aim

- Acquire soft skills.
- Strengthen soft skills already in place.
- Gain positive attributes from soft skill development



### Activities

- 20 minutes - Warm-up: **Personal Shield of Honour**
- 30 minutes - Main Activity: **How to strengthen skills**
- 20 minutes- Follow-up Activity: **Imagining Success**
- Total Time – 1 Hour 10 Minutes



### Resources

- **Warm-up Activity:** Paper, crayons, magazines and scissors.
- **Main Activity:** Flip chart or white board with suitable marker and eraser.
- **Follow-up:** Flip chart or post it notes and markers



### Lifecomp Competencies Covered

- **P2 Flexibility.** Ability to manage transitions and uncertainty, and to face Challenges.
- **L3 Managing learning.** The planning, organizing, monitoring, and reviewing of one's own learning.
- **P3 Wellbeing.** Pursuit of life satisfaction, care of physical, mental, and social health; and adoption of a sustainable lifestyle.



### Hints & Questions

- Lesson and activities can be done outdoors depending on the weather.
- How do participants feel compared to before the lesson?
- Has the exercise helped them with trust?



### Keywords

- Listening, communication, relationships



## 1.2 Strengthening Qualities and Skills: Warm Up Activity

01

### Supplies needed:

- A private room that fits all participants
- Large sheets of paper for each participant or group
- Crayons, markers, magazines, and scissors



02

## Personal Shield of Honour

### Goal:

The goal of this activity is to encourage participants to reflect on their skills, strengths, frustrations, and sources of pride in the workplace through a creative and visual exercise.

### Description:

### Instructions:

1. Explain to the group that they will be creating a "shield" on a large sheet of paper divided into four quadrants.
2. Assign each quadrant with a specific theme:
  - Quadrant 1: Skills and Abilities you bring to the Workplace
  - Quadrant 2: Skills and abilities you need to improve upon
  - Quadrant 3: Frustrations about the workplace
  - Quadrant 4: Sources of pride at the workplace
3. Participants should only use doodles, symbols, icons, etc. in their quadrants—no words.
4. Allow participants to work individually or in groups of 6-8 people.
5. Play music and give participants about 10 minutes to create their shields.
6. Conclude by giving each participant or group a chance to present their shields and share their visual representations.



## 1.2 Strengthening Qualities and Skills: Warm Up Activity

## Personal Shield of Honour



03

### Debrief Questions:

- What did you discover about your strengths and skills during this activity?
- How did the process of creating a visual representation affect your reflection on workplace frustrations and sources of pride?
- What emotions did you experience while sharing your shield with the group?
- How might this activity influence your perception of your role within your workplace team?

04

### Conclusion and relevance to the Lifecomp Framework:

The Personal Shield of Armour activity aligns with the L2 Self-Awareness and Learning Agility competencies of the LifeComp Framework. By visually representing their skills, challenges, and workplace experiences, participants gain a deeper understanding of their own strengths and areas for improvement. This self-awareness contributes to improved learning agility, adaptability, and resilience in various professional contexts.



# Main Activity

## How to Improve your Soft Skills



01

### GOAL

This activity aims to provide participants with practical steps to enhance their soft skills in the workplace.



02

### INSTRUCTIONS

Start by sharing the following steps to improve you soft skills with the participants:

1. Be open to feedback.
2. Communicate often.
3. Emphasize teamwork.
4. Build positive relationships.
5. Step outside your comfort zone.
6. Be ready to learn.
7. Adapt to workplace changes.
8. Observe others.
9. Work through conflict.
10. Take a leadership role.
11. Arrive to work on time..

**Discuss each step in detail, providing examples and encouraging participants to ask questions**

# Main Activity: How to Improve your Soft Skills



03

## Debrief Questions:

Encourage Participants to reflect on how they can implement these steps in their own work:

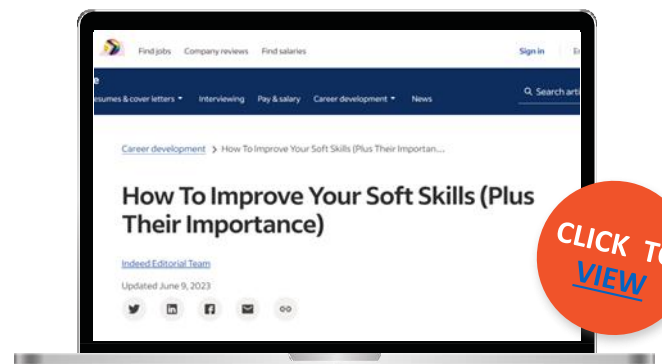
- Which of the steps resonate most with you? Why?
- Can you share an example of a situation where one of these steps could have improved the outcome?
- How can you overcome any challenges you might face in implementing these steps?
- How might incorporating these steps improve the overall workplace environment?



