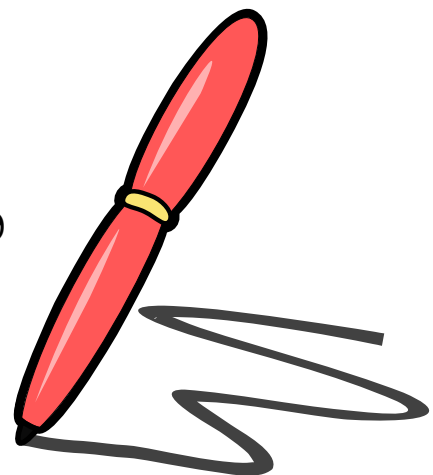




WORKING DOCUMENT

101 - ANALYSIS OF THE
MANUAL'S POSSIBLE
STORIES

2020-1-ES01-KA227-ADU-095529



WORKING DOCUMENT

IO 1 – Analysis of the manual's possible stories

INTRODUCTION

In this document we can find all the stories that have been proposed by every partner.

For each story, we can first find the title, the area of learning, the value and then the characteristics of this concerning the single story. After that, we have a box where it is optionally explained why they chose that value. Following the text of the story there are two more important points: the moral of the story and the reflection of the story.

In this document we worked on 57 stories. Every partner association worked together to find the appropriate stories to the reference values.

It is called a working document, precisely because it is possible to see how we worked. There are several comments and explanations from all the members of the project. In addition, it is possible to see how we worked on the choice of the characteristics of the values, through the use of the yellow marker.

It is important to point out that the result is interactive. This means that if you want to work with another story, it is possible, because these stories are open and versatile. These are all very interesting stories precisely because they not only have a deep meaning, but also because they contain several values within them. These values teach us to face and look at life from a different point of view.

It has been a pleasure for us to work on these stories, and we hope you enjoy them too.

The Power of Stories team.

Partner 1: AUGUST VERMEYLEFONDS

NAME OF THE STORY: Afrika

1. Area of learning of the story: EMPOWERMENT

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- having a desirable and achievable vision*
- setting realistic goals*
- successful planning and prioritizing*
- working with others to achieve the goal*
- breaking a task down into small, achievable units*
- having the faith and confidence to start*
- making sure that the goal you think you want is actually what you do want*
- personal and team goal setting*
- styles of leadership to help you achieve the goal*
- practical ways to achieve the goal*
- positive goal setting, positive thinking*

Explain your choice

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PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- creative and lateral thinking*
- the need to challenge 'the rules'*
- the role of learning and coaching in problem solving*
- using experience to solve problems*
- viewing 'failure' as a natural part of the creative process*
- the dangers of 'self-fulfilling prophecy'*
- how different people perceive and deal with problems*
- constructive problem solving*
- getting feedback in our problem solving*
- planning and prioritizing problems*
- paying attention to detail*
- having faith and determination*
- bringing problems down to size*

Explain your choice:

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REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking
- taking a different vantage point to a situation
- reframing an issue or problem
- reframing your attitude to your goals
- appreciating other people's 'maps of the world'
- not attempting to 'fix' people with one solution
- realistic thinking
- practical solutions
- creativity in change management
- changing paradigms

Explain your choice:

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EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment
- taking responsibility for our own actions
- believing in your own capabilities
- creative and positive thinking
- seeing things from a different perspective
- not relying on other people to make decisions for us

- leaders and teams and team empowerment*
- vision and creative thinking in empowerment*
- the effect of beliefs and values*
- freeing yourself from constraints - real or imaginary*
- the effect of rules and procedures on empowerment*
- taking risks*

Explain your choice:

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SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- building self-esteem*
- giving praise and reward*
- giving and receiving feedback*
- people's perceptions of others*
- building self-confidence*
- believing in your own capability*
- .. having courage in your own convictions*
- developing self-esteem through learning and understanding*
- being aware of your self-image and identity*
- goal-setting to achieve success*
- hidden talents, latent skills*
- achieving success - both individually and as a team*
- the power of positive thinking*
- influencing and assertiveness*
- personal achievement*

Explain your choice:

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2. Introduction of the story

Vermeylenfonds made a booklet with stories of homeless people during the corona lock down. We had talks with people about their live and their hopes. Here is the story of a young man called Afrika.

3. Text of the Story

AFRICA, 23 YEARS, HOMELESS, BORN IN A REFUGEES CAMP IN MALI

My name is Africa and I am an artist. I'm also going to be a writer. Now I'm still working on my youth work, it's called journalia. I am twenty-three years old. I see my music as a reflection of my first literary works; the first texts I wrote in music are the basis of my books. I am of Rwandan and Algerian descent and I am an outsider in every community out there. I was born in a refugee camp in Mali. I came to Belgium alone with my mom.

I'm just trying to stay positive, but I'm also fighting for that, so it's also a reality that I can smile positively again and stuff. Every day is a battle, both literally and figuratively.

I defend myself (laugh)and I combat, racism, being an outcast, other outcasts. uhm. And for freedom, freedom anyway.

My life has always been chaotic, and now it's like that for everyone and it's less noticeable, so that's nice. Well, I do live in night shelters and stuff.

Because people don't just look at being homeless from that box they're always in and I don't mean that cynically of 'wow, they're in a bad place right now'. However, they now know that there is a future that will have to be fought for, which can no longer be taken for granted because 'Mom and Dad have it ready'.

The coldest and warmest moment for me during corona?

The coldest when the criminal investigation department of Ghent came to do an identity check for the third time in an apartment where there is little to be found anyway. All the way and stuff. Very intimidating. And they do that 3 times because they are not in contact with each other. They come here because there was life in the party and that is not allowed. Noise. And then the hottest moment. My girlfriend, it's out now, but she visited

me and that was a surprise. She is from Switzerland. I opened the door to a friend of mine and she came out of the taxi! And yes, I wrote three albums for her and was able to finish my first album.

My girlfriend lives in Switzerland, and there was a lockdown and she did come over here... Well, TV really doesn't have any truth at all, but really nothing at all. The reality is that people who really want to do something can. And indeed almost everyone told her it was impossible. She called the police of Switzerland, the police of Germany to ask if she would get there or not, that was really a hassle. But in the end everything went as planned and she flew here.

Then we went from place to place, because the corona measures were so strict that everyone was a little stressed by our presence. After a month she went back home, after we finished everything.

I will be releasing my first album soon and then I'll have copyrights and stuff. I used to work in a sports shop, but that has now been stopped because of corona. It's so uncertain, but I always look to the horizon, to what will come next (laughs). I do think that there are opportunities in corona, as many opportunities as otherwise. But that may be because I see it from a different perspective. I can imagine other people harassing their old boss or something.

The shop where I worked is already open again but only a maximum number of people can enter and then they need less staff.

So I have a job and yet I'm homeless, and that's because of money. Ghent is super expensive. I was in Bruges yesterday and it is cheaper there than here. While there, it is even more historic and often busier. Weird. But it's not my taste, it's not what I want. I am very picky with everything. But really with everything. And so I'd rather be homeless.

During Corona I miss my brothers who lives with my mother in Aalst.

But I never missed partying. I think I can now better consult and call the communities that I really need. Holidays are really a bit of a struggle to fit into each other's schedule. I didn't miss that (laughs). Now you contact who you need and you send a message to whoever you think of and that happens spontaneously.

I think Chess can still go viral If everyone played chess, the world would be a much better place. Because chess opens a dialogue, purely with the Intellect, with no tool (laughs). I think that's really nice.

A bit abstract, but still.

I Would like to develop a vaccine against racism. Simply because it is so clearly a disease. Racism is something abstract to people who have

nothing to do with it and don't know what it is. For example, yesterday there was a fight and the point was that that person already had racist motives. He just used that person as an excuse to fight. And I've also noticed that some people try to automatically provoke me, that they think I can't control me because I'm black. And if I came up with a cure for racism, it would not be a magic vaccine but the confrontation I think. It shouldn't actually be verbal, because you can't explain it. We learn best when we just feel something. I think language is still too distant or something. Maybe Chess 😊

4. Moral of the story:

Homelessness is in many situations unwanted. But even people with a job can end up without a house due to economical setback.
We can learn from this story that homeless people all have an individual background and do not coincide entirely with their situation.

5. Reflection of the story:

Resilience is a strong characteristic to survive.
Having a job is not a guarantee for carefree living and homelessness is biased for some people and public opinion and should not be seen as a lack-all.

Partner 1: AUGUST VERMEYLEFONDS

NAME OF THE STORY: Can-cer

6. Area of learning of the story: EMPOWERMENT

ENVISIONING AND GOAL SETTING

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- being aware of your self-image and identity*
- goal-setting to achieve success*
- hidden talents, latent skills*
- achieving success - both individually and as a team*
- the power of positive thinking*
- influencing and assertiveness*
- personal achievement*

Explain your choice:

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7. Introduction of the story

With Vermeylefonds we helped dr. Rudy Van Giel (a GP from Ghent) to get attention for his story. He became ill and was diagnosed cancer. Our doctors are well trained, they are educated in disease patterns, treatment options, prognoses for healing ... But when a doctor suddenly becomes a patient himself, he finds that doctors must also learn how to deal with sick people. Because as a patient, as a sick person, you not only need a good diagnosis, possible prognoses and a clear treatment plan. There is no question that we expect from a doctor that he or she is first and foremost an expert therapist, up to date on the latest scientific insights, with the skills that high-tech interventions require nowadays. In this respect, we in Belgium are simply spoiled with all our top doctors. But there is also a downside. A sick person is more than just a body; there is also a human being behind the illness, a being with feelings and emotions. We doctors have no time for that aspect. Everything has to go so fast, because the next patient is already waiting. Besides, communication is not our strong suit; having a conversation about someone's life and death is quite complicated, we are not familiar with it, we feel uncomfortable with it. About the author: Dr. Rudy Van Giel spent a lifetime serving his patients, but just when he wanted to put away his white coat, life threw him into a wry role-play: he was told he was suffering from a life-threatening illness. As a physician, he knew better than anyone what was coming for him. Through his condition, however, he came to know the medical world differently.

8. Text of the Story

A view as doctor-patient

During the consultation, when the word cancer was mentioned, the ground sank beneath me. Yet I was immediately presented with the most terrible therapies - cutting, radiation, chemotherapy, hormones - as well as all the side effects that were associated with them ... In the same breath, I was told which treatments 'we' would use to deal with these unpleasant consequences. Of course, we first had to make sure that there were no metastases, and then make the necessary appointments... And all of this information was thrown at me in barely five minutes.

Air. I gasped for air. The questions only arose afterwards. A professor had described a similar experience to me, although she was head of her department at the same clinic. And it went exactly the same way for a colleague whose wife was suffering from a brain tumor: he too was speechless after the bad news consultation. Hence the golden advice: never go to these kinds of consultations alone, even in times of corona. A Dutch cancer specialist who himself was struck by a malignant tumor goes one step further: he suggests recording the conversation, because "doctors give a lot of important information in a short time. What is said to you at such a moment, you cannot control, whether you are medically trained or not.

LANGUAGE

During a Zooms session at VUB, I learned how much can go wrong with the approach of some of my colleagues. Imagine a consultation; a patient has just been told that he suffers from prostate cancer and immediately after this the term 'castration' is used. The word alone! That's something you do with dogs and cats! Not with people! I can still hear the man in question saying it, how his brain refused to listen to any further information that followed. Because a human being who has just been told that he might die is no longer reacting normally, he is stunned. And then to want to emasculate him! Such an approach does not show much human knowledge. Holding out the prospect of a mastectomy to a woman, or striking at the core of a man's being ... a doctor should at least realize the impact of his language. You don't just say things like that in passing. If years of academic training prove incapable of imparting any tact and are limited to spouting off high-tech professional idiots, wouldn't it be wiser to have the job done by psychological personnel who are trained in conversation techniques.

However, I thought that bad-news interviews were now included in the training of medical students. In my day, more than forty years ago, this was not necessary, of course. Because you simply didn't communicate unfavorable diagnoses to patients. That was considered a professional error at the time. You only brought messages of hope and let the patient find out for himself as time went by that it was probably not going to end well ... and that you, as a doctor, were therefore a terrible liar.

Plato had already stated that every doctor had to be affected by the illness he was treating. In a way this Greek philosopher had a point, thought Warner Prevoo, when he was struck by the disease that he treated himself.

Cancer was his profession, now suddenly it became his destiny. 'That's a landslide,' he said 'that changed my whole view of the disease.'

WAITING

The waiting, for example. Since I, too, ended up in that administrative merry-go-round, I don't understand how things can go so wrong in that area. It's not the fault of the care workers or the nurses, but of the management: let's hope it's not the result of indifference, but just a sign of complete incompetence. Of course things can go wrong

and of course unforeseen circumstances arise everywhere. But not systematically! Then something is wrong with the organization. Or a total lack of it.

Nuclear medicine and its scans are a case in point. It is torture to make someone wait for three hours in a cramped room, together with twenty or thirty anxious fellow sufferers, all playing the same film in their heads: 'Have I got it or not? How much time do I have left? The tension in such a room is indescribable: this is a place full of patients who are dying or are afraid to die. Colleague Prevoos attributed these waiting times in his hospital to the various scientific studies that are underway: patients have to be scanned, not because of their illness, but because of the study they are part of. This creates an extra workload for the radiologists because of the additional reports that have to be dictated.

Then there is the infinitely long time that elapses before you get the results! This is pure hell. I think here of a colleague of mine, a professor, who had had an unsafe sexual contact and had to wait twenty-four hours for his HIV test. He simply ran up the walls. He can certainly imagine what it means when you can only find out after ten days whether your tumor has spread, where exactly it has done so, and whether or not you will die in a short time.

I myself was just a patient like all the others. At least, that's how I had planned it. I would only find out the results of my scan after the appropriate time had elapsed, just like everyone else. But the days that followed my scan were indescribable: fear ruled, panic, sleeplessness, trembling, sweating ... Impossible to think of anything else; your world is reduced to the prospect of that day of doom, the day you have an appointment with your colleague, the day your verdict will be irrevocable.

No, this situation was untenable for me; my nerves were going crazy. So I invoked my doctoral prerogative. I contacted a colleague and obtained the information 'before my time', a privilege which, of course, an 'ordinary' patient is not allowed. And apparently it does not matter whether the results are good or bad, knowing immediately takes away all tension. In every cancer patient. So why don't our clinics manage to handle these matters better? They can't do any worse in this respect!

Waiting! You do not make a patient wait. Yvo Smulders and Max Nieuwdorp are in complete agreement on this point, since they themselves ended up in the hospital as patients. Both are professors of internal diseases in Amsterdam and both only fully understood the importance of keeping punctual appointments when they themselves ended up on the other side of the medical business. If you are unable to attend or are late - which can happen to any doctor in the course of his work - inform your patient in advance: 'Don't worry if it's a bit late'; everyone understands that something unexpected can happen in a clinic.

But don't make a patient wait unnecessarily! One of the two professors remembers all too well how desperate he was when his colleague did not call him at the agreed time with the lab results. Imagine the situation if there was no telephone at all - which can actually happen - because then someone goes completely crazy! Dominique Verhagen, internist, adds that doctors often have no idea how dependent their patients are on them: 'If you say you'll come by the bedside one more time that afternoon, do it!' This brings to mind a quote from my own family doctor when he was undergoing surgery. He was looking forward to the surgeon saying hello to him, even though his visit did nothing to enhance the expertise with which the operation itself had been carried out. He just needed this visit to pull him up. But apparently such a visit was not part of the normal routine; it was a favor because the patient being treated was a colleague.

EMPATHY

I myself had also enjoyed this favor, although I had not for a moment thought about the privilege I was thereby enjoying. Nevertheless, I can yet I cannot emphasize enough the importance of this contact. I do not forget, for example, how - just before my last operation - the professor in the operating theater said to me: "We're going to start right away. That one sentence, and the warmth with which it was said, sent a peace of mind over me. It took away my anxiety. I felt I was in good hands.

Again I think of Max Nieuwdorp and the importance he places on psychological support when you are suffering from a serious illness. Whereas as a therapist in his hospital he had thought less about it, his view has changed since he himself has experienced what it means to be a patient. And what a support it gives you when just someone asks how you are doing. Those small, simple things. Because empathy, either you have it or you don't. On the operating table you can pull a green cloth over the patient and switch off your feelings," to quote colleague Warner Prevoo once again. But this tactic does not work in a person-to-person contact. You can't teach empathy in role plays. Nor can it be feigned. It is in the nature of the beast.

It also gives me the impression that the oncologist from Antwerp, Sevilay Altintaş, has become milder after she herself has looked death in the eye. Her words used to be, "I don't shy away from telling patients not to be faint-hearted if they have a stage one with a ninety-five percent chance of survival. Question is, does she still indulge in this same doctor mode today - the easiest way, because learned. Yet since she was admitted to the clinic with severe COVID-19 and became a patient experience expert, she sounds somewhat different: 'Now I know what it means as a sick person when someone holds your hand.'

Compassion for a patient is not limited to empty rhetoric such as 'I understand' or 'I wish you strength'," is another of Warner Prevoo's statements. 'Because what good is strength if I know I'm in the process of dying?' And frankly, how would an outsider manage to understand? 'The world of experience of seriously ill people is simply beyond our imagination,' posits Professor Yvo Smulders. As a healthy man, I had never realized how overpowering pain can be,' Professor Max Nieuwdorp adds. Since Udo Kischka, professor of neurology, suffered a stroke himself, he would ask his patients very different questions: He would no longer say, "I know what you have," but rather, "What does this disease mean to you? How do you feel about it?'

The same is true for me, because now I know what it means to be incontinent, the physical and psychological consequences! And I realize that the 'good' advice of not mourning what isn't there anymore, but on the contrary, to focus on what is left. Such advice is an easy solution, perhaps well-intentioned, but mainly carelessly and gratuitously said from the safe doctor mode. You experience this, although you probably have to become a patient yourself first. Because how sincere is that compassion? For compassion you need time. And, as a doctor, you simply don't have that in our current hospital industry. Because the next patient is already waiting at your door. He too is entitled to his share of 'attention'. But how, in this kind of well-oiled system, do you want there to be good communication between the therapist and his target?

Instead of reverting to learned automatisms, it is sometimes better to say nothing at all. Non-verbal contact often 'sounds' much more sincere. But for a doctor it shows courage to admit that he does not know. Nevertheless - and this is how the patient experiences it - then his doctor really feels with him and shares in the dejection. Doctors who have been patients themselves are usually more empathetic and patient.

And let's not always hide behind statistics. It doesn't help a patient one bit, because a patient doesn't focus on the percentage of people whose illness has had a favorable outcome; on the contrary, he concentrates on the number of fellow sufferers whose

illness has not. Besides, a person is not a number: he does not recognize himself in a cube from a graph or in a ball from the lottery. Don't show up with survival curves: they never say anything about the specific patient on the other side of the doctor's desk. About the individual. Being sick is not a competition.

Numbers are meaningless when you are suffering from a serious illness: no one who knows how to draw hope from averages or algorithms. The course of a life-threatening illness is simply unpredictable. It is often much less about death itself than about the process leading up to it: the feelings that overpower a person during the last phase of his life. On his way to the end.

A person who has just been told he might die no longer reacts normally, he is numb. It is agony to make someone wait for three hours in a cramped room, together with twenty or thirty frightened fellow-sufferers, all playing the same film in their heads.

Apparently it does not matter whether the results are good or bad, knowing immediately takes away all tension.

Plato had already said that every doctor had to be affected by the illness he himself was treating.

Just before my last operation, the prof in the operating theatre said to me: 'We're about to start.' That one sentence, and the warmth with which it was said, brought me peace of mind.

For compassion you need time. And as a doctor you don't have that in our current hospital industry.

Being sick is not a competition. Numbers are meaningless when you are suffering from a serious illness: no one knows how to draw hope from averages or algorithms.

9. Moral of the story:

The point of view from which we work determines our behavior in many cases. Being aware of our position and being open to the position of others can help us to achieve a better self-understanding and a better life together.

10. Reflection of the story:

Partner 1: AUGUST VERMEYLEFONDS

NAME OF THE STORY: **Candide-voltaire**

1. Area of learning of the story: **EMPOWERMENT**

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*

- *positive goal setting, positive thinking*

Explain your choice

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Il faut cultiver son jardin

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

creative and lateral thinking

- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

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You can be an example for the goals you want others to reach

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*

- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

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EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

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- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

Font: Calibri 11

2. Introduction of the story

On May 10, 1933, a horde of Nazis gathered on the Bebelplatz in Berlin to respond to the call of propaganda minister Joseph Goebbels. All books that did not fit into the canon of the Nazis were burned at the stake. Books by Heinrich Mann, Sigmund Freud, Erich Maria Remarque and Karl Marx went up in flames. Censorship is of all times. Critical voices are the louse in the fur of autocratic regimes. All means are used to silence them. Censorship is still a reality in various countries. Authors are still persecuted, books still burned. Censorship goes against human rights, and we cannot accept that. With the photo exhibition Brand, we want to bring the fight against censorship under the attention of the public. Well-known and unknown readers to be photographed with a censored book that has moved them, a book which they hope to read again. Again. And again

3. Text of the Story

This whirlwind book reads like rollercoaster. Barely a few pages in, the amusingly naive anti-hero Candide is drafted into the Bulgarian army after being thrown out of his castle, which is described as an earthly paradise, by Baron Thunder-Ten-Thronckh for having fooled around with the charming Cunégonde, the Baron's daughter.

What follows is a crazy adventure novel in which the unfortunate Candide falls from one adventure to another at breakneck speed. War, murder and mayhem, slavery, rape, an earthquake, cannibalism ... and so on, no disaster is spared for the protagonists.

The entire novel is a refutation of the German philosopher Leibniz's idea that we live in the best of all possible worlds. Rather than formulating his criticism in a dry philosophical treatise, Voltaire chooses a madcap farce to make Leibniz look like a fool. Candide, indoctrinated by his janitor Dr Pangloss, gradually discovers that the world is not such a great place to be after all and that Pangloss' optimism is unfounded.

At the end, Candide comes to the conclusion that it is best to work for a better world on a small scale. "Il faut cultiver notre jardin", or in other words, if you want to change the world, start in your own environment and more specifically in your garden. Would David Goulson ever have read Candide? In his latest book *The Garden Jungle* he writes: "In our garden we can reconnect with nature and rediscover where our food comes from. If we embrace this idea, we gardeners may well save the earth, and with it, ourselves."

Voltaire foresaw that his novel would soon be censored and did everything in his power to circumvent the censors. In the deepest secrecy, he sent unbound copies to all the major European cities. As was customary at the time with controversial books, the book appeared anonymously. He himself avoided any reference to the book in his correspondence. Soon clandestine editions appeared. Despite frantic attempts by the authorities to prevent further distribution, Candide spread like an oil slick.

In Catholic circles, Candide was not exactly welcomed. The fact that Voltaire at one point in the book has Candide chased by a gang of cannibals as they urge each other to eat the Jesuits will certainly have contributed to this. Still, it took three years for the Vatican to place the book on the *Index librorum prohibitorum*, the infamous list of books Catholics were not allowed to read.

Candide also managed to cause controversy in more recent times. In 2007 the Canadian Robert Carsen staged version of Leonard Bernstein's opera Candide suffered a strong case of self-censorship from the famous opera house La Scala in Milan. In the piece there is a scene in which Blair, Chirac, Putin, Bush and Berlusconi are dancing on an oil field, dressed only in swimming trunks but wearing ties. Pretty annoying for the opera house, as Berlusconi had already fiercely criticized La Scala at the time. Exit Candide, then. Some time later Carsen gave his explanation for the whole fuss about scrapping the piece: "I did think it was rather fabulous that Voltaire could still be as controversial a couple of hundred years later."

4. Moral of the story:

Many people within the LGBTQ+ community have shown a great coping strategy to defend and define their personal identity.

5. Reflection of the story:

People from the LGBTQ+ community still face a lot of prejudice and misunderstanding. Lou's story authentically brings out the struggles and sensitivities.

Partner 1: AUGUST VERMEYLEFONDS

NAME OF THE STORY: **CHAKIR**

1. Area of learning of the story: **EMPOWERMENT**

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*

- *positive goal setting, positive thinking*

Explain your choice

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Il faut cultiver son jardin

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

creative and lateral thinking

- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

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You can be an example for the goals you want others to reach

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*

- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

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EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

Font: Calibri 11

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

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2. Introduction of the story

in the spring of 2020, we took to the streets with Vermeylefonds to start talking to people about their lives under Corona. We met with Chakir. A young man who came to Belgium from Afghanistan and who especially wants to work hard. Sometimes loneliness overtakes him...

3. Text of the Story

Just because it's necessary

Today we are May 19, 2020, exit phase lockdown. Happy Friday afternoon. The weather is nice, perhaps a bit unseasonably mild and sunny for a spring day. The afternoon smiles as we are increasingly allowed to get outside and awaken slightly from the lockdown. I set off on my whistling bicycle towards Kiekenstraat 4b in the Brugse Poort, for the project Letters to Corona.

Why?

Simply because it is necessary.

Necessary because why?

Just because!

Because there are stories and experiences that want to be told but do not get written on their own.

That's why!

So that's why today I'm on duty as a pen-pushing story catcher, on my way to words that are too often hushed up and evaporate in the underprivileged cobblestones of certain neighbourhoods.

Curious about what's to come, I pace along the Drongensesteenweg. My condition has definitely deteriorated during the lockdown. It's a good thing that finally some more is allowed and the children can go to the emergency shelter for half a day.

I suddenly gain a bit of freedom of movement. Mouth masks at hand thanks to the memory of my niece.

Eating French fries

Today I meet Thomas, a pathfinder at vzw Jong.

He welcomes me to the courtyard, which has been a lot lazier than usual since the corona crisis. On the menu is an interview with a young Slovakian woman from the neighborhood who said she wanted to freshen up before the interview.

But, Thomas informs us, as so often here in the operation it is unpredictable whether the lady will actually return.

Unpredictable, why?

Simply; because! Because that's the way it goes here.

And whether she comes back?

We'll see later.

In the meantime, we move on to plan B. A tour of the district work of Jong in the Brugse Poort. The spaces where, outside of coronation hours, attempts are made to be of significance to children and young people in a neighborhood where that is sometimes desirable.

I peek around and let the first impression come to me. On the door hangs a flimsy leaflet with activities. Somewhere it says "Eating fries" and my gaze falls on the fryer that waits, odorless and bored, for the day that it can get back to work sizzling with hot oil.

The doorbell rings. Sometimes one of the young people blows in, Thomas lets me know.

With a question, a need for conversation or for a route to work. The group work has stopped, but the individual projects continue during these coronation times.

And so today I first meet Chakir and later in the afternoon Amel and Manele, about whom I will tell more later.

CHAKIR

Chakir is a young new guy in town, who dreams of a place to play the piano. A young man who loves playing cricket with friends in the park behind the courthouse. A young man who traveled 13000 kilometers as a young teenager, driven by the hope of a beautiful and peaceful life. A young man animated by the will to live without war.

A young man full of story, full of sorrow and overflowing with dreams and the will to make something of it. A lad who laughs and dreams, who cries and lies awake, a fellow between hopes and fears.

But with one bright mirage: "WORK GOOD, WORK , GROW , FORGET!"

For Chakir, it's as plain as day. Working is his holy grail. Working is his ticket to a life together with his wife, a ticket to a peaceful, safe and beautiful existence.

Not a gigantically spectacular dream, but one that he caresses as if it were a purring cat warming his feet with tea on cold winter days. It is a dream that keeps him going and pushing forward. Even on more difficult days.

And that's what they have been since corona: difficult days.

"I like to work, maybe tomorrow with interim, cleaning also good, not very cleaning also good.

Before corona I work a lot, I always work. Hospitality, building festival, kitchen, always working. I work for make good life." Making a Party

Throughout the talk, it quickly becomes apparent how central work is to Chakir's story.

What work? It doesn't matter, as long as it is work toward visa, toward being able to be together.

Bread on the table, as simple as that is the requirement. No fuss about talents and passions, no demands about tasks, content or hours and recognition. No, just: as long as it's work. That's how it goes for people with few options and hardly any negotiating power.

And whether this is abused?

The offer to work two days in a carwash for 17.5 euros a day is already on the table.

However, building up events, catering, kitchens, stage building, Chakir can add it all to his experience. From a year as a pizza chef and making ribs and fries in the Amadeus to helping build the Christmas market, Ostend For Anchor and the Ghent Festivities.

No shortage of enthusiasm and work ethic.

"I like to build Ghent's fiesta. Ghent beautiful. I live here now. Ghent now also my city

Ghent festivities really fun

First work Ghent's fiesta and then watch lots of movies.

Drinking a beer with a colleague. Have a party. Party make that be good."

This is how life is Chakir was born in Afghanistan. Afghan celebrations are not really an issue.

He is a child of a country torn apart by war and bombing.

No bombing as in the pool as we know it. Jumping off the pool edge with your knees raised in fancy swim trunks.

No, bombardment of bombs, shells, shrapnel and destruction, dust and stench and dying silence that still puffs from time to time.

Dying, dying, decaying, attacks and murders.

What does it do to a person when he sees his father murdered? In Chakir's case, it drives him to seek a safer, better and more beautiful life.

Why? Because!

Because that's what some people do, look for a safe and beautiful life for themselves and their loved ones.

Because there are things you never want to experience or hear or see again; not for yourself and not for your loved ones.

The fact that one of those dearest loved ones is at this very moment in Kabul in intensive care with corona and has to be ventilated does not help much. The bill is for Chakir. The pressure increases.

Chakir sighs, "Such is life."

All chicks have daddy

Yet Chakir remains a man of hope. The fiery look in his eyes has not yet died out. He believes in the future, in moving forward step by step.

"I hope good comes, with wife, with corona, with work, with visa, then I make beautiful life, with step forward!"

"My papa me say: Chakir you yourself can choose, you make beautiful good life or you make life kaput. Must choose good, choose good friends, I say ok papa, therefore I still seek good things, work, good friends ...yes, that not forget what papa has told me. I like to want papa here with me to talk to...all chicks have papa...Chakir not papa."

Seeing hope is always clean, the strength of a spirit bruised but not broken.

But the pain is no less.

She stutters lurching between dreams. Her lament is softly present but never overpowering. It is the second violin in minor. When the lights go out and the conversations still. It is the bourdon on which the solo rests. The nagging headache of stress and worry, the inability to eat.

I hear the whisper of a few glasses of anesthetic occasionally emptied too much in a lonely room.

"What should I do?"

"Who should I cry to?"

"Who do I listen to?"

"To whom should I talk?"

Since corona, these questions have continued to grind through Chakir's head. The days string together like ugly beads on a limp thread. With 1,000 euros replacement income and 650 euros rent, there remains little room for progress.

What can he do?

I have no idea. Wishing him foolish carefree seems a bit inappropriate.

We sit silently at the table. The question hangs in the courtyard full of powerlessness.

Minutes pass silently and then Chakir hopes again:

"Maybe tomorrow with interim."

4. Moral of the story:

Veel nieuwkomers willen hard werken. Ook tegen de vooroordelen die gevormd worden. In veel gevallen zijn nieuwkomers eenzaam omdat ze geen netwerk hebben...

5. Reflection of the story:

Partner 1: AUGUST VERMEYLEFONDS

NAME OF THE STORY: Chef in IG Auschwitz

11. Area of learning of the story: EMPOWERMENT

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- having a desirable and achievable vision*
- setting realistic goals*
- successful planning and prioritizing*
- working with others to achieve the goal*
- breaking a task down into small, achievable units*
- having the faith and confidence to start*
- making sure that the goal you think you want is actually what you do want*
- personal and team goal setting*
- styles of leadership to help you achieve the goal*

- practical ways to achieve the goal*
- positive goal setting, positive thinking*

Explain your choice

Font: Calibri 11

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- creative and lateral thinking*
- the need to challenge 'the rules'*
- the role of learning and coaching in problem solving*
- using experience to solve problems*
- viewing 'failure' as a natural part of the creative process*
- the dangers of 'self-fulfilling prophecy'*
- how different people perceive and deal with problems*
- constructive problem solving*
- getting feedback in our problem solving*
- planning and prioritizing problems*
- paying attention to detail*
- having faith and determination*
- bringing problems down to size*

Explain your choice:

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REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking*
- taking a different vantage point to a situation*

- reframing an issue or problem*
- reframing your attitude to your goals*
- appreciating other people's 'maps of the world'*
- not attempting to 'fix' people with one solution*
- realistic thinking*
- practical solutions*
- creativity in change management*
- changing paradigms*

Explain your choice:

Font: Calibri 11

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment*
- taking responsibility for our own actions*
- believing in your own capabilities*
- creative and positive thinking*
- seeing things from a different perspective*
- not relying on other people to make decisions for us*
- leaders and teams and team empowerment*
- vision and creative thinking in empowerment*
- the effect of beliefs and values*
- freeing yourself from constraints - real or imaginary*
- the effect of rules and procedures on empowerment*
- taking risks*

Explain your choice:

Font: Calibri 11

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- building self-esteem*
- giving praise and reward*
- giving and receiving feedback*
- people's perceptions of others*
- building self-confidence*
- believing in your own capability*
- .. having courage in your own convictions*
- developing self-esteem through learning and understanding*
- being aware of your self-image and identity*
- goal-setting to achieve success*
- hidden talents, latent skills*
- achieving success - both individually and as a team*
- the power of positive thinking*
- influencing and assertiveness*
- personal achievement*

Explain your choice:

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12. Introduction of the story

Annie from Blankenberge writes book on father who was a chef in Auschwitz: "He distributed kitchen surpluses in secret"

Annie Van Paemel from Blankenberge, together with Dirk Verhofstadt, has written a book about her father, one of the chefs at Auschwitz. "When he had kitchen surpluses, he would place them on the fence where people walked by who were stepping into their workshops," says Annie.

Chef in IG Auschwitz tells about the fortunes of Willy van Paemel and his girlfriend Yvonne during the Second World War. At the same time the book uses those lives to sketch a complete history of the war and to raise a number of philosophical questions about collective guilt.

The book provides 'histoire' interspersed with 'petite histoire', anecdotes that serve as a steppingstone to tell the story of a number of key moments in the course of the war: the fall of the impregnable fortress of Fort Eben-Emael; the so-called neutrality of Sweden; the 140,000 Flemish prisoners of war who were released by the Germans while the Walloons remained locked up; the forced laborers who had to work with 1100 calories a day in their stomachs (was that calculated?); the inhuman cruelty of the war; and the brutality of the war.); the inhumanly cruel cement command where there were two types of prisoners, the quick and the dead; the Nazi model of society that was totally racialized - not only as far as the Jews were concerned; the Blitzkrieg; and Zyklon B the delousing product that will cause 312,500 deaths per ton; it all passes in review.

And while you're reading that, you also find out that Willy is delighted when he gets his hands on a cookbook during one of his captures and promptly starts transcribing recipes. You get a taste of the goings-on in the kitchen of the Hotel Billiard Palace on the Koningin Astridplein and you learn how the life of Willy, once requisitioned as a compulsory worker, continues even in the camps with, among other things, soccer matches between the various nationalities in Auschwitz.

13. Text of the Story

Willy Van Paemel, Annie's father, was a promising chef in the 1930s, but the war stood in the way of a flourishing career. "My dad first had to do his army service and in the year 1940 he was immediately taken prisoner of war," Annie tells Radio 2 West Flanders. "After that POW, he was allowed to work again as a chef in Antwerp, but even then the war put a stop to my father's plans. There was a German official who forced him to leave Antwerp and go to a destination unknown to him. After 3 to 4 days of traveling, the destination turned out to be Auschwitz."

"Auschwitz is rightly linked to the extermination camps," says Annie. "But the site where my father ended up was Auschwitz III. That was the site of the IG Farben group, which contained several factories that kept the war machine running. Among other things, those factories made synthetic rubber for vehicles, but also saltpeter for explosives."

"When my father arrived in Auschwitz he saw the large scale of the concern," Annie continues. "They were in need of cheap labor, such as Jews and prisoners of war. My father had to work there as a chef. There was a certain hierarchy within the concern, also in the area of food. The Jewish people were given almost nothing to eat, while the workers from the East received slightly better food. The Germans, of course, got the best and the most food."