04

## Conclusion and relevance to the Lifecomp Framework:

Improving soft skills through the steps outlined in this activity aligns with the L3 Managing Learning competency of the LifeComp Framework. Participants engage in self-directed learning by reflecting on their own behaviors and actively applying the suggested soft skill strategies. This process enhances their adaptability and ability to establish meaningful connections, fostering a positive impact on personal growth and interpersonal relationships.



# Follow-Up

## Imagining Success



### SUPPLIES NEEDED

- Flip chart or post-it notes in different colors
- pens
- Tables if using post-it notes



01

### GOAL

The goal of this activity is to encourage participants to envision successful experiences related to the topic. By exploring elements of success and fostering positive attitudes, participants can enhance their well-being and collaboration skills in various contexts.



02

### INSTRUCTIONS

1. Divide participants into groups of three or four.
2. Instruct each group to think about a peak experience related to the topic (e.g., a successful meeting, an interesting presentation, etc.).
3. Have participants discuss what made the experience successful within their groups.
4. Provide flip charts or post-it notes for each group to record the "Elements of Success."
5. Encourage participants to share their experiences and elements of success with the entire group.
6. Facilitate a discussion on the common elements that contribute to success.
7. Emphasize the importance of adopting positive attitudes and applying these elements to future endeavors.

# Follow Up: Imagining Success



03

## Debrief Questions:

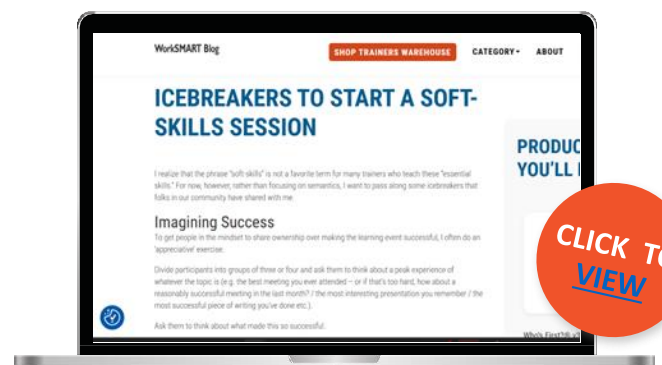
- What patterns did you notice in the elements of success shared by different groups?
- How can you apply these elements of success to your current and future endeavors?
- What strategies can you use to cultivate a positive mindset in challenging situations?
- How does adopting a positive attitude contribute to collaboration and problem-solving?



04

## Conclusion and relevance to the Lifecomp Framework:

The Imagining Success activity aligns with the P3 Wellbeing competency of the LifeComp Framework. By reflecting on successful experiences and identifying key factors that contribute to success, participants enhance their emotional and mental well-being. The exercise also promotes social support within groups and encourages participants to approach challenges with a positive outlook, leading to improved collaboration and overall well-being.



# 1.3

## Identifying Hopes for the Future

### Aim

- To have a positive outlook for the future.
- Set a healthy balance within our hopes and fears.
- Build a foundation that leads to hope and empowerment.



### Activities

- 30 minutes - Warm-up Activity - **Scrapbooking**
- 30 minutes - Body Activity - **Hope and Fears- Design Thinking**
- 40 minutes- Follow-up Activity - **Tree of Hope**
- Total Time – 1 Hour 40 Minutes



### Resources

- **Warm-up Activity:** Poster board, magazines, scissors and glue.
- **Body Activity:** Wall/whiteboard, paper, tape, sticky notes or index cards and pens or markers.
- **Follow-up Activity:** Paper and pens or markers.



### Lifecomp Competencies Covered

- **L1 Growth mindset.** Belief in one's and others' potential to continuously learn and progress.
- **P1 Self-regulation.** Awareness and management of emotions, thoughts and behavior.
- **P3 Wellbeing.** Pursuit of life satisfaction, care of physical, mental and social health; and adoption of a sustainable lifestyle.



### Hints & Questions

- For warm-up activity, you can instruct instead to use Pinterest and to pin pictures on a board.



### Keywords

- Trust, confidence, endurance, reliability



# Warm-Up

## Scrapbooking



### SUPPLIES NEEDED

- Piles of magazines
- Scissors
- Glue or pins
- Large poster paper



01

### GOAL

The goal of this activity is to explore the concept of hope and its relevance to attaining soft skills. By creating a scrapbook-style poster with symbols of hope, participants engage in a creative exercise that encourages growth mindset and openness to lifelong learning.



02

### INSTRUCTIONS

1. Explain the purpose of the activity: to create a scrapbook poster filled with symbols and pictures representing hope.
2. Instruct participants to search through the magazines and select symbols that remind them of hope.
3. Encourage participants to assemble the symbols on the poster paper using glue or pins.
4. After completing their posters, allow participants to share the stories behind their chosen symbols and discuss the collective power of hope.

# Warm Up : Scrapbooking



03

## Debrief Questions:

- How did the process of finding and assembling symbols of hope affect your mindset?
- Can you relate any of the symbols to experiences in your personal or professional life?
- How can fostering a sense of hope enhance your approach to developing soft skills?
- How might this activity align with the growth mindset and the principles of lifelong learning?