"Neither perpetrator nor victim"

"I thought for a very long time about my father's position in that camp. He was very useful to the Germans. Actually, he was neither perpetrator nor victim. Gradually, after a few weeks, he knew that terrible things were happening in Auschwitz. He often saw groups of people passing by who were stepping into the workshop. When my father had kitchen surpluses, he would place those surpluses on the fence where the people were walking by. That way he could, secretly, give some people a slightly better day, even though it was really just a drop in the bucket. I like to tell that story to my kids. That way they learn that you can actually always mean something to someone else."

I spoke above about the gas Zyklon B. Who produced and sold that deadly gas?

It was the chemical giant IG Farben, in a way the third protagonist in this book, next to Willy and Yvonne. The history of that industrial mastodon, which after the war was compulsorily split up into Agfa, BASF, Bayer and Hoechst, is fully disclosed and the fatal entanglement of war, finance and heavy industry, a phenomenon that Eisenhower referred to as the military-industrial complex, is exposed. War is shown in this book as a business where organizational skills and logistics are great qualities. And this is where Verhofstadt's knowledge of World War II and the Holocaust comes into play. The company felt the hot breath of communism and thought by financing Hitler it could avert an impending expropriation. It was a devil's pact because with the receipt of that money, all the Jews were fired at Hitler's request. Who's bread you eat ..., you know the drill.

It was this unholy immorality that the writers wanted to dig out:

"Our book exposes, above all, the immoral motivations of a series of important businessmen and scientists who, for the sake of power, greed and money-making, were prepared to sell their souls to the devil. They were scarcely punished, if at all, after a trial and again held high positions in German business after the war."

*Our own shameful pogrom against the Jews here in Antwerp - our very own Kristallnacht as it were - is also discussed. It began after an April 14, 1941 screening of the propaganda film *The Eternal Jew* in that beautiful Cine Rex designed by Léon Stynen. *The Eternal Jew* is improbably perfidious in the sense that it depicts, for example, Jewish ghettos and then says that Jews deliberately went there to shack up so as not to have to worry about the war. The truth, of course, was that Jews were forced to live there. After seeing *The Eternal Jew* the Anti-Jewish Central and People's Welfare took to the streets towards the Jewish quarter with the silent cooperation of mayor Leo Delwaide. They destroyed two synagogues and the mob attacked Jews. In front of the "accidentally" present cameras of the German propaganda services they smashed some synagogues and set fire to them.*

What emerges very strongly from this book is that everyone was an "implicated subject" in this dirty war. Hardly anyone cared about the fate of the Jews, not because they didn't want to, but because it was forbidden to care about their fate. Fellow prisoners were not allowed to write about them in their letters home and one was not allowed to speak up for them. When you read on page 176 how Willy asks a kapo who is beating up a Jewish prisoner why he is doing that, he says: "it's the only way to get promoted. Anyone who stood up for the Jews was severely punished and could even pay with his own life. All Willy could do is what he did not fail to do: as a cook in the factories of Auschwitz, some four kilometers away from the actual extermination camps, occasionally hiding some food in the garbage cans and peeling his potatoes as squares so that extra thick skins remained, because that was the food of the Jewish prisoners. But Willy also had a gnawing feeling afterwards, because also for him it was true that 'erst das Fressen kommt, und dann die Moral', first food on the table and only then moral principles. It shows once again that in a war there are only losers.

And after the war the Germans said: 'Davon haben wir nichts gewusst,' we knew nothing about that. It is also the title of a book by Peter Longerich that tries to reconstruct who knew about the genocide of the Jews from when on. But didn't actually everyone know? Deep down in their hearts?

The war is now almost eighty years over but it is our conviction that we will always remain only a hair's breadth away from barbarism. This book contributes to that realization once again.

14. Moral of the story:

Auschwitz 1: where so much cruel and inhumane torture took place. Individual's belongings were on display; shoes, hair, pot, pans and bags.... where photos were used to commemorate pre-war Jewish life. We saw lots of terrible things
Each person has a different reaction to the camp but for many it had changed how they word what they say, how they act towards people and overall view of life. They never realised how much they don't appreciate the life they had

15. Reflection of the story:

courage and self-sacrifice are not only to be found at the frontline. Many people tried to help others using the possibilities they had at hand. To change things in the world it is also up to you!

Partner 1: AUGUST VERMEYLEFONDS

NAME OF THE STORY: Come In Come In

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*

- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

Font: Calibri 11

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

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REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking
- taking a different vantage point to a situation
- reframing an issue or problem
- reframing your attitude to your goals
- appreciating other people's 'maps of the world'
- not attempting to 'fix' people with one solution
- realistic thinking
- practical solutions
- creativity in change management
- changing paradigms

Explain your choice:

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EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment
- taking responsibility for our own actions
- believing in your own capabilities
- creative and positive thinking
- seeing things from a different perspective
- not relying on other people to make decisions for us
- leaders and teams and team empowerment
- vision and creative thinking in empowerment
- the effect of beliefs and values
- freeing yourself from constraints - real or imaginary
- the effect of rules and procedures on empowerment
- taking risks

Explain your choice:

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SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

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2. Introduction of the story

Entree Entree (Come in Come in) is a neighborhood project conceived by Barbara Callewaert and accomplished in collaboration with Vermeylenfonds. But above all it is made possible thanks to the hospitable people who let us into their homes, and also a little into their hearts.

We portray people in a letter. During an interview we type it out, and afterwards they receive it in a beautiful envelope. Beautiful in its simplicity, even if we say so ourselves.

Afterwards, we distill a striking sentence or quote from it that typifies the person, and that quote then appears on their doorstep or in their window. When all the interviews are over, we go out on the street again to place the sentences. Anyone is welcome to come along, gladly. That way you get to know the people in your neighborhood, and you catch a glimpse of their personality.

Warm greetings,

Come In Come In

PS: We are scouring the streets around the Sacred Heart Church and in the week of March eleven, the sentences will be set!

[\(1\) Entree Entree | Facebook](#)

[Entree Entree \(@entree_entree\) • Instagram-foto's en -video's](#)

3. Text of the Story

On Tuesday evening we went to see Liesbeth, a real conversationalist bubbling with optimism, quite unexpectedly, even for us.

26/02/2019 "May we come in?". If you can stand clutter yes (laughs)

How are things? Ah well eh, we're going on a trip next week, away again, doing nothing, well yes, going for a walk and so on.

The tent in the living room is a compromise with my two sons.

Starting every day with the same sentence. The first thing I think in the morning is, "Where's that snooze button?" It takes me a long time to get up.

Gobbles of love. You have the cliché of course, a picture of the kids, the toddler things we have hanging there (points). A bouquet from my husband, it's from a month ago, it's leftovers, 'tis a blob eh (laughs). Cozy chaos, I'm not going to clean up everything behind everyone's back, I love that too. And the woodlice terrarium, no idea if there are any in there. (laughs)

Being able to enjoy only one thing? The people around me.

The sun is nice, but then it doesn't rain and you have a problem too. Can't you arrange it so that in summer it rains between three and six thirty? (laughs)

The last time I was hit in a nice way? No idea, I don't have easy outliers up or down like that.

The oldest had a concert, I liked it, but it didn't touch me.

We had dinner outside with the neighbors, our gardens run through, the disadvantage is that in the summer you stick to the terrace, but I enjoy it.

Suppose I was a present, with an etiquette on it for an outsider, it would say....

Gosh...What typifies me very hard is that I am optimistic. If something bad happens I'm going to see it positively. "Always try to walk on the bright side", maybe?

Never say never (about shit moments), but if you give it a spin, you'll see the sun, even if there is fog. "I like to give it a twirl, toward a bright spot," she says. "There are few things that are truly hopeless." Do I think that because I don't know misery, or because I always look for a positive side? I don't know. If you can't change it, throw it away and grab onto something that you can.

The morning of February 26 became a morning to cherish. One that will flutter around in our memories for a long time to come. A few days ago we rang the doorbell, a very friendly man opened the door. There was a language problem. With hands and feet we promised to come back, with an interpreter. We found one in the street, a man all willing to help us promised to join us. No sooner said than done. We entered. The interpreter didn't know what hit him, our host even less so and we sat there and watched. Bulgarian sentences

fluttered around our ears accompanied by male chuckles and the canary laughed along with us. An interview of a delicious kind of confusion that cannot be described in words. Be sure to read below and enjoy with us the inimitable feat of Babelonic confusion of speech.

26/02/2019

How are you doing? Good, very good.

One sentence to get up with every day, for the rest of my life: "I want to drink a coffee and smoke a little". (after long hesitation). **Love in my house?** (The canary lets out a loud voice) (The interpreter laughs out loud)

My house I painted.

Suppose I am wrapped as a present, with an etiquette on it? (Sighs, thinks). For my birthday perhaps? (There is ambiguity about the occasion for giving a present, is it for a woman, a birthday...) What my mother would say? "Always live beautifully."

What I lie awake from sometimes? Headaches, stomach aches, ...

What recently moved me? People who are positive and make good things. (Laughs with our old typewriter)

Monday we went by on Engel Street, a woman answered the door. "Are children allowed to participate too?", she asked. We were allowed to come back when her son was home. And so this morning we interviewed our youngest local resident so far: Jasper. A big thank you to Jasper, and to his mom for taking the turn so nicely on him.

6/03/2019

How 's it going? Good.

Starting each day with one sentence. "Good morning." (Mom had expected, "Can I get on the Ipad", but I shake of 'no') **Sparkles of love in my house.** Upstairs in my room, when I go to sleep, my mom always gives me a kiss, to me that is a blob of love.

If I could only enjoy one more thing, I would choose the Ipad.

Tobias (the younger brother): Me something else: soccer.

The last time I was moved. Looking at a photo album upstairs in my bed, I was kind of moved. A picture of when my mom saw and touched me for the first time.

If I were a present, it might say... "This present is for someone" "It's a kind of reading and calculating machine", I love that.



4. Moral of the story:

People had something to talk about. They were proud of their street and had more in common than they could imagine. Imagination plays an important role in mutual consideration. Attention for each other was stimulated. And for outsiders who came for a walk the neighbourhood was culturally upgraded.

5. Reflection of the story:

In a street where a lot of neighbours don't know each other because of the language barrier in an overpopulated area Barbara found a simple way of gaining trust and connecting people. She brought the inside out by asking very tender questions and distilling a quote for everyone to see.

Partner 1: AUGUST VERMEYLEFONDS

NAME OF THE STORY: Mathilde

16. Area of learning of the story: EMPOWERMENT

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- having a desirable and achievable vision*
- setting realistic goals*
- successful planning and prioritizing*
- working with others to achieve the goal*
- breaking a task down into small, achievable units*
- having the faith and confidence to start*
- making sure that the goal you think you want is actually what you do want*
- personal and team goal setting*
- styles of leadership to help you achieve the goal*
- practical ways to achieve the goal*
- positive goal setting, positive thinking*

Explain your choice

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PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- creative and lateral thinking*
- the need to challenge 'the rules'*
- the role of learning and coaching in problem solving*
- using experience to solve problems*
- viewing 'failure' as a natural part of the creative process*
- the dangers of 'self-fulfilling prophecy'*
- how different people perceive and deal with problems*
- constructive problem solving*
- getting feedback in our problem solving*
- planning and prioritizing problems*
- paying attention to detail*
- having faith and determination*
- bringing problems down to size*

Explain your choice:

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REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking*
- taking a different vantage point to a situation*
- reframing an issue or problem*
- reframing your attitude to your goals*

- appreciating other people's 'maps of the world'*
- not attempting to 'fix' people with one solution*
- realistic thinking*
- practical solutions*
- creativity in change management*
- changing paradigms*

Explain your choice:

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EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment*
- taking responsibility for our own actions*
- believing in your own capabilities*
- creative and positive thinking*
- seeing things from a different perspective*
- not relying on other people to make decisions for us*
- leaders and teams and team empowerment*
- vision and creative thinking in empowerment*
- the effect of beliefs and values*
- freeing yourself from constraints - real or imaginary*
- the effect of rules and procedures on empowerment*
- taking risks*

Explain your choice:

Font: Calibri 11

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- building self-esteem
- giving praise and reward
- giving and receiving feedback
- people's perceptions of others
- building self-confidence
- believing in your own capability
- .. having courage in your own convictions
- developing self-esteem through learning and understanding
- being aware of your self-image and identity
- goal-setting to achieve success
- hidden talents, latent skills
- achieving success - both individually and as a team
- the power of positive thinking
- influencing and assertiveness
- personal achievement

Explain your choice:

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17. Introduction of the story

Vlamingrant: In august 21 Vermeylenfonds organised a trip to the formal migration route and mining industry in the city of Charleroi. the participants had very different backgrounds. Some have not been in Belgium long others arrived here in the 60s and 70s as migrant workers. During the bus ride Hannah, as a granddaughter tells the story of her grandmother who had arrived here in the 'promised land' in the 60s. Many times there is a focus on the men in the history of labor migration. This story is about the experience of the woman.

18. Text of the Story

We are on the migratory route. People often tell about the guest workers but I am going to tell you the story about the wife of a guest worker. My grandmother Batulla Batulla was already crossing the border when she got married. She moved from Farghana, Morocco, to the Spanish enclave of Melilla to live with her brand new mother-in-law. Her husband also had the Spanish nationality by coming from the Spanish enclave so he could leave already in 1964 for the land of milk and honey: Belgium. While she was pregnant, he left to make money for his new brood. batulla liked to go to the Koran school in the mountains. Batulla follows her husband a few years later for a second time. It's the second time she leaves her village but this time not to a city in the same area. But a distant country called Belgium . She is invited for family reunion 2 years later. Because of her early arrival she is one of the first Moroccans in Belgium. She is alone with 3 small children on her hip. In 1967 Minmoen returned to Melilla to bring his wife and children with him. My father was 2 and his sisters 1 and 3. On the boat was a Spaniard with a lucrative extra income: family reunification. He was waiting for the young family in Malaga to escort them to the wood store. The family called him chatto: (what little nose means t in Spanish), he was from Heusden. He would later become a friend of the family. In Melillia, the village helped raise the children. Her entire in-laws were there to support her. Her own family lived close to the city border. She was shown pictures of Belgium; it was a more pleasant life there, easy to earn money and easy to build. There was much poverty in the Rif because of the poisonous gas attacks by the French and Spanish in 1926. The fields didn't grow anymore, there was no real work but she lived on a valley where you could see the sea in the distance. Later she would sail there. In Melilla the Amazigh culture was experienced more intensely. She went to Belgium to earn some money for a few years and then back to Morocco to buy a house. Mimun promised her a house with television in Belgium, she arrived in a barrack covered in white snow (the first time she saw snow), she thought there was white sugar or salt on the ground to welcome them. The next day it was pitch black; sirens blaring; hordes of miners coming and going from their shifts. There were strikes everywhere, May 68, the police searched everywhere. Mimoun joined the strike, fled into the house. Batoula didn't know what was going on: she couldn't read the newspaper or understand the news. The fear, the fear! White students marched through the streets. One of them was Kris Dukes." They were standing up for our rights but we were afraid of them. Did we know they were there for us? That later that would become the 'party of the arbied' " minmoun told. The years in the barracks were so turbulent that they could not travel to the motherland. The Spaniards and Italians got a delegate to safeguard their welfare and rights. The Moroccans were given spies to see if they were not unifying too much. Especially the Amazigh were watched. They would have to put their amazigh culture aside and verarabize. The purification of the moroccan tongue succeeds better abroad where there is no community yet. Especially Batoulla's family is being watched because her brother-in-law was politically active for the rights of the Imazighen. Batoulla could not make any statements. As the Spaniards had to remain silent about Franco, she had to learn to remain silent. To this day she appeases her family when they want to express something negative about the motherland. It is almost paranoia. In Meulenberg she felt left alone. She could speak a little Spanish by living in Melilla for a while but there was no one she could really talk to. She felt abandoned and alone. A few years later The Moroccans arrived. They were still only men. Family reunification happened years later. The Moroccan families who arrived found refuge

in the Zaouad barracks. Bit by bit batoula found community. She shared her room with the new women she could talk to after years. She brightened up a little. The smoke before her eyes lightens a little. This is short-lived because once a Moroccan family was assigned housing, care was taken to make sure it was far from the other Moroccans. Community building was eliminated in every possible way for fear of resistance. Mimoun who made friends in the coal mines, batoula who stayed at home alone. Because the reunion wasn't set up right so you had to have good contacts. The Spaniards were higher up in the hierarchy but mimoun had good contacts so he could fix things like a stone house. The Imazighen found affiliation in the Spanish associations because they were not allowed to associate themselves. There they celebrated feasts such as Mother's Day, Epiphany, fairs,... 1970: moved after 3 years to a stone house. Built in English style by the mines and with a front and back garden. The front garden had a hedge and always had to be trimmed nicely and low enough. It was given in the beginning of the street and was picked up at the end after two weeks. If the hedge was not trimmed they were fined. Again there came community . If they saw that someone's hedge was still not trimmed, the neighbourhood came to give notice. The mines never expected the community to unite, thinking they could use the language barriers to divide and rule. Again through Mimoun's contacts: the family reunification of the mocros. There was a mosque in Meulenberg in an old monastery but it belonged to the Moroccan consulate. She was forbidden to go by mimoun because of the anti-amazigh policy. Batoula was Islamic but mixed with her the Amazigh superstitions. The Amazigh culture gradually disappeared because the Arabic islam was the only thing where they were allowed to express themselves as a community. Batoula lost not only her land but also her culture. She could from the peace in the stone house was turned every summer a month to Morocco. There Batoulla came back to life. The oxygen returned to her lungs. She always wanted to stay. But each time she was pulled back to Belgium where, for a year, the oxygen was sucked out again bit by bit. Every time they were in Morocco, they had to go back after a month, there was not enough money to build a house there. The house that was promised to her. Every time she went to the motherland she had hope that it would be the last trip but every time she had to go back. In the stone houses, there was more community. The Moroccan families made couscous and the Italians came to add spaghetti sauce. All sorts of combinations came about. Pitta with chips was born. Everyone began to be self-sufficient. She began to have social contact after years. The suitcase was put aside more and more. Mimoun didn't save much money anymore. She borrowed a lot of money, joined activities, went to the club, bought a washing machine (first wife), colour TV, new shoes, family trip to the fair, more children, more children. Mimoun was a bon vivant. Life built up more and more, so the suitcases got further and further into the cupboards. "If you want a house in morocco you have to marry a man who will build you one I stay here, I live here and I die here" batoula was dying all the time. She gave him breath. She could only get in touch with her family by phone because her family was illiterate. She took her son to the agreed place. This was difficult because the family had to travel far to get a telephone. The in-laws did have a phone in the warehouse where they worked. That way they could agree on a day and time to call. In 1970 mimoun bought a cassette recorder: this way Batoula could send a spoken letter to her family. A reply could be recorded there. The cassettes broke, you had to glue them and so on. When a family went on holiday, they took a large bag of cassettes with them to hand out to the family there. Cassettes were sent through

families. In the stone house in 1972 Batoulla became angry, she already had Kira, Abdelkader, Melika, Fatima and Farida. 5 children. It had been enough that Mimoun was always hanging around the clubs after work, she hardly ever saw him. He was always away. She asked her children to teach her how to ride a bike so she could go and get him herself. She fell constantly so she gave up after a while. If you asked for something, mimoun would arrange it. He'd go picnicking. But his life was mainly outside the family. He had his own activities. Associations, Imazigh representation in the trade union, the communist column of the Hogaar Espanol, keeping Het hogaar café open when the owner was ill. The family seemed incidental. Batoulla was not allowed to wear a headscarf. Mimoun was there in the house in times of need, when someone was sick but he was not a househusband, he was a fireman who put out fires everywhere. Every time the siren went off, Batoulla knew disaster had struck. She was not allowed to reach the shafts because a woman brought bad luck. This was because of the legend of the pit witch, the guilty witch Anna who stood opposite the patron saint Saint Barbarab. She took her son and then it was a matter of waiting to see if Mimoun had survived. One time, there was a collapse and Houthalen was flooded. Mimoun was stuck and couldn't come upstairs for hours. He normally went up at 9 o'clock, they waited until 2 o'clock in the morning until he finally came up. When he didn't come up she was alone, abandoned. What would she do there? She didn't know the way, the language. She didn't even know which street to walk on to get home. She was short-changed by the mining patronage that was entirely French-speaking and amicable, the Moroccan ambassade. The neighbours were Italians, Spaniards and Greeks with whom she could not communicate. she was isolated so as not to agree, not to unite. But the power of the people was stronger and they would later unite anyway. All women had their fears in common, and everyone was black when they came out of the mines. She became related to Greeks. One time they gave her ouzo, she thought it was tea and before she knew it she was drunk. There was community: Italians gave mozzarella. They found a way to communicate together. the language they developed together. Kazem was the 14 days pay to go to the market. The sun shone at the same hour on everyone. Everyone came outside at the same time to hang up the laundry and all gardens had little partitions because the mines had to be able to keep an overview of the gardens. Imagine that there would be strikers hiding. They lived in constant fear. The news went fast there. You could hear the elevators coming up and down. The siren as the end and beginning of the post: at 2 o'clock, at 9 o'clock, at 6 o'clock. If the siren went off between those times you knew something had happened. Batoulla had a few more children: Habiba, Mohammed, Jamina and Seliha. The children followed each other quickly and got more and more roots in the belgian country. They spoke the language. She had a lot of contact with women of all nationalities. In the 1980s, Mimoun fell ill from his liver. The poisonous gases from the Rif and the mines took their toll. All eyes turned to batoulla's eldest son, who had just turned sixteen in 1980. The high wages were suddenly gone, financial problems began. Her son began to slip into the mine. The cash anxiety came back. Her oldest son, her children were all she had, suddenly went down daily. The sirens became even louder in her head. In 82: Batoulla came into contact with the neighbourhood centres. She could finally go to school and started learning to read and write and the Dutch language in the neighbourhood centres. She had to stop after 2 years because Mimoun had to go to hospital more and more. On 6 December 1984, Mimoun died. When he was at home, he was very busy. When she was sick or pregnant, he came to cook and clean and take care of her. The sentence in

Belgium was officially signed. Batoulla was so angry. The coffin had arrived locked, she wanted an open coffin. Batoulla was so angry that she broke the wiper of the hearse. Even her wish to see her husband one last time was taken away. The funeral was huge. All the associations all the families came. And the stories came out of the visits along to the embassy, the shelter and even the carpet of the mosque where he had never set foot and which had been bought with his wages. Abdelkader was only supposed to work in the mines for a few years, but he too stuck around. Batoulla went back to the neighbourhood classes and after a few years she received a small diploma from the non-profit association Neighbourhood Works. Her work she achieved by herself. She became the interpreter of the neighbourhood work for the Spanish-speaking Chileans who then began to arrive. They immediately found their way. Her son brought her and came to get her. She finally had a goal, started to be actively involved in the community work. She started going to mosque and started wearing a hijab. Batoulla always wanted to return. She often reacted very emotionally, mimoun always remained sweet to her. The first few years Kadar went underground she didn't sleep until he came home. Surely the mines that had swallowed her husband wouldn't take her son away too. The police came to her door one night to get her son. There had been a collapse and Kadar had to help with the rescue. Her son was taken away from her. In 86-87 big strikes started again, history repeated itself. This time by the miners themselves. The mines would close their worst nightmare came true. The people had united and revolted. It was fierce. There was a lot of violence. One mine closed down, the other didn't. Kadar had to go to work anyway, but the workers were harassed by the strikers and the police, so going to work became even more dangerous. Kadar was a militant of the abvv and the director of the mine turned against him. The mines began to make losses. In 1992 the mines closed. The workers received a golden handshake of about 25,000 euros. The miners were out on the street without a diploma, but with money. The house in Morocco that batoulla had waited for so long finally arrived. Mimoun had predicted that the government would take that house away from him, and it happened later. Houthalen: 5 mining communities. With 5000 miners with 25.000 euro each. A lot of money was wasted. Kira the eldest daughter married so a lot of money went to that. The miners ended up in gambling, drugs and violence. Society was completely disrupted. The communities fell apart and Meulenberg became the Wild West. The closure of the mines became the disruption of society. The neighbourhood became unsafe. People were stealing and robbing from each other. Batoulla's son was known and feared when there was injustice. So her family was spared out of fear. But Kadar became unhappy with the hopeless situation and left for Ghent. Again a man had left her. The hopelessness brought crisis. The beautiful nice dynamic life together that worked for a better existence was broken. It became a ghetto. 20 years later, the new generation is rebuilding Houthalen and digging itself out of the hole. The Spanish and Italian neighbours of that time have moved away. Many have died and moved away. She now finally has Moroccan neighbours in the street. Every morning she has breakfast with the grandmothers and the widows. She is ill and can't go far away but we can talk about the times back then. Family reunion because that family also consisted of sons. In the miners contracts it was stated that the sons had to work in the mines from the age of one. So a miner signed contracts for his whole family. Children miners went to the pit school after primary school until they were 14 years

old. Training to work in the mine. When the compulsory education in 74 went from 14 to 16 years, these contracts were annulled.

Note: Her dad died when she was very young. Her mother died when she was here; in the seventies: she couldn't go, it wasn't in the holiday period. By the time she knew her mother died she was already buried: it took a few days before the news reached her

19. Moral of the story:

Always take into account the people behind the scenes (in this case the women). They are often not heard but they managed to keep things tighter in very difficult conditions.

20. Reflection of the story:

Partner 1: AUGUST VERMEYLEFONDS

NAME OF THE STORY: IWEIN

1. Area of learning of the story: EMPOWERMENT

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*

- *positive goal setting, positive thinking*

Explain your choice

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PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

Font: Calibri 11

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*

- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

Font: Calibri 11

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

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SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

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2. Introduction of the story

Vermeylenfonds wrote a lot of letters with people inside prison walls during the pandemic. We send out a letter from the outside world in lockdown to the people inside Belgian prisons asking 'How are you? Can you tell something about coping with loss of freedom?'

Here's the answer of Iwein

3. Text of the Story

Dear Barbara

Wat a fun idea. Detainees are often a forgotten group in society, far away from everything. Glad someone is thinking of us. These are crazy times indeed, this corona crisis often makes my thoughts go outside.

I think the adjustments you make outside are much greater than for us prisoners.

For me, the biggest adjustment is the elimination of visits and conversations.

It's always a lot lonelier in prison.

Getting visitors is a moment to look forward to, something that has often kept me going. The prison does try to absorb this by means of one and a half hours of call credit every week. That way we still have the opportunity to keep in touch. It takes courage, knowing that there are still people out there who care about who you are, not about the mistakes you made. Another big adjustment is the loss of conversations within here. I went to see a moral counselor and a psychologist. All these talks are now by telephone. That's not very convenient being together with a cell mate. But I'm thankful that calling is an option. I'm lucky I can work here, otherwise the walls would close me in and I wouldn't stop worrying. I clean the offices and corridors.

Yes, we have a roof on our heads, food every day and a bed to sleep in. But psychologically, we miss out of so much of what life has to offer, to miss and lose so many people is really tough. You learn to hold on to those things you do have.

I think these times you and I have more in common, you on the outside and me behind bars. For example, the waiting and feeling insecure. When I entered prison I had a lot of questions. When will I get out? Who will I see again? Will I lose people along the way? And all you can do is wait for someone to make the decision for you and make the best of it. Or time. Having that much time is a big adjustment, especially with limited resources. I started doing things that I didn't do much of before. Having that much time is a big adjustment, especially with limited resources. I started doing things I never did much of before. Reading (and suddenly realizing that I like a lot more than I expected). Writing letters to my parents, drawing pictures of what's on my mind (sadly without talent), playing cards now and then.

The big drag for me is the feeling of loneliness. A feeling I have struggled with for years, even before I ended up here. I have often felt lonely. I was surrounded by a loving family and friends, but was lonely in a relationship. Loneliness is something that gnaws at you very slowly, but ever more strongly, and eats away at your energy. I almost feel guilty, and ashamed because somewhere I realize that there are people out there for me. It also kept me from talking about it for a long time, afraid that no one would understand. Afraid they would think me ridiculous. Of

course, the corona crisis amplifies loneliness even more. Also for the future, when I get back outside, I am very afraid to fall back into this feeling.

But there is fortunately some good news, apart from my story, I especially want to give this message to the outside world: no matter how lonely this time is, how uncertain the world is right now, no one has to go through this alone! If there is anything I have learned here in prison, it is to dare to express these feelings. I have been able to break through my fear and express it in different ways. And I would recommend that to anyone. Anyone who feels lonely in this crisis, or has felt lonely for some time, anyone who feels that no one wants to listen: let yourselves be heard! Talk about it with your partner, friends, parents or family. Someone you can trust, and if that is difficult, call or chat with a counsellor. These people are certainly willing to listen to you. And even though you may not believe it, talking really works.

Talk to each other. Do something you've never done together before. Put down the smartphone and send an old-fashioned written letter for a change. When you get one, it means so much. These are the things that helped me in here. No one is alone, I've learned. Now it's tough, but when this crisis is done, you will be much more strongly connected.

And one last tip: try not to focus on a possible time frame when the lock-down will end. Live day by day, and you will get the most out of this period. And then when the good news comes, it will be even nicer. I hope this letter can mean something to you out there.

I would like to thank Barbara for this fun idea and for giving me a voice. And also everyone who took the time to read my story: thank you! (And of course a thank you to my family and friends who still support me despite being here, the moral counselor and psychologist who taught me to recognize and express my loneliness. Good luck to everyone, don't give up out there, this is temporary!)

Together against corona, together against loneliness.

Kind regards,

Iwein

4. Moral of the story:

Even though Iwein doesn't know the readers of his letter he knows their pain and shares the way he learned to cope. Someone who lost his rights to freedom shares coping strategies to the outside world, where people used to be free but a pandemic decided otherwise.

This other way around of communicating makes us see the person behind the criminal, a caring and altruistic person who wants the best for everyone.

5. Reflection of the story:

No matter how different the peer group is you belong to all people have things in common and we can all learn from each other. A situation you'd never imagined you'd been into can happen and then it's good to talk to one another about how to cope and how to connect. Especially with people you have prejudices towards.

Partner 1: AUGUST VERMEYLEFONDS

NAME OF THE STORY: Kruimeldief / Crumb

21. Area of learning of the story: EMPOWERMENT

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- having a desirable and achievable vision*
- setting realistic goals*
- successful planning and prioritizing*
- working with others to achieve the goal*
- breaking a task down into small, achievable units*
- having the faith and confidence to start*
- making sure that the goal you think you want is actually what you do want*
- personal and team goal setting*
- styles of leadership to help you achieve the goal*

- practical ways to achieve the goal*
- positive goal setting, positive thinking*

Explain your choice

Font: Calibri 11

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- creative and lateral thinking*
- the need to challenge 'the rules'*
- the role of learning and coaching in problem solving*
- using experience to solve problems*
- viewing 'failure' as a natural part of the creative process*
- the dangers of 'self-fulfilling prophecy'*
- how different people perceive and deal with problems*
- constructive problem solving*
- getting feedback in our problem solving*
- planning and prioritizing problems*
- paying attention to detail*
- having faith and determination*
- bringing problems down to size*

Explain your choice:

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REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking*
- taking a different vantage point to a situation*

- reframing an issue or problem*
- reframing your attitude to your goals*
- appreciating other people's 'maps of the world'*
- not attempting to 'fix' people with one solution*
- realistic thinking*
- practical solutions*
- creativity in change management*
- changing paradigms*

Explain your choice:

Font: Calibri 11

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment*
- taking responsibility for our own actions*
- believing in your own capabilities*
- creative and positive thinking*
- seeing things from a different perspective*
- not relying on other people to make decisions for us*
- leaders and teams and team empowerment*
- vision and creative thinking in empowerment*
- the effect of beliefs and values*
- freeing yourself from constraints - real or imaginary*
- the effect of rules and procedures on empowerment*
- taking risks*

Explain your choice:

Font: Calibri 11

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- building self-esteem*
- giving praise and reward*
- giving and receiving feedback*
- people's perceptions of others*
- building self-confidence*
- believing in your own capability*
- .. having courage in your own convictions*
- developing self-esteem through learning and understanding*
- being aware of your self-image and identity*
- goal-setting to achieve success*
- hidden talents, latent skills*
- achieving success - both individually and as a team*
- the power of positive thinking*
- influencing and assertiveness*
- personal achievement*

Explain your choice:

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22. Introduction of the story

When Hind Eljadid was still a toddler her parents split up. It turned into a custody battle, which included literal violence and a restraining order. She continued to live with her mother, together with her sister Fatima-Zahra, in Den Dam, the deprived neighbourhood of Antwerp where poverty was so common that no one paid attention to it anymore. But mother was sick. Day by day she became thinner. At 33, all that remained of her teeth were rotten stumps, so they were better pulled and replaced with dentures. About that mother, and about Fatima-Zahra who was a little older and regularly protected her little sister, Eljadid wrote the book *Kruimeldief*, mostly in prose, but sometimes also in the spoken word style we are used to from her. Fatima-Zahra, painter and illustrator, made penetrating drawings. It is a raw book, about growing up on the fringes and having to take on responsibility far too early, about being forced to take sides and being taught by your mother how to give your father the finger, even though you don't really know what it means and by seeing the pain the gesture causes him you immediately regret it again. 'Speak with / two words' is the title of an eight-page poem in the book in which two lines recur every so often: 'I bleed / in abundance'.

Kruimeldief is not a hagiography. Saints do not appear in it. Neither the mother who all too often has a loose hand and almost suffocates her children because she wants to be loved and suffers from a lack of self-respect, nor the daughters who are ashamed of her and sometimes hit back, qualify. They are too much flesh and blood, defied by life and impending death, because you realize from the start that the mother will not live long. No, *Kruimeldief* is an elegy, a poem of lament for a deceased mother that is, above all, extremely sincere. Growing up under her wing was hard and left scars that will never disappear, Eljadid writes, but it was also a school for life. In short, *Crumb* is a mother's book that puts many previous ones in the shade.

23. Text of the Story

As a child, did you sometimes feel like you were being dragged into a story that wasn't quite your own?

Eljadid: "My sister and I grew up in it, so for us it was a normal situation. But of course, when you're at the school gate and you see children being welcomed by their parents in a very enthusiastic way while your mom is standing there very weakly, you quickly get the idea that things aren't right. Then a little later, when you are eight or ten, when you are increasingly told that certain things cannot be done because there is no money for them, you start to feel more and more abnormal. Then, as an adolescent, you start to resist the situation and get angry, and afterwards you go to acceptance."

Did you deserve to be an adult too early?

Eljadid: "It was constantly walking on eggshells at home and always trying your best not to say anything provocative. I had to put my sick mother to bed sometimes, whereas as a child you would expect the opposite. And then I began to feel that it was not right to be forced to take on the parental role at such a young age and to be forced to be an adult emotionally far too early."

"Why wasn't my loving her enough to make her love herself, too?" you write. Is this the essence of the book?

Eljadid: "Certainly, had I not had my sister, I might have become a different and harsher person. We learned to love each other. We became each other's parents. Outsiders could show understanding, but only the two of us could really grasp it. My mother indeed could not give love. She was too bitter because of the pain and her life. She reacted that bitterness to the two people closest to her, which were my sister and me. But to what extent was it her fault? She grew up in poverty, had a difficult childhood and then fled into marriage and children, followed by divorce. How could I blame her for struggling to give love if she had never learned how to do so, being in constant survival mode? I used to not see that and be angry. Today that anger has given way to understanding."

Hind Eljadid thinks back to her childhood, her strong and yet weak (because sick) mother, her aggressive Moroccan stepfather who at first shows affection, and who can cook, but who then abandons the family but continues to leave his mark on Hind (a roaring man who storms into the store and is taken away in handcuffs by the police) and her sister with whom she has a special love and understanding relationship. (And who also drew the illustrations in this book.) As you can tell from the names, they are "natives," which nevertheless leaves its mark on the family.

The mother suffers from a rampant disease, the cause of which apparently cannot be found. This means that slowly but surely she is deteriorating and the care that she needs is gradually transferred to the children. For example, at the age of nine, Hind will bathe and wash her mother and help her to bed with her.

This important and in many ways defining part of their lives, is narrated by the author. However, not "just" chronologically and in story form. You can hardly call it a novel or a novella or poetic story. In 20 (main) parts you do find out all kinds of things and you experience - sometimes very intensely - the events and sympathize with their difficult

lives. But those particles are written in an authentic way, built up with short sentences that look around and see again and again the next image, bump into a sudden idea, a next feeling, a next piece of memory from that world of "once upon a time" that sometimes seems almost fantasy - but with a rough, gritty fantasy, firmly anchored in a bleak, hurtful, threatening, hard world. Yet in those pictures there is a hesitant, childlike wonder, with the surprise of discovery, not as in fairy tales, however, but rather as in adult memoirs that also speak of nerves, headaches, clammy hands, pain, anger, gray colors.