04

## Conclusion and relevance to the Lifecomp Framework:

The Scrapbooking activity aligns with the L1 Growth Mindset competency of the LifeComp Framework. By exploring symbols of hope, participants engage in a reflective process that nurtures an understanding of learning as a continuous journey. Embracing a growth mindset and maintaining openness to new ideas are essential components of building soft skills for a successful future.

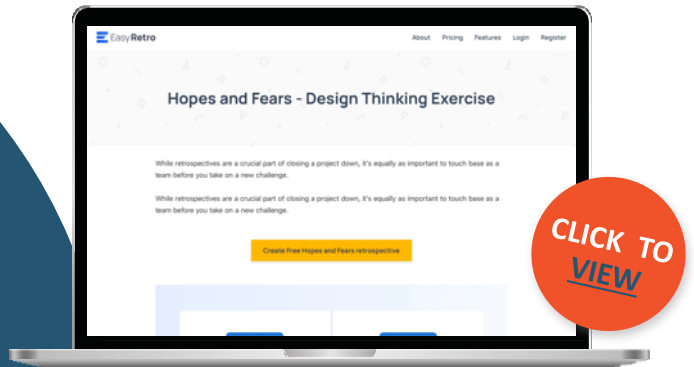




## 1.3 - Main activity: Hopes and Fears - Design Thinking

### SUPPLIES NEEDED

- Sticky notes or index cards
- Markers



### RELATION TO LifeComp Framework:

In this section, participants should successfully understand how to separate their fears and use hope to reach their goals. P1 Self Regulation is nurturing optimism, hope, resilience, self-efficacy and a sense of purpose to support learning and action.

### Description:

#### Hope and Fears- Design Thinking

Hope is probably closest to trust. When you have hope, you are placing your trust in the potential for something positive to happen. The hopes and fears activity is an effective way to gauge participants' attitudes about a project, workshop, or any other collaborative engagement.





## Steps:

01

### Explain the exercise to your group

You'll need to make sure that your group understands what you're doing and why. This gets everyone on the same page — knowing what to expect. The Hopes and Fears exercise works best when everyone is open and honest. Participants should know that their contributions will be shared and then discussed. Wherever possible, avoid anonymity.

02

### Have everyone write down their Hopes and Fears.

You'll pass out sticky notes or index cards for everyone to write down their Hopes and Fears. Each note should feature just one Hope or Fear — although there's no limit to how many sticky notes each person can have!

It might be a good idea to offer some prompts to your team members, as this can fast-track you to meaningful insights. Here are a few to get you started:

03

I hope...

I want to avoid...

I'm worried about...

I would love for...

“Last time [this happened] and that was great/not so great...”

“For me, success looks like...”



04

### **Post everyone's Hopes and Fears on the wall**

Before the meeting starts or while everyone is writing down their Hopes and Fears, you can use opaque tape to create a place on the wall for members to stick their Hopes and Fears — like a T-chart.

Make sure the two sections are clearly separated but physically close enough to one another that you can discuss them in tandem. Once everyone is done writing their notes, they should stick them to the wall.

05

### **Discuss!**

With everyone's Hopes and Fears up on the wall, it's time to discuss what your team members have to say. Get each participant to point out their Hopes and Fears and elaborate on them a bit. Then ask other members to weigh in, before moving on to the next person.

When discussing each person's Hopes and Fears, make sure to address the cause or root of each point — and the likelihood of each Hope or Fear being realized. Try to come up with solutions to the Fears and see if there are any correlating points between them and the Hopes.

# Follow-Up

## Tree of Hope



### SUPPLIES NEEDED

- Drawing materials (paper, pens, markers, etc.)



01

### GOAL

The goal of this activity is to create a visual representation of hope that serves as a daily reminder to maintain a positive outlook. Addressing the P3 Wellbeing competency, participants adopt a sustainable lifestyle that nurtures their mental and emotional well-being.



02

### INSTRUCTIONS

1. Explain the concept of the Tree of Hope as a visual representation of personal hopes and values.
2. Instruct participants to draw a tree, with the roots symbolizing important aspects that support their life and the branches representing hopes and dreams.
3. Encourage participants to label the roots with significant elements and the branches with specific hopes and aspirations.
4. Participants can choose to share their Tree of Hope on social media and tag relevant platforms.

# Follow-Up: Tree of Hope



03

## Debrief Questions:

- What elements did you choose to represent the roots of your Tree of Hope, and why are they important to you?
- How do the branches of your Tree of Hope align with your future aspirations and goals?
- How might visualizing your hopes in this way positively impact your daily mindset and well-being?
- How can this activity contribute to fostering a sense of connection and support among participants?



04

## Conclusion and relevance to the Lifecomp Framework:

The Tree of Hope activity aligns with the P3 Wellbeing competency of the LifeComp Framework. By creating a visual representation of hopes and aspirations, participants engage in a reflective exercise that supports their mental and emotional well-being. This activity encourages a sustainable lifestyle by providing a tangible reminder of their personal values and goals, fostering resilience and a positive outlook on life.