Then again, there are a few pages of poetry or an italic, a long "two words" poem about a young guy who threatens, beats, subdues, rapes the "I" person (Hind) ("makes my body his body") and "ordinary", catchy descriptions that mostly have to do with violence. The whole thus became a patchwork, stitched together with very colorful, contrasting patches and evolving almost imperceptibly toward a more classical (but also less interesting and powerful) narrative ending.

The sisters are very different. Word artist Hind is a writer, with tattoos and piercings, and a lesbian mom of three. Illustrator Zahra, with headscarf, is a deeply religious Muslim woman and mom of two. Hind Eljadid we know from award-winning slam poetry and all kinds of performances of all kinds. She loves being on stage. Zahra Eljadid, is a social-cultural worker with Voem (the Association for Development and Emancipation of Muslims) and also an illustrator and painter. She does not like to be on a stage.

"Zahra and I grew up in a tiny apartment in a social block on den Dam, a disadvantaged neighborhood with a lot of poverty in Antwerp North. In recent years the neighborhood has become more beautiful and more expensive, but there are still people living in those same social blocks, with the same worries and problems," the sisters said in an interview with the Gazet van Antwerpen.

In Kruimeldief, a moving and tender book full of memories of those difficult years, the sisters process the loss of their mother. The words are engaging, the drawings moving. It is truly a book that gets under your skin.

"When I was a young child, my mother could not resist wiping my face clean, with saliva, early in the morning, barely out the door, on the way to school. 'Mother's ointment', she called it! I didn't care what natural magical powers my mother's saliva might possess, I didn't like it. No matter how hard I turned my head, the saliva-soaked thumb always managed to touch the tip of my eye.

She frightens me, so much so that I have to cry.

must. So scared that they remove me from the room

Because they think I can't handle it. But I

I can, I will take everything on myself, I will lift the world for

her and I will carry her pain, I will wash her and

*feed her, I will change her and show her how to
to love. I will carry her through all the days that
may come. She must not go away, I still
need her. (From Crumb).*

24. Moral of the story:

Never give up. Even in the hardest darkest moments we can find light...

25. Reflection of the story:

In very hard conditions we can find coping strategies. Coping strategies refer to the specific efforts, both behavioral and psychological, that people employ to master, tolerate, reduce, or minimize stressful events. Two general coping strategies have been distinguished: problem-solving strategies are efforts to do something active to alleviate stressful circumstances, whereas emotion-focused coping strategies involve efforts to regulate the emotional consequences of stressful or potentially stressful events.

Partner 1: AUGUST VERMEYLENFONDS

NAME OF THE STORY: LALE

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*

- *positive goal setting, positive thinking*

Explain your choice

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PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

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REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*

- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

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EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

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SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

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2. Introduction of the story

After Lale Gül's autobiography 'Ik ga leven' (which means "I'm gonna live") was a huge success, the downside was that she was threatened, mostly by people from Turkish Islamic descent.

Lale was born into an ultra-religious system that cultivates a cult of fear and death and an oppressive patriarchy.

Her outspokenness and the authenticity with which she puts her frustration into words, gave a lot of women the courage to admit that they are also trapped in a make-believe world of tradition and unfair restrictions towards women.

3. Text of the Story

If only I had gone with the flow, this would not have happened to me, I would not have become an outcast', is how Lale Gül (1997) begins her autobiographical novel *I'm going to live*. Gül, however, does not shut her beak in her feathers and deals mercilessly with her ultra-conservative Turkish-Islamic environment, with a community whose religious baggage puts a brake on integration. She was accused of being a "litter-puller" and her testimony brought her exclusion, rejection and even death threats.

Büsra, the main character in Gül's autobiography, grows up in the Kolenkitbuurt, a deprived area of Amsterdam. She emerges as a bright and well-read young woman who rebels more and more against the rigid religious rules of orthodox Islam. Gül masterfully evokes the verbal and physical aggression and the oppression within the family and the conservative Islamic religious community. She constantly has to walk on eggshells - the fear of the moral judgment of a community member is always lurking around the corner so that even an innocent profile picture with her cousin on Whatsapp provokes angry reactions - and the strict vestimentary rules of conservative Islam and the fear of marrying her off are always haunting her. She fulminates against the headscarf, which objectifies and sexualizes women's bodies, including those of young girls.

She has to keep the love affair with her Dutch boyfriend Freek, a white kaffir according to her community, hidden.

In the novel, her parents are invariably referred to as "abusers"; in particular, Mother, the gatekeeper of the unwritten laws of the Code of Turkish Conservatives, is heavily criticized: Gül calls her Karbonkel (an illiterate monster from a Dutch youth program) or, alliteratively, 'a sour sourdough', 'a belligerent bloodhound', 'a Khomeini with a cunt'. The father is more enterprising and down-to-earth than the God-fearing mother, but can never extricate himself from his devout environment.

As Koranic Muslims, Gül's parents did not adhere to Kemalism, the political ideology of Atatürk. Brother Halil is in a straddling position; he is not completely liberated and enlightened because he knows the advantages of having a dick - as Gül puts it throughout the novel.

News gathering is done through the satellite dish, which spews out fact-free, melodramatic propaganda and outright lies into Turkish-Dutch living rooms and is eagerly accepted by the reactionary viewer. The Koranic school of the Milli Görüş foundation, rigid and pro-Erdoğan, is also exposed as an institution where hypocrisy, inconsistencies, indoctrination and intellectual mutilation are rampant. The scene in which a native lady of the Dutch Labour Party angles for the vote of reactionary Muslims in the Koran school is telling. After the leaflet woman leaves, the lesson in misogyny resumes: the man has been given the right by God to give the woman a corrective slap, as long as it doesn't leave her with broken limbs. It is precisely this unholy alliance between left-wing politically-correct thinking and intolerant religious radicalism that Lale agitates against.

When Father imposes his voting behavior on his daughter - voting for Tunahan Kuzu of DENK - Gül reacts furiously. She is far from indulging in a dubious party that is all too happy

to wallow in paranoia and (Muslim) victimhood, to pull out the racism card at every opportunity and to drive the polarization to the extreme.

Downright tragic are the passages about her summer vacations that are always spent in her parents' native region. The mind-numbing conversations with countless relatives are hell for the introverted young woman ("I'm missing a social gene.") The local population is weighed down by boredom, sexual frustration, abject poverty and, because of the numerous cousin-nuptial marriages, the people with physical or mental defects - in what the author calls a genetic drain - can no longer be counted. Every summer vacation she yearns for civilization and critical thinking.

The erudite Gül makes no secret of her admiration for Nietzsche, the philosopher with the hammer, and for the blasphemer and libertine Multatuli: she sometimes calls the mother figure Droogstoppel, a self-righteous, narrow-minded character from Max Havelaar, and the imam Wavelaar (a wimp, in other words), referring to the vicar Wavelaar from that same masterpiece by Douwes Dekker.

Gül wants to make dents in the Absolute Truth and sails against emotional blackmail, stupidity, the Orwellian dynamics of a rigid religion and the virginity cult. As a counter to a ludicrous sexual morality, Gül describes her sex life with Freek in some explicit scenes.

Friend Freek, too, with his cultural-Christian-conservatism, is not always a pillar of support in her struggle against subjugation and obscurantism and thus somewhat in the same way restrictive.

Lale Gül, I'm going to live, Prometheus, 2021, 304 pages.

Review by John Cossement

4. Moral of the story:

Gül masterfully manages to evoke the verbal and physical aggression and oppression within the family and the conservative-Islamic religious community.

I'm going to live is a plea for secularization and better education which secure womenrights. For humor, individuality, curiosity, self-development and the art of living ('In good philosophy both hope and fear diminish, unlike in theology. And that is a liberation')

She rebukes the moral preachers of a degrading ideology and the scourge of (left-wing) cultural relativism that all in all feeds populist xenophobia and vice versa.

Lale Gül demonstrates in Ik ga leven (I'm going to live) how much courage it takes to get rid of religion and to share this courage and path with others, in short, to become a free-thinking liberal. Convenience, cowardice and complacency play their part in many cases in keeping you tied to the bonds of your community and its ingrained, troublesome religious traditions. Gül chooses the difficult path, that of courage and independent thinking. Lale Gül is a courageous, empowered woman.

5. Reflection of the story:

The writer is furious at Islamofascist movements in Turkey who support orthodox and militant Muslim organizations in the Netherlands with government funding. Why does governments fund 'minorities' as if they are outside the population? Can we ever evolve into a society where human rights are universal?

Is feminism a lonely fight and are feminists marginalized to stop them from gaining more power?

Partner 1: AUGUST VERMEYLEFONDS

NAME OF THE STORY: **Mathilde**

1. Area of learning of the story: **EMPOWERMENT**

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*

- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

Font: Calibri 11

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

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REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking
- taking a different vantage point to a situation
- reframing an issue or problem
- reframing your attitude to your goals
- appreciating other people's 'maps of the world'
- not attempting to 'fix' people with one solution
- realistic thinking
- practical solutions
- creativity in change management
- changing paradigms

Explain your choice:

Font: Calibri 11

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment
- taking responsibility for our own actions
- believing in your own capabilities
- creative and positive thinking
- seeing things from a different perspective
- not relying on other people to make decisions for us
- leaders and teams and team empowerment
- vision and creative thinking in empowerment
- the effect of beliefs and values
- freeing yourself from constraints - real or imaginary
- the effect of rules and procedures on empowerment
- taking risks

Explain your choice:

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SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

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2. Introduction of the story

The bastards of our colony

Hidden stories of Belgian metis

Introduction:

Congo became independent in 1960, Rwanda and Burundi in 1962. Studies about the colonial past of Belgium were made from different perspectives. One perspective, however, has remained underexposed. The perspective of those who were neither black nor white, the perspective of the metis.

Colonial history is also the history of young white men who left their country to go working in the colony. In the beginning there were virtually no European women in the colonies. It was assumed that women couldn't stand the climate, so men arrived alone. Some colonials fell in love with local African women and started a family. Others abused their position of power towards the local girls. From those sexual relations came metis-children who damaged the racist colonial social order. They were black nor white, they were in between. Colonial history is also the history of these children and their children. It is the history of Belgian metis that remained invisible.

Belgian men in the colony had domestic servants, often an African 'menagere'. Intimate relations arose between the colonials and black housewives. They are often stories of abuse, but also stories of deep love. However, it was difficult for a young colonial to marry his African 'ménagère'. Interracial relationships were not accepted by church nor state. Sometimes, there were traditional African marriages, and in some cases, the man acknowledged his children outside a marital framework. The children then got his name, but sometimes that name was later corrupted again.

The whole idea of segregation of the races came to stand on the slope because of these kids. Legally there were only two categories at the time in Congo, white and black. There were different rules for individuals registered as white and individuals registered as black. But who were the metis?

They were considered a 'danger' to the success of the colonization. They were a paradox within the colonial order. While they were considered blacks by the whites and the colonial government, the locals considered them as whites. The number of children born from these interracial relationships forced the colonial government and the Belgian parliament to speak of the "issue of metissen". Would these children belong to the rest of the Congolese population, as whites, or would they be considered an intermediate group above the blacks and among the Europeans?

What to do with these 'half' Europeans, the 'bastards' like they were referred to? Could they be left to the 'wild natives'? Without proper upbringing and education? Or should the colonial government take pity on them and thus recognize them?

It was decided, without a real legal framework, to take these children out of the villages, away from their African families. Separate institutions were set up for the metis, such as Save in Ruanda-Urundi, where they received education and upbringing. Also left behind half-breed orphans received a European upbringing there, usually with a heavy hand.

In 1959, just before the independence, they were flown to Belgium, to adoptive families. For the second time in their lives, these children were removed from their environment, and spread among Belgian families, officially for the completion of their studies. This part of history however, remains veiled by many myths, by many conjectures or half-truths. Mothers lost their children, children lost their family, fathers did not recognize their children.

The metis became the first colored Belgians and usually did everything not to stand out, but to blend in with the Belgian and white masses.

3. Text of the Story

Mathilde °1957

The memory of Mathilde's childhood is fragmented, but she does remember the very angry feeling when she arrived at the boarding school in Save, where her mother left her children. In Belgium she ends up in a foster family with one daughter, but seeks contact with her foster father, whom she trusts. Her foster mother wanted to raise an African child to be a missionary sister, a plan that completely fails. Mathilde separates from her family and builds her own life. Yet she feels that everyone sees her as half African, a culture she is actually unfamiliar with. In the adoptive family she was a disruptor. Would she also be a nuisance in the search for her mother and her brother? Does she still fit into the story of their lives? She resolutely rejects the woman who claims to be her mother.

I have returned to Rwanda twice.

The first time I was twenty-one and the second time I went with my husband. Two times I made the trip to Save, the boarding school where I stayed as a small child. I made that trip twice and each time I wasn't able to go inside. I couldn't enter that building. It's like I've drawn a line that I can't get past.

My memories go back to when I was two and a half.

They are only shreds. It's nothing special: the square in Save, a courtyard, walking away because there were snakes...

One of my first memories is a white hospital bed where I was together with my sister Hendrika. We were laying with our feet against each other. I remember it gave me a comforting feeling. Years later, when Hendrika visited us by the sea, we automatically layed down like that again. This was exactly the only physical contact I have had with my sister. We don't hug. We ended up in separate beds in the boarding school. The image of the dormitory is still in my memory. All low beds in one big room with a blanket. In the morning we had to get up and make our own beds. I wasn't even three years old and I got punished if my bed wasn't made. Those are my only memories. I don't remember anything about the time before Save. I have no memory either of the trip to Belgium.

I was six months old when my father passed away.

I lived with my mom for a few years before going to Save, but I don't have recollections of that time. The only picture I have of the orphanage is the one that was also sent to the foster parents. It's a picture of a child who looks very angry. That's the feeling I had when I was in Save, I was angry. I don't remember why.

My biological father has recognized me and that's why we wear his name.

When I was fourteen, I wrote him letters: 'Daddy why? Why did you do that? Why did you let me down?' I might as well have written 'Mama why?' However, I have not done that. Meanwhile, I had the image of a mother who had left her children. My dad on the other hand had acknowledged me, but why had he died?

When I came to Belgium, I only trusted my foster father. I only looked for contact with him and excluded all others. My foster father was a bourgeois man. He wasn't the type to be emotionally influenced by a child. However, he has took three days leave to spend the

first days with the new family member. That is a story that has been told over and over again. 'Daddy has taken three days' leave for you.' After all, I got hysterical when he wasn't near me.

My foster mother could no longer have children after her first daughter. However, she wanted another child and that's why I came. But I didn't want her. I chose her husband who normally hardly played a role in the family.

My foster father had also been a bit of a foster child. The mother of my foster father had died young. His father was a widower who got remarried to a woman who also had a son. I think my foster father is interested in this experience because of his own experience and adopted me in the family.

My foster sister was nine years older, which is a lot. Suddenly her mother wanted her to play with her new sister. When an adopted child comes in a family, the relationships within the family change enormously.

I think that sometimes people underestimate that. Someone new, that's a jammer and all proportions must be redrawn. I felt myself that disrupter.

I never spent vacations with the family. I went at organized holiday camps. Normally the children stayed in the family. From the age of eleven to the age of sixteen I have always had to work during the holidays, babysitting, peeling shrimp, sewing towels etc. Then I refused. I said : 'I do all these jobs here and I don't have a vacation. If I do a holiday job, I want to be paid for it.' I have found a holiday job myself. They were shocked by my reaction. It was the last year I stayed with that family. My foster mom thought she was giving 'a second chance' to an orphan from Africa. However, the child did not do what it was supposed to do. I wasn't allowed to have friends either. Children were never allowed to come play with me , that was not allowed. My foster sister's friends were nine years older, but some of her friends sometimes played with me. She hated that. If we had to walk down the street, I also always stayed behind her, five meters away. My sister also never had to work during the holidays. Only I had to do that.

Me being colored is the symbol of the benevolence of my adoptive family. It was to do with that from start to finish. 'That is the girl we got out of the bush.' That's how I got introduced. I was the good cause in itself. I was a ticket to heaven.. That's how it was said.

I would and had to go to work. I never got new clothes because I also had to learn to be sober. When I was eleven, I got glasses. When I was seventeen, I needed new glasses, which I had to pay myself. I once got a pleated skirt, white and gray checked and indestructible. I wore it in my senior year of high school.

My foster sister and I were not treated equally. The work and sobriety were only intended for me. After all, my foster mother wanted me to become a missionary sister.

She wanted to purify her own soul in this way. Adopt an orphan from Africa, teach them to work and be frugal and then send them to the monastery. That was her plan. That's why I also had to learn to take care and work in a hospital... I remember, when the hospital moved, new towels and washcloths had to be made. I was eleven years old and had to sew towels and washcloths all holiday.

I was never sure of the relationship I had with my foster family, there was never any guarantee. I always had to be grateful. There was never a sense of unconditionality. Not

even in the relationship with my foster sister . Only my father gave me that feeling, but he didn't have any power in the family.

One day Hendrika's mother died, my sister who was included in another foster family.

I only saw that woman a dozen time in my life. I wanted to go to the funeral anyway. However, that was not expected of me at all. Because of a stupid coincidence I arrived too late. I sat all the way in the back of the church.

I didn't know many people there, I also didn't know all those (foster) sisters of her. When the service was over, all the sisters and Hendrika's brothers hugged me as if I were their family, while they didn't really know me. They showed me that they were genuinely happy that I was there, because Hendrika is my biological sister. Then they took care of me for Hendrika's sake. On the one hand I thought that was an absurd feeling, but also so blissful. Sometimes of course they quarreled with each other, but it doesn't matter, they were family. That day of their mother's funeral I very strongly remember. Hendrika's mother was a very warm mother. I do not want to say that her kids always had it easy. There were also difficult moments in that family. The foster mother was, however, always ready for her children.

At school I was one of the smartest in the class and I spoke best Dutch.

I was always allowed to read. There were some nuns who couldn't stand it. If I made one spot during calligraphy I had to show that to everyone. The few times that I peed my pants, I had to show my pants to all the children.

The first time I really knew I had a different color was when I was not allowed to play the role of the white swan in the story of the ugly duckling. That was in first grade. I had to play a tree. The girl with the blond locks had to play the white swan. You are so slowly and surely closed in by the gaze of the others.

You bump into it but you can't name it. You can't easily say you are being treated racist. It's so subtle sometimes.

Little children sometimes fight and shout things at each other. Red, thick , white, black... That's normal. But it is the parents who create distance . There were children where I was welcome in the house and

there were places I was not allowed to enter.

Racism means stigmatizing someone. But that happens also in other situations. For example if you have psoriasis like my cleaning lady. There are people who therefore do not want to shake her hand, while realizing that it is not contagious.

When I was a kid, it was still said that we came out of the trees and that we were savages. Meanwhile you are here in Belgium, you speak Dutch and live like the people here. The picture is not correct. And then you're in class and you turn out to be the smartest. Then the problems start because you don't live up to the image that they have from you.

When I enter a room, all eyes fall on me. That still weighs on me the most. All those looks on you because you don't answer to the cliché. I find them tiresome. I feel trapped, they make me tired and they still me.

In my family I felt very alone. There has always been a legacy battle too around money, followed by years of family quarrels. My whole childhood was dominated by gratitude

and money. Which always came back as an argument. I had to be thankful for the roof over my head and money came only through very hard work. I knew quite early how much my father was earning. When they discussed money I quickly knew what was going on.

Money always played a role.

At seventeen I wanted to study in Ghent, but was given no money. There were huge quarrels, always arguing that I cost them too much money. Some things were paid for by my foster parents, other things not. Secretly my foster father gave me occasionally money.

In the end I went to taxes. I had all the information requested. I made a plan that stated how much money they got from the government to let me study and what they had issued so far. I said I wanted the rest of the money so I had no problems to study. My ungrateful behavior was punished. I felt broken. As a result, they blocked everything and I had nothing left. Then I had to stop studying. Therefore

I'm still furious.

My foster father died when I was twenty-two years old.

They warned me two days before he was buried. In the church I had to sit in front of the family within sight of the community. But I wasn't allowed to join the family procession nor at the coffee table. After the death of my foster father I came by regularly for a while to visit my foster sister and foster mother. I am extremely vulnerable opposite to them. You crave a tiny spot in their life, over and over again. I finally turned that page.

In Ghent there was a bar in Charles De Kerckhovelaan

and there was always a note : *Interdit aux Italiens* . I always wondered if I could enter there.

I obtained my diploma in African Studies with great distinction. I started working at Oxfam Belgium. I was placed in the department second hand clothes . A colleague who studied geography and had as much experience as I did, quickly became an animator. I wanted that too, but I had to stay in the cellars to sort clothes.

I then made a career in the IT sector. There I have discovered that racism and sexism are actually similar. There were few women in my sector. So I didn't always know if it was on gender or on race I was judged. Why I didn't get a nomination (which I was entitled to) I don't know.

Because I'm black or because I'm a woman? I can't be sure..

At work there were sexist jokes, but I haven't actually come across racist statements. Maybe I can't hear them no more.

I had sex with a metis once to know how my hand felt on his skin.

Just because. He did that too, just for the experience. How does it feel when you are completely the same color ? And that felt different. Normally when I have sex with someone, they have always a different color .

We grew apart afterwards. If we still see each other now, we know we thought it was neither for love nor for sex. It was just out curiosity. For once I didn't look into strange eyes.

I did not grow up with an African background.

I know Africa through my travels and my studies. Africa only plays a role in my life when it comes to skin color. If you are always addressed is based on that African past or African culture that you don't have, that's annoying.

In the youth movement, various things were performed by the children. For years there was also an African dance. That was especially for me. That's what I was allowed to do as an act. I totally knew nothing of African dance. I just did something. Everyone said : ' Look ! She can dance African well.' I was nine or ten years old then. There was expect something from me. I did it then and it fit perfectly their expectations. It was really weird. I remember that I made straw skirts. Everyone asked if I used to be wore straw skirts in Africa. I said, 'Yes, yes I wore all that.'It's not because I can dance that this has anything to do with African

culture . Culture is made up of habits, things that people togetherness , education, etc.

Returning to Africa after all these years is very strange.

You gets there and you don't quite fit into their story. The only way to fit in is to become a 'sponsor' and raise money to send.

I wanted to visit my mother. When I got there I couldn't believe that the woman who claimed to be my mother actually my mother was. I don't even have a picture of her. I didn't dare to believe?

Society has changed and I have changed.

I certainly wasn't ugly as a young girl. However, I don't know if I was beautiful. I had no reference .If I've learned anything, it's that everything is relative. You learn more to look beyond the appearance. I am colored and I am a woman. What does that actually mean? I now know that beauty is not something physical. It lies in the gaze, how one approaches the world. True beauty means not to be a disturbance in your own story; it is a form of intelligence.

4. Moral of the story:

hypocrisy

european superiority

children's rights

racism

5. Reflection of the story:

Partner 1: AUGUST VERMEYLEFONDS

NAME OF THE STORY: **Pola**

1. Area of learning of the story: **EMPOWERMENT**

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*

- *positive goal setting, positive thinking*

Explain your choice

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PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

Acting to save your life

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*

- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

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SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

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EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment
- taking responsibility for our own actions
- believing in your own capabilities
- creative and positive thinking
- seeing things from a different perspective
- not relying on other people to make decisions for us
- leaders and teams and team empowerment
- vision and creative thinking in empowerment
- the effect of beliefs and values
- freeing yourself from constraints - real or imaginary
- the effect of rules and procedures on empowerment
- taking risks

Explain your choice:

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SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- building self-esteem
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- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

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1. Introduction of the story

Sarah De Vlam, historian, did research about Belgian refugees during WW II who fled across the Pyrenees from the German oppressor. Thousands were helped by a network of smugglers, people from the resistance but also locals who could use a bit of extra money.

Pola Zandmer was one of the refugees. Together with her husband Henri Katzengold she fled Antwerp in 1942. Their lives were in immediate danger. Jewish, and a wanted officer at the Belgian army. One critical moment in their escape was the passage from the "Zone Libre" in France to neutral Spain. Bagnères de Luchon in the French side of the Pyrenees close tot the border and the city of Les in Spain. Lacking the required visa, they had no choice but crossing the border clandestinely with a "passeur". A guide.

2. Text of the Story

Pola was a young Jewish woman of Polish origin living in Antwerp but perfectly integrated into Belgian society. At the outbreak of war on the Belgian soil on May 10, 1940, Pola fled for the first time. There was a massive flood of refugees in Belgium after the tenth of May. 2 million Belgians fleeing head over heels to the west coast and then to France. They hung on to the fact that it would be another war like 14-18. A frontline war. When they realized that would not be the case they all fled to France. France then signed "peace" with Germany and many returned, including Pola.

In 1942, Pola fled a second time. She fell in love and her friend Henri suggested they flee. He was called to work in German camps and the compulsory wearing of the Star of David made Pola and her husband realize that the Nazis' discrimination against Jews would not stop. So they decided to act and save their lives. They travelled by train as far as Bordeaux. Pola and Henri made it through the train ride through occupied France with a lot of sweat and nerves but no major problems. Their false papers did a fine job. 'Now it is time to get off' the guide informs them 'we are already well into the South and close to the demarcation line'. It is night, the couple is taken to a remote farmhouse. Inside, other Jews are also sitting around a large table. And Pola is hungry, very hungry. Yet she rejects the food, it is not edible. She leaves the burned milk untouched. So she sleeps, although she has to do so on a bed of straw. Pola is restless, she is afraid to cross the demarcation line and afraid of the German patrols and their ferocious dogs. The next night the guide gets the green light. The twelve of them begin the clandestine crossing.

Pola and her husband made it to the Pyrenees and found passeurs, guides who led the refugees across the Pyrenees amongst them also were Belgians who worked the European line into Portugal from where many were able to get to England. Especially people of military importance could count on the efficiency of the lines. There was the comet line (founded by a strong young heroine, Andrée De Jongh) which followed Pays Basque. But Pola and Henri were not planning of splitting up so they were of no use for the British. therefore they couldn't get a visa for England nor for Argentina, they're were just to many requests.

They got to Nice by train (Free part of France) where they could apply for other countries. They had to pay a lot of money to receive a visum for Venezuela. But first they needed they're Belgian passports which were only obtainable in Monaco. So they travelled to Monaco. Pola was overwhelmed by the city. 'I'm never going to forget the trip to Monaco! It was a minuscule paradise without the buildings that only came there after the war. We strolled along the parks and boulevards full of luxury stores. In one of the display windows I saw a beautiful hat. war or not, I had to have that hat! I could not resist. I will also always remember the delicious food.'

In Monaco, the couple arranged important papers. A forged visa for South America, a false exit from France and a legal transit visa for Spain. Pola tinkered with her husband's birth year; she made him three years older so that he could no longer be counted among the Allied war volunteers. 'But I was a bad forger. You could see in a moment that I had tampered with that date, with all its consequences.'

After four months in Nice, the day finally arrives when they can leave. It is autumn. Pola and Henri are biking to a mountain town on the border with Spain south of Tarbes and with the highest peak of the Pyrenees, the Aneto, to the south. She feels confused and sad. Her father had turned himself in at the Dossin Kazerne (army barracks). From Dossin, in the Flemish city of Mechelen, Belgium, 25000 Jews and 350 Roma were deported to German extermination camps (between '42 and '44)

He was deported with the 17th transport. His last sign of life was a pessimistic letter that he still managed to throw out of the freight car. As her father rides to his death, new life brews in Pola.

It is late October 1942, the pregnant Pola and Henri are staying in a small pension in Bagnères-de-Luchon, an elegant town near the Spanish border that not unjustly calls itself the Queen of the Pyrenees.

For years the French bourgeoisie has come there to enjoy the hot water baths but during the war it was mainly a draw for refugees wanting to go to Spain.

The day finally arrived when the cousins of the hostess of the guesthouse would guide them over the col. It is calm autumn weather. The forest smells of fungi and dead leaves. Pola has put her beloved hat in a paper bag, and all they have is hand luggage. They have to walk well if they are to reach the border before nightfall. The most dangerous part is above 2000 meters, where no trees grow and the refugees become dangerously visible. Pola is tired and does not have the appropriate footwear. Pola stumbles on. She begs the guides to stop but they want no part of it. She is in pain and is afraid she will lose her baby. But the effort pays off. At dawn they see the village of Les. They are in Spain! The guides try to extract money and jewels from the couple with the message that the Spaniards are going to take their possessions anyway. But Pola and Henri only pay the agreed amount. The guides grumble and disappear. Pola and Henri descend until they reach the village. Les, one of the villages of the Valley of Arán, had a population under six hundred inhabitants at the time. Most have a republican disposition and favor the refugees. Pola and Henri owe their lives to a Spanish widow, Magdalena Durán, the manager of the Hotel Franco-Español, where they stay for three weeks. But Les also hosts the Guardia Civil and the Spanish army. They deport any refugee who does not have the proper papers to France. After November 15, 1942, that meant direct extradition to the Germans. For Pola and Henri, that would be a death sentence. They may have been on the right side of the mountains, but now they must try to stay in Spain at all costs. They put all their hopes on the visas they acquired in Monaco.

and offer themselves to the French authorities.

- Where do you come from?

France

- How did you cross the border?

Past the border post.

- Why are there no stamps in your passports?

There was no one there.

The experienced agent of the Spanish border police knows that the couple is lying, but the commissariat is about to close.

Pola and Henri are taken to Magdalena's Franco-Español hotel. The next day, the interrogations continue, the Spaniards gibbering busily in a language Pola does not understand. But the verdict is clear. The couple will be sent back to the border post. At the hotel, Pola breaks down in tears. 'Rather use your tears to arouse pity in the hostess' says Henri.

Pola lets her tears roll once more: 'We must save little Jesus!' she sobs while showing her pregnant belly. Henri will also pretend to be a Christian the next day. It is their only, small chance of success.

Magdalena is willing to help the couple: 'Pretend to be bedridden so you can't be transported. I'll get you a medical certificate. Stay in your room and make sure no one sees you.'

While Henri mobilizes daily via the only and very precarious telephone connection his niece Nathalie in Madrid to get transit papers in order with the Belgian consul Max Crener, Magdalena's niece, María Averós Durán, helps Pola pass the time. Henri reports every evening on what he hears in the village.

'The news Henri brings me is not encouraging. We are not the only ones who have crossed the border illegally. The drop is teeming with refugees, they are being taken back to the French border. One couple with a baby was only given a moment to freshen up and was immediately sent back. Two days after our arrival, the Germans occupy all of France, at the border German soldiers now march instead of French gendarmes. Our situation could not be more theatrical. We must absolutely avoid being sent back!'

Henri continues to call Madrid stubbornly, but the consul is still unable to intervene. Henri begs the Spanish border police to send him to the Miranda concentration camp. Anything is better than being sent back. Magdalena even sends the police cakes and presents but in vain. The Spaniards are tired of the couple.

'Despite the gifts, the authorities are losing patience. Henri learns that the governor of Lérida has had enough of us and that we must be extradited or, if necessary, they can throw us in the Garonne river.'

Fortunately, the weather remained stable because if it were to start snowing they would not be able to get any deeper into Spain. But at last, the desired documents arrived from Madrid! Doctor Joan Navarro, who had declared Pola ill, can now write that she is cured and can travel. After three weeks of excitement, the couple gets on the bus to Lérida, relieved. Pola still carries her paper bag with the hat.

Shortly after their departure, the clouds gather over the Pyrenees. From December 15, winter plagues the mountains. Up to one and a half meters of snow falls on the

cols, and above the thousand meters everything remains white for months. The last flakes fall in May 1943. Thousands of refugees tried to cross the mountains in the merciless winter. It would be the most harrowing crossing of the entire war, but Pola, Henri, and Jeanin, alias "Jesus," were saved. Magdalena, María Durán and doctor Joan Navarro remain in Les doing what they can for the refugees. They hope that the Allies will free Spain from the dictator and there will be a democratic reooblic. But after the war, things become awfully quiet in Les. While on the other side of the col of Portillon, in liberated France, celebrations are taking place, in Spain a dark shadow is cast over the country. And it will continue to hang over the country for decades to come.

Pola and Hanri have the richt papers to travel across Spain to eventually get to Venezuela. They narrowly escaped death several times.

The Hotel Mora in Madrid is teeming with refugees. Pola and Henri must report to a Spanish security service they call la Securida. There, an official examines their visas. "Is that a cancellation here?" the Spaniard asks. Pola stiffens. She remembers fiddling with Henri's date of birth. The couple ignores the allegations. 'Very well' says the Spaniard 'Provide me with the papers from your diplomatic representation and proof that these visas are validated. In addition, I want the same from the consulate of Venezuela.'

Once again the couple is in luck. At the Belgian legation Henri is mobilized for the Belgian army in Congo and the papers are prepared for an early departure. It has become December, there is a Christmas atmosphere, it is well cold in the capital. Pola poses with her hat from Monaco who, like her, survived the Preenes. Janine is growing in her belly. The couple is resilient and optimistic.

They reach Portugal a little before New Year's Eve 1942. They feel like "decent" people again with the right papers in their pockets. In Lisbon they stayed at the Hotel Bragança, where other Belgians were also waiting for their departure for England or the Belgian Congo. Nineteen days later Pola and henri boarded the Portuguese boat Lourenço Marques, which would take them to the Belgian Congo. In February 1943, they set foot in Banana, a small seaport at the mouth of the Congo River.

'Everything about the country seemed strange to me! The heat, the vegetation, the black people, the architecture, the colonial furniture. I felt incredibly displaced. I remembered the Congolese pavilion from the 1930 Universal Exhibition in Antwerp, where I had seen pictures of lepers and people with other foul diseases. I was so distraught that I didn't want to touch anything. But of course I got used to the physical contact with the country.'

Pola and Hneri had to go to Leopoldville, now Kinshasa, which is hundreds of miles deeper inland. They decide to continue the journey by cab: Pola doesn't feel like navigating the congo river for days again. 'The car danced and jumped over the bumpy country road, not exactly the kind of gymnastics a seven-month pregnant woman can use.' In Boma, Pola gets a backache. she is unaware of what is coming and tries to ignore the pain. When she loses blood she raises the alarm. She is taken

to the Red Cross hospital run by nuns. Pola is given morphine to stop the pain, and her doctor tries to stop the premature birth, but to no avail. When Pola comes out of her daze, she cannot bear the rising pain. She is put to sleep with chloroform and unknowingly gives birth to seven-month-old baby Jeanin. No one gives the little creature a chance to survive. But Pola and Jeanin fight hard. Henri has to leave his wife and newborn baby behind shortly after giving birth. he has been called up to join the Belgian expeditionary force in Egypt.

'I should have been okay with Henri going to fight the enemy. But I myself was still so weak and there was a dying baby in my arms. I was without family or friends in a strange and alienating country. And Henri, my only confidant, my friend and lover, had to go to war.'

Pola feels desperate. A small circle of Belgian women, all wives of Belgian soldiers, take care of her. But Pola's main consolation is Jeanin, who is now progressing a little every day. A short time later, Henri also returns. The couple begins a normal family life and Jeanin is doing well. Three years pass but Pola cannot settle in Congo.

The couple decides to return to Antwerp, their motherland. The place where Pola never wanted to leave in the first place.

This history is not well known in Belgium. It has disappeared under the dust of other great stories of the collaboration, occupation and resistance.

This story has not remained in the collective memory of Belgium.

3. Moral of the story:

To leave your home and life behind to flee is always a forced choice. On the road you meet loneliness, courage, solidarity and friendship. The hostility with which European countries keep refugees out is the same as with which their ancestors were once held back during the first and second world war.

4. Reflection of the story:

Pola was not an adventurer. She was perfectly happy in Antwerp with her job and family. Until she was put in danger due to racism and war.

She held on to a new fashionable hat, as a symbol of her personality. You could call it petit bourgeois but amidst all the uncertainty and danger she kept being herself. A woman from Antwerp who had to find the courage to flee persecution and death. She did so and has children and grandchildren who now know that the choice Pola made was vital.

She had her own prejudices, inflicted by her time, but conquered them and never lost her spirit.

Partner 1: AUGUST VERMEYLEFONDS

NAME OF THE STORY: **RAMI**

26. Area of learning of the story: **EMPOWERMENT**

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- having a desirable and achievable vision*
- setting realistic goals*
- successful planning and prioritizing*
- working with others to achieve the goal*
- breaking a task down into small, achievable units*
- having the faith and confidence to start*
- making sure that the goal you think you want is actually what you do want*
- personal and team goal setting*

- styles of leadership to help you achieve the goal*
- practical ways to achieve the goal*
- positive goal setting, positive thinking*

Explain your choice

Font: Calibri 11

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- creative and lateral thinking*
- the need to challenge 'the rules'*
- the role of learning and coaching in problem solving*
- using experience to solve problems*
- viewing 'failure' as a natural part of the creative process*
- the dangers of 'self-fulfilling prophecy'*
- how different people perceive and deal with problems*
- constructive problem solving*
- getting feedback in our problem solving*
- planning and prioritizing problems*
- paying attention to detail*
- having faith and determination*
- bringing problems down to size*

Explain your choice:

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REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking*

- taking a different vantage point to a situation*
- reframing an issue or problem*
- reframing your attitude to your goals*
- appreciating other people's 'maps of the world'*
- not attempting to 'fix' people with one solution*
- realistic thinking*
- practical solutions*
- creativity in change management*
- changing paradigms*

Explain your choice:

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EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment*
- taking responsibility for our own actions*
- believing in your own capabilities*
- creative and positive thinking*
- seeing things from a different perspective*
- not relying on other people to make decisions for us*
- leaders and teams and team empowerment*
- vision and creative thinking in empowerment*
- the effect of beliefs and values*
- freeing yourself from constraints - real or imaginary*
- the effect of rules and procedures on empowerment*
- taking risks*

Explain your choice:

Font: Calibri 11

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- building self-esteem*
- giving praise and reward*
- giving and receiving feedback*
- people's perceptions of others*
- building self-confidence*
- believing in your own capability*
- .. having courage in your own convictions*
- developing self-esteem through learning and understanding*
- being aware of your self-image and identity*
- goal-setting to achieve success*
- hidden talents, latent skills*
- achieving success - both individually and as a team*
- the power of positive thinking*
- influencing and assertiveness*
- personal achievement*

Explain your choice:

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27. Introduction of the story

Vermeylenfonds made a booklet with stories of habitants of Eeklo near Ghent. Fascinating stories from people born in the small city, who have seen the street life change and stories from foreigners, mostly refugees, about the reason why they came to live there. The town has around 100 different nationalities from all over the world. The booklet was the beginning of a community building project and wants to give the new residents of Eeklo a place within the growing attention for heritage in general and its enrichment in particular. We have chosen for the Erasmus project the story of Rami, aborn in Syria.

28. Text of the Story

We met Rami in 2016 in Eeklo, a small town near Ghent. He is in Syria and 7 years earlier he arrived in Belgium. His passion? Swimming.

It was a sunny Tuesday afternoon.

His motto: I have lost my country, but not my dream. I will never lose it.

His story:

When I was 6 years old I already had the swimming jitters. My life in Syria was great. I could do what I wanted and what I was good at and that was swimming. It didn't take long before I was allowed to join the Syrian swim team. I quickly won a lot of championships.

When the war broke out I travelled to Turkey to stay with my brother. I only had a small backpack with me because I assumed that the war would be over after a month or two. I ended up living there for 4 years. I really wanted to continuing to swim, but is was not obvious. I trained with Galatasaray, but as I did not have the Turkish nationality, I was not allowed to participate in competitions. There was very little support and so I tried to train myself as best I as could do. But I was advised to stop swimming and look for a job. That meant 'Give up my dream'? I never thought I could do it! Swimming is my passion and my life.

I remembered the 80% of the Syrian athletes that were forced to give up their dream...

I was advised to go to Europe. There, the chance of being allowed to participate in competitions would increase considerably.

After 10 days I arrived in Belgium via Greece where I wanted to build my new life. Very soon I was affiliated with the Mega swimming team in Ghent. Given my high level, I had the opportunity to participate in competitions with the team.

When did your Olympic story begin?

The one in a lifetime opportunity came along when the International Olympic Committee of Refugees started looking for sports athletes to form an Olympic refugee team.

I immediately contacted them and told them what I already had on my record. I did not have to wait too long for their answer and I was allowed to participate in the Games with the Olympic Refugee Team. It was a dream come true. After everything I had been through, I finally got this fantastic opportunity.

We were 10 athletes in total. Among them is a Syrian swimmer from my hometown. She's my best buddy, she lives in Berlin.

The Olympics were the most wonderful experience I ever had. Being among the best athletes in the world was mind-blowing. Eating, drinking, swimming, ... they were just sitting right next to me!

After the Olympics I got a scholarship for the next Olympics. I still have 3 years to prepare. Thanks to the support I can now continue to grow in what I really want, I am where I wanted to be. There are now a lot of swimming camps where I can participate.

Which swimming discipline are we talking about?

My aim is to get a medal in the 100 meter butterfly.

The focus is now, of course, entirely on the Tokyo Games in 2020. I participate in as many competitions as possible. Last month I won the bronze medal at the Belgian Championship. I came from nothing, kept doing what I love and what I'm good at and now I'm invited by everyone to share my story. Even to Queen Felip and Queen Mathilde.

How was your way to Belgium?

Getting to Turkey was easy, but getting from Turkey to Belgium was a different matter. I took a boat to Greece with my younger brother and we continued the trip afterwards by bus or just walking. We had no food, had to wait until night to cross borders, ... I have crossed many countries: Macedonia, Serbia, Hungary, Germany, ... A long, long road. My father arrived in Belgium 2 months earlier. My bigger brother had his life in Turkey and my mother was able to obtain a visa because my father was already in Belgium.

And finally Rami: 'Which country will you represent at the Games in 2020?'

I do not know. I don't really care either. I don't have a Belgian passport yet, so joining the Belgian team is quite difficult. But in the end, it's not about the country. I sport in my name, not in the name of a country. At the end of the game my name is on the board.

When I look at myself now and see where I stand, I am proud. I have lost my country, but not my dream. I will never lose it.

29. Moral of the story:

The question of morality here is a complex one due to the contribution of human conscience and sympathy, both of which are subjective and harder to invoke during times of scarcity. Morality also has a temporal, cultural, legal, social, and racial contribution, which makes it harder to examine objectively. Considering this growing human rights crisis, the moral question of the responsibilities of other countries toward resettling and ensuring equal right to health security, education, work and access to leisure time activities for refugees is an existential one for our species.

30. Reflection of the story:

Migration is not going away. A fight for survival and a spirit of curiosity are well-established tendencies of our species. It is hard to put a historical timestamp on when human beings, as we know them, started migrating from their place of birth and settlement to other areas. Some did it in search of better opportunities while others were forced to migrate due to issues such as natural calamities, personal threats, and political warfare. These numbers have only increased with an increase in the world population, climate pattern changes, and individual countries becoming hostile to their own community.

Why we think refugee stories are important?

Compiling and telling refugee stories can be a useful tool in educating and informing the public about the state of the refugee crisis. Through these stories, it is likely that communities will remember refugees and seek to help, provide them with relief and safety. Through these stories we can make the public, and mostly does who are more sceptic, more compassionate and empathetic.

How we Tell Refugee Stories?

Although it is important to compile and share refugee stories, the manner in which individuals and their stories are portrayed should be carefully considered. The United Nations High Commissioner for Refugees (UNHCR) therefore also advises readers not to focus on refugees' pasts, but to consider what individuals can accomplish despite what they have experienced.

Partner 1: AUGUST VERMEYLEFONDS

NAME OF THE STORY: ROGER

1. Area of learning of the story:



ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

Font: Calibri 11

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

Font: Calibri 11

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking
- taking a different vantage point to a situation
- reframing an issue or problem
- reframing your attitude to your goals
- appreciating other people's 'maps of the world'
- not attempting to 'fix' people with one solution
- realistic thinking
- practical solutions
- creativity in change management
- changing paradigms

Explain your choice:

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EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment
- taking responsibility for our own actions
- believing in your own capabilities
- creative and positive thinking
- seeing things from a different perspective
- not relying on other people to make decisions for us
- leaders and teams and team empowerment

- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

Font: Calibri 11

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

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2. Introduction of the story

Fifty years ago Roger Van de Velde died, one of the most talented but also most tragic writers of Belgium. He lay down on the terrace of a café in the Antwerp station district, emaciated after a life of excessive drinking and drug use and a long tour as an internee in Belgian prisons. That his small but high quality oeuvre has not been forgotten is thanks to a number of loyal admirers, including Ellen Van Pelt, who wrote his biography. In an accurate and engaging way Van Pelt shows how the physical decline and artistic rise of this enfant terrible went hand in hand.

3. Text of the Story

Roger Van de Velde was a complex split figure; loving, family man, addict, je m'en-foutist and magnificent writer.

There were clear tipping points in Roger Van de Velde's life, including the premature death of his father, his stepfather's drinking problems, his turbulent booze-loaden years as a journalist and the death of his little daughter.

Most defining in Van de Velde's life is the moment he became addicted to Palfium. At one point he developed serious stomach complaints, which may or may not have been caused by his excessive consumption of alcohol and cigarettes. He was prescribed Palfium, a new morphine-like painkiller that was marketed as a miracle drug. It soon turned out that Palfium was highly addictive, but by then it was already too late for Van de Velde. In order to get his hands on his supply of pills, he started fiddling with prescriptions. He was caught repeatedly and eventually ended up in prison. His lawyer tried to declare him 'temporarily insane' but the qualified psychiatrist declared him 'permanently insane' after a cursory examination. The beginning of an agony of nine years through the penitentiary institutions. That's here he started his career as a literary writer. Before the prison years Van de Velde was a man who had better things to do than write novels. His real passion was pure journalism, in which he showed himself to be a masterful chronicler of his time. It was only during his prison years that the idea of turning to literature arose. In his most haunting books, there is little space between his disconcerting experiences in various institutions and the content of his work. Roger develops a style that oscillates between ironic distance and compassion for his fellow sufferers. But also in *Recht op antwoord* (Right of Reply), a fiery indictment of the antiquated prison system for which he will receive the Ark Prize for Free Speech, he draws heavily on his own experiences. His life ends tragically. Just at the moment that he has been rehabilitated, is appreciated artistically and finally gets a view on a proper treatment for his addiction problems, he dies at the age of forty-five.

4. Moral of the story:

No law can prohibit a writer from writing and publishing as a free citizen what is on his mind.

Roger Van de Velde wrote 'Recht op antwoord' (Right of reply), a flaming and well constructed plea against censorship and against Belgium's terrible internment policy. That work is still of importance today and helps the fight against the system that destroys creativity and free will.

5. Reflection of the story:

How can we safeguard talent within the walls of internment institutions? And more broadly, what living conditions stifle creativity? Is addiction a symptom of a sick society or is the addict sick?

Partner 1: AUGUST VERMEYLEFONDS

NAME OF THE STORY: Sis Van Eeckhout

31. Area of learning of the story: EMPOWERMENT

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- having a desirable and achievable vision*
- setting realistic goals*
- successful planning and prioritizing*
- working with others to achieve the goal*
- breaking a task down into small, achievable units*
- having the faith and confidence to start*
- making sure that the goal you think you want is actually what you do want*
- personal and team goal setting*
- styles of leadership to help you achieve the goal*

- practical ways to achieve the goal*
- positive goal setting, positive thinking*

Explain your choice

Font: Calibri 11

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- creative and lateral thinking*
- the need to challenge 'the rules'*
- the role of learning and coaching in problem solving*
- using experience to solve problems*
- viewing 'failure' as a natural part of the creative process*
- the dangers of 'self-fulfilling prophecy'*
- how different people perceive and deal with problems*
- constructive problem solving*
- getting feedback in our problem solving*
- planning and prioritizing problems*
- paying attention to detail*
- having faith and determination*
- bringing problems down to size*

Explain your choice:

Font: Calibri 11

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking*
- taking a different vantage point to a situation*

- reframing an issue or problem*
- reframing your attitude to your goals*
- appreciating other people's 'maps of the world'*
- not attempting to 'fix' people with one solution*
- realistic thinking*
- practical solutions*
- creativity in change management*
- changing paradigms*

Explain your choice:

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EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment*
- taking responsibility for our own actions*
- believing in your own capabilities*
- creative and positive thinking*
- seeing things from a different perspective*
- not relying on other people to make decisions for us*
- leaders and teams and team empowerment*
- vision and creative thinking in empowerment*
- the effect of beliefs and values*
- freeing yourself from constraints - real or imaginary*
- the effect of rules and procedures on empowerment*
- taking risks*

Explain your choice:

Font: Calibri 11

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- building self-esteem*
- giving praise and reward*
- giving and receiving feedback*
- people's perceptions of others*
- building self-confidence*
- believing in your own capability*
- .. having courage in your own convictions*
- developing self-esteem through learning and understanding*
- being aware of your self-image and identity*
- goal-setting to achieve success*
- hidden talents, latent skills*
- achieving success - both individually and as a team*
- the power of positive thinking*
- influencing and assertiveness*
- personal achievement*

Explain your choice:

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32. Introduction of the story

"Pfff, shut up about that war now" - Sis van Eeckhout published his story about his parents.

Ah, the war. Always that war, always that damn war and those concentration camps...We know it by now...Isn't it time, seventy years after the fact, to turn the page, to finish the chapter, to close the book? Time to put the past behind us, to finally let the dead rest? Time to look forward, no longer burdened by the dark shadows of a bygone century, but to face the future with an open mind and a will to live?

33. Text of the Story

An inspiring and hopeful thought, right? Dr. Albert Schweitzer - who remembers him? - already knew it many decades ago: 'Happiness consists of good health and bad memory.

And indeed. I heard my father say it more than once. And he also wrote it in the epilogue to his so often reprinted and translated camp novel "This is how it was in Dachau": "How gladly would I have closed the door of Dachau behind me after the war? How much would I have liked to draw a line under the Dachau chapter as a 23-year-old? I did not succeed. The door remained open. And I honestly believe that it is my duty to let as many people as possible look in through that open door. So that later there wouldn't be a door for them that they couldn't get closed again..."

"Den Toten zur Ehr, den Lebenden zur Mahnung". To honor the dead, to warn the living. These words are chiseled into the pedestal of "The Unknown Prisoner," the sculpture by artist Friz Koelle, next to the crematoria of Dachau concentration camp. A haunting quote that also aptly reflects the spirit of the 'Book of Camps', the documentary reference work of Ludo van Eck/Ludo van Eeckhout, my father.

Throughout his life, Ludo van Eeckhout (1922/1991), as a survivor of Dachau, carried with him the mission that he had to both testify and warn. "When we (political prisoners) are no longer there, who will tell our children, grandchildren and great-grandchildren? Who will tell future generations what happened yesterday and what can and will happen again tomorrow..."

The gates to hell

Seventy years ago, the Millennial Reich collapsed in utter chaos, barely twelve years after the first Nazi concentration camp was established at Dachau near Munich. Barely twelve years, but a dramatic eternity that cost millions of people their lives and left behind a world that had lost its innocence forever. The end of the war in Europe did not even end the misery, the despair, the grief for so many

fathers, mothers, children, siblings, friends, neighbors, colleagues and brothers in arms who did not survive the inferno. Or who would remain scarred forever.

In the early spring of 1945, the last concentration camps were liberated and the gates opened to a world that no one had dared or could have imagined. Suddenly one could catch a glimpse of hell and previously unknown places took on a sinister and deadly sound. Dachau, Mauthausen, Ravensbrück, Majdanek, Buchenwald, Breendonk, Westerbork, Bergen-Belsen, Sachsenhausen, Dora, Sobibor, Treblinka, Flossenburg, Auschwitz-Birkenau...Innocent place names that would henceforth be preached as a prayer or a curse. Here, between 1933 and 1945, millions of people, men, women and children, were enslaved, humiliated, abused and starved. They were shot, tortured, beaten to death, gassed or hanged.

Jews because they were Jews, Gypsies because they were Gypsies, Jehovah's Witnesses because they were Jehovah's Witnesses, Homophiles because they were Homophiles. There was no place for any of them in the ideal Nazi state. In addition, and this is sometimes forgotten, hundreds of thousands (!) of political prisoners were also deported to the camps.

Men and women of an endless variety of nationalities, skin colors, ages, professions, social and cultural backgrounds, religious and political convictions. But with one characteristic in common: the conviction to say "no" to a regime that was founded on war, terror, fanaticism, racism and megalomania. Some had taken up arms against the occupying forces, others had collaborated on a clandestine newspaper or pamphlet, painted a slogan on a wall, helped an Allied pilot, hid a Jewish family, given shelter or a bowl of soup to a workaholic. Or just said an unvarnished word....

'The Signed'

My mother survived Ravensbrück and Mauthausen, my father Dachau. At the end of 1940 they became - independently of each other - members of the same Belgian resistance group. Resistance fighters from the very beginning. In March '44 they were arrested and deported. After the war Ludo and Myette became husband and wife and in mid 1947 a son was born to them.

I got the name of my grandfather Frans van Eeckhout, who died on Maundy Thursday 1945 in concentration camp Flossenburg. As a second given name I

was given the name of Calixte Misotten, loyal friend and resistance brother of my parents. Calixte died in Dachau. The toll in my father's circle of family and friends was almost incalculable. His father - my grandfather - died in Flossenburg, friend Calixte in Dachau, uncle Emiel in Buchenwald, aunt Marieke in Bergen-Belsen. Many friends from the resistance remained behind in various concentration camps.

In the early 1960s, as in his younger years, my father began to write again. Detective and other stories under dozens of pseudonyms. But with "The Signed Ones," he also delivered his first accomplished concentration novel as Ludo van Eck. Based on the horror of Auschwitz. 'De Getekenden' was a huge success, receiving rave reviews and being republished and translated several times, including into Russian. It was followed by "Bloodstreet," about the Warsaw Ghetto, and a dozen other highly documented novels about the camps.

He also systematically expanded his archives and the intention grew to compile a reference work with the history of all the Nazi camps. With photos from then and now, with maps, with figures and testimonies...A tricky, and actually impossible task for one man, without a research team, who had never learned to take photos. The camps were scattered throughout Europe, little was known of many of them, and camp archives often remained hermetically sealed. But my old man did possess one thing: the unstoppable will to show future generations what the Nazis had done. To show how and what the camps had been, what mass hysteria, fanaticism and racism could lead to.

From camp to camp

As a little brat of barely 22 years of age, I spent three summer months travelling through Europe with my father, from concentration camp to concentration camp. I had imagined my big vacation to be somewhat different, but what had to be, had to be. I am still grateful for it.

At the end of June 1969 our expedition through Europe began, and at the end of September we were back home. Barely a week late for the start of a new academic year. But a year later the 'Book of Camps' was in the bookstore. In the course of the years eleven reprints with three publishers and a French edition would follow. A Dutch magazine wrote: "The Book of Camps, like the Bible, should have a place in every family...". A quote that pleased my father - as an absolute freethinker.

Recently I visited Dachau again with my children. The old barracks are gone, but the gatehouse with the cynical inscription 'Arbeit Macht Frei' is still there. So are the watchtowers, the barbed wire, the crematoria, the stone SS buildings, even the original poplars that lined the main street. And there were also very young and not so young people. Of many nationalities, but mostly Germans. Groups of schoolchildren too. Subdued, moved often. They seemed well prepared by their teachers. Would that also be the case in our country?

At the end of January - a quarter of a century after the last edition appeared - a completely renewed, contemporary edition of the 'Book of Camps' was published by Uitgeverij Manteau. With hundreds of new (color) photos, with new data, with new camp plans. Because new facts are still coming to light every day. In Sobibor, Poland, for example, an international team of 'CZ archaeologists' is digging in the subsoil of the camp. Sobibor was completely destroyed by the Nazis when the Red Army advanced. But they could not erase the underground. Today it reveals millions of traces, including the pipes that led to the gas chambers...

Let the renewed Book be a reminder and a salute to those who stayed behind in the camps, to those who returned and later left us, to the last witnesses who are still among us. A book to honor the dead and to warn the living. Today more than ever. Let it also be a tribute to my father, Ludo van Eeckhout/Ludo van Eck. And a reminder of the ideals that he and his comrades stood for.

Because the memory lives on. Just as renewed interest in the First World War has grown - almost out of nowhere - so the Second World War is once again clearly in the picture. Let us not avert our eyes from it. Let us not avert our eyes from the victims, nor from the horror. Nothing good has ever come out of keeping quiet about evil.

34. Moral of the story:

When you see people or groups having problems do not hesitate to help them even if you are not part of that group. Because if you do not help now, others may not be willing to help you later. it comes down to you and us together.

35. Reflection of the story:

Partner 2: CONTEMPORARY PLEVEN MEDIA FOUNDATION

NAME OF THE STORY: **The Trouble**

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- having a desirable and achievable vision*
- setting realistic goals*
- successful planning and prioritizing*
- working with others to achieve the goal*
- breaking a task down into small, achievable units*
- having the faith and confidence to start*
- making sure that the goal you think you want is actually what you do want*
- personal and team goal setting*
- styles of leadership to help you achieve the goal*
- practical ways to achieve the goal*
- positive goal setting, positive thinking*

Explain your choice

Working with others to achieve the goal - If you are not alone, it is easier to deal with problems.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- creative and lateral thinking*
- the need to challenge 'the rules'*
- the role of learning and coaching in problem solving*
- using experience to solve problems*
- viewing 'failure' as a natural part of the creative process*
- the dangers of 'self-fulfilling prophecy'*
- how different people perceive and deal with problems*
- constructive problem solving*
- getting feedback in our problem solving*
- planning and prioritizing problems*
- paying attention to detail*
- having faith and determination*

- bringing problems down to size*

Explain your choice:

The role of learning and coaching in problem solving - Skills are acquired by watching the more experienced work.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking*
- taking a different vantage point to a situation*
- reframing an issue or problem*
- reframing your attitude to your goals*
- appreciating other people's 'maps of the world'*
- not attempting to 'fix' people with one solution*
- realistic thinking*
- practical solutions*
- creativity in change management*
- changing paradigms*

Explain your choice:

Reframing your attitude to your goals – When you want to achieve something you should make the efforts needed.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment
- taking responsibility for our own actions
- believing in your own capabilities
- creative and positive thinking
- seeing things from a different perspective
- not relying on other people to make decisions for us
- leaders and teams and team empowerment
- vision and creative thinking in empowerment
- the effect of beliefs and values
- freeing yourself from constraints - real or imaginary
- the effect of rules and procedures on empowerment
- taking risks

Explain your choice:

Taking responsibility for our own actions - Don't rely on someone else to fix something you've broken. Rely on his own strength.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- building self-esteem
- giving praise and reward
- giving and receiving feedback
- people's perceptions of others
- building self-confidence
- believing in your own capability
- .. having courage in your own convictions
- developing self-esteem through learning and understanding
- being aware of your self-image and identity
- goal-setting to achieve success
- hidden talents, latent skills
- achieving success - both individually and as a team
- the power of positive thinking

- influencing and assertiveness*
- personal achievement*

Explain your choice:

Developing self-esteem through learning and understanding - Dealing with a difficulty you have not encountered before gives you self-confidence and optimism.

2. Introduction of the story

Folk tales are a way to learn important lessons and to cultivate qualities such as diligence, honesty, kindness, respect, responsibility.

3. Text of the Story

A woodcutter had two sons. Every time he went to the forest, he took one of them as an assistant. Once the woodcutter prepared everything for work, but told his sons that this time they had to go alone. He would stay at home to rest.

The boys were glad to take on their father's burden and left. But when they went out, the elder remembered to ask who would fix the cart if it broke, as his father always did this. And the father said not to worry. If that happened, they should call Trouble, she would fix the cart.

The boys went to the forest. They unharnessed, let the oxen graze and grabbed the axes. They started to work and quickly cut a lot of wood, loaded and even overloaded the car. They harnessed the oxen and drove back.

In the middle of the road, descending one downhill, the overloaded car intensified and the towbar broke. What now? How will they take the car with the wood? Then the elder remembered his father's order and began to shout as loudly as he could: "Trouble! Trouble! Come and fix our cart!" But no one answered. When the big one got tired, the little brother started calling Trouble.

But the forest was deaf. It was getting dark. The birds returned to their nests. A pale moon appeared in the sky. Then the younger brother told the elder one that this Trouble would obviously not come, but that they should take care of repairing the broken thing.

It wasn't easy, but they had watched their father do it. They ran, found dry dogwood, cut it down, carved it nicely, made a new towbar and put it in the place of the broken one. They took the car home.

As they unloaded the wood, they told their father what had happened. How the failure happened, how long they called the Trouble, and it did not call back, as if it had sunk into the ground. Then they got to work on their own and made a new towbar, stronger than the old one.

The father smiled and said, "Oh, boys, you were looking for Trouble in the wilderness, and it was with you. Trouble itself has helped you fix your car. Think about it and you will understand that it is so."

4. Moral of the story:

Do not seek help outside when you can rely only on your own strength.

5. Reflection of the story:

This tale briefly and clearly reveals the old rule of life that children should not be protected from difficulties, because that way they will become spoiled and dependent. Encountering Trouble is far more valuable than trying to protect them at all costs.

Partner 2: CONTEMPORARY PLEVEN MEDIA FOUNDATION

NAME OF THE STORY: **The self-taught master carver**

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- having a desirable and achievable vision*
- setting realistic goals*
- successful planning and prioritizing*
- working with others to achieve the goal*
- breaking a task down into small, achievable units*
- having the faith and confidence to start*
- making sure that the goal you think you want is actually what you do want*
- personal and team goal setting*
- styles of leadership to help you achieve the goal*
- practical ways to achieve the goal*
- positive goal setting, positive thinking*

Explain your choice

Having a desirable and achievable vision - If you have a clear vision, you can achieve a lot. Use models that you like and have made a strong impression on you.

Having the faith and confidence to start - It takes confidence to start and a conviction that the result meets your expectations. You know in advance that you will share what you have achieved with other people - acquaintances and strangers.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- creative and lateral thinking*
- the need to challenge 'the rules'*
- the role of learning and coaching in problem solving*
- using experience to solve problems*
- viewing 'failure' as a natural part of the creative process*
- the dangers of 'self-fulfilling prophecy'*
- how different people perceive and deal with problems*
- constructive problem solving*
- getting feedback in our problem solving*
- planning and prioritizing problems*
- paying attention to detail*
- having faith and determination*
- bringing problems down to size*

Explain your choice:

Constructive problem solving - Solving problems constructively can mean making something out of nothing. For Bulgarians, especially in the years of socialism and totalitarianism, this is a common task. If you need mahogany, but you don't have it, you can paint another wood with mahogany varnish, for instance.

Having faith and determination - If you really want to achieve something you should work with faith and determination.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking*
- taking a different vantage point to a situation*
- reframing an issue or problem*

- reframing your attitude to your goals*
- appreciating other people's 'maps of the world'*
- not attempting to 'fix' people with one solution*
- realistic thinking*
- practical solutions*
- creativity in change management*
- changing paradigms*

Explain your choice:

Reframing your attitude to your goals - Prepare well, by reading and collecting material. Inspiration can come from anywhere: from history (the throne of King Simeon; the monument to Shipka), from religion (12 apostles), from the great works of the Renaissance, even from the news. It is important how you will transform what you see. If it has passed not only through your hands, but also through your heart, everyone will feel it.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment*
- taking responsibility for our own actions*
- believing in your own capabilities*
- creative and positive thinking*
- seeing things from a different perspective*
- not relying on other people to make decisions for us*
- leaders and teams and team empowerment*
- vision and creative thinking in empowerment*
- the effect of beliefs and values*
- freeing yourself from constraints - real or imaginary*
- the effect of rules and procedures on empowerment*
- taking risks*

Explain your choice:

Believing in your own capabilities – This is the way we can fulfil our dreams.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- building self-esteem*
- giving praise and reward*
- giving and receiving feedback*
- people's perceptions of others*
- building self-confidence*
- believing in your own capability*
- .. having courage in your own convictions*
- developing self-esteem through learning and understanding*
- being aware of your self-image and identity*
- goal-setting to achieve success*
- hidden talents, latent skills*
- achieving success - both individually and as a team*
- the power of positive thinking*
- influencing and assertiveness*
- personal achievement*

Explain your choice:

Being aware of your self-image and identity - Marin Petkov is an ordinary person who is aware of his image and identity. Although his profession is very far from creative, he decided to achieve his dream by transforming his modest house.

Goal-setting to achieve success & Hidden talents, latent skills - His destiny is proof that goal-setting and the development of hidden talent are important for success.

2. Introduction of the story

When he retires, a self-taught master embarks on the path of his dream and year after year he transforms from wood the images that fill his imagination and make him race, competing with his fastest enemy - time.

3. Text of the Story

Marin Petkov spent his whole life in his native village of Malak Porovets near the Bulgarian town Isperih. But his profession as a supplier often took him to the sub-Balkan region, where he remained fascinated by the beauty of the Bulgarian Revival houses. The skill of the former woodcarvers, whose works adorn the ancient homes, ignites a flame in his soul that will burn until his last days. That is why for the last 16 years of his life he was grateful for the skills given to him by God, and with the help of the wood he turned his house into a masterpiece - an adoration for the art of the Revival masters.

He is an ordinary man who lived all his life in a small beautiful village. But he had rich imagination, big heart and two golden hands. In the House of Carvings you can see his original master certificate from 1948, because he is also a master of furniture. In terms of woodcarving, however, he is a self-taught but extremely reading person who has not had too much self-confidence to say - I can do anything. He has been preparing for many years, so there are no random things in the house.

From 1984 to 2000, Master Marin decorated all the furniture, cornices, ceilings and verandas of his home with carved wood, and on the outside of the windows he placed a model of the Shipka monument, erected in honor of the liberation of Bulgaria in 1878. On the gate he writes the words "A house open to anyone who wants to visit" - because he makes his carvings as a legacy to leave and people to enjoy. He also bequeathed to them a testament with the copy of Zahari Zograf's "Wheel of Life", one of Bulgaria's most famous painters for all times. The message of Master Marin is hidden in this work. Through it, he tells us that at the end of our lives, when we look back, we realize that what matters most is what we leave behind.

The family altar is decorated by the master with wood-carved icons and magnificent altar doors. With the Nativity of Christ and the amazing copy of Leonardo's Last Supper made of wood, he points to the beginning and end of the Savior's earthly journey. Marin Petkov also creates several themed rooms. In the "Throne Hall" he positions a large table, a cupboard, a fireplace and a royal throne, for which he is inspired by the film about Tsar Simeon the Great (893-927) - "The Golden Age". In the "Room with Swords" on the entire ceiling he depicts the Order "For Courage", worshiping the heroism of the Bulgarian soldiers. "The Room with the Twelve Apostles" Master Marin created as a result of a promise regarding the health of the children in his family. It is characterized by the fact that it is extremely bright and is often called by the guests the "White Room".

He spent about two years preparing for the Arabian Room before performing the decoration. The idea for this room came to him after watching a documentary about a visit of a Bulgarian delegation to Libya. Of course, everything is adapted, subordinated to the general Revival idea of the house. However, the pattern of the wood is different, the

cornice is not typical, and the ceiling is made with the typical Arabic decoration. The master used four types of wood with the color of the most common material in the Arab world - dark mahogany.

The artist completes his work on the border of the old and the new century and soon leaves this world.

The house enjoys great interest from visitors both from the country and from abroad. In it you can see two magazines written by visitors from Bulgaria and around the world - from the United States, Spain, Mexico, Turkey and many other countries.

It is said that the whole soul of man is in what he does. And the soul of the master is felt in his original home, because he has invested a piece of his soul in every detail.

4. Moral of the story:

When you have a strong desire, you can achieve your dream even alone and with only your both hands.

5. Reflection of the story:

Life does not end when you finish your career. Retirement years can become a "golden age" if one finds an interesting occupation and pursues one's goal with perseverance and dedication.

Partner 2: CONTEMPORARY PLEVEN MEDIA FOUNDATION

NAME OF THE STORY: QUICK PROFIT, QUICK LOSS

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- having a desirable and achievable vision*
- setting realistic goals*
- successful planning and prioritizing*
- working with others to achieve the goal*
- breaking a task down into small, achievable units*
- having the faith and confidence to start*
- making sure that the goal you think you want is actually what you do want*
- personal and team goal setting*
- styles of leadership to help you achieve the goal*
- practical ways to achieve the goal*
- positive goal setting, positive thinking*

Explain your choice

Setting realistic goals is not easy sometimes – we can be tempted to dream of quick success, which is mostly impossible to achieve, as every real success demands putting effort in it.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- creative and lateral thinking*
- the need to challenge 'the rules'*
- the role of learning and coaching in problem solving*
- using experience to solve problems*
- viewing 'failure' as a natural part of the creative process*
- the dangers of 'self-fulfilling prophecy'*
- how different people perceive and deal with problems*
- constructive problem solving*
- getting feedback in our problem solving*
- planning and prioritizing problems*
- paying attention to detail*
- having faith and determination*
- bringing problems down to size*

Explain your choice:

Creative and lateral thinking is a good thing when we need non-standard solutions, but we must know how to direct our imagination, because if we can't control it, it could mislead us.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking*
- taking a different vantage point to a situation*
- reframing an issue or problem*
- reframing your attitude to your goals*
- appreciating other people's 'maps of the world'*
- not attempting to 'fix' people with one solution*
- realistic thinking*
- practical solutions*
- creativity in change management*
- changing paradigms*

Explain your choice:

Realistic thinking can lead us far or can frighten us and make us stop and give up. But still, it's good to have a focus on reality, even when we dream of something. Otherwise our aims will only remain dreams.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment*
- taking responsibility for our own actions*
- believing in your own capabilities*
- creative and positive thinking*
- seeing things from a different perspective*
- not relying on other people to make decisions for us*

- leaders and teams and team empowerment*
- vision and creative thinking in empowerment*
- the effect of beliefs and values*
- freeing yourself from constraints - real or imaginary*
- the effect of rules and procedures on empowerment*
- taking risks*

Explain your choice:

Believing in your own capabilities is very important also in the sense that we should not overestimate them.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- building self-esteem*
- giving praise and reward*
- giving and receiving feedback*
- people's perceptions of others*
- building self-confidence*
- believing in your own capability*
- .. having courage in your own convictions*
- developing self-esteem through learning and understanding*
- being aware of your self-image and identity*
- goal-setting to achieve success*
- hidden talents, latent skills*
- achieving success - both individually and as a team*
- the power of positive thinking*
- influencing and assertiveness*
- personal achievement*

Explain your choice:

Being aware of your self-image and identity helps us make the right decisions, but if we have imaginary idea of ourselves and our abilities, this leads to mistakes and moves us away from our real potential.

2. Introduction of the story

This is a somewhat funny story about a man who dreamt of big and easy, fast success. And as fast he loses it and returns to reality.

3. Text of the Story

One man went to the market and brought a basket of eggs to sell. He had put a stick on the basket and carried it on his shoulder.

The man walked by and was talking to himself:

"I'm carrying three hundred eggs now. If I sell them for one coin each, I will take three hundred coins, if I sell them for two, I will take six hundred coins. With this money I will buy a pig, then I will feed it, it will give birth to twelve pigs, all female. These twelve pigs will grow up, and each will have twelve more, and I will have a large herd of pigs. I will lead this herd to feed in the forest - to eat, to be well fed. So I will take them to the market and I will sell them all and make a lot of money from them. I will then buy a white horse. I will shave myself and iron my clothes, I will dress very well, then I will get on the horse, tilt my hat and go straight to the royal palace, fast like the wind. There, in the morning - in the evening I will run around the king's gates, so the whole field will be dug by the horse's feet, as when pigs have dug it. And the king's daughter will look at me from the veranda and will like me. Well, if the king's daughter wants me, I'll take her too. She will give birth to a male child and I will name him Bogdancho. When I go shopping, I will buy him apples. And when I come home, Bogdancho will run out to meet me at the door. And I will stretch my arms to embrace him and I will say:

- Come to me, son Bogdancho, come to Daddy to give you an apple!"

Saying this, the man forgot what he was carrying, so he stretched out his hands to show how he would embrace Bogdancho; and then he dropped the stick from his shoulder, and the basket of eggs fell on the ground! The eggs were broken, and the man moaned:

"Well, all my wealth is gone!"

As he bent down to sift through the healthier eggs, he saw another man walking after him, and embarrassed he asked:

"Brother, have you been following me for a long time?"

"Since you started winning money, until you lost everything, I'm all the time after you," the man said.

4. Moral of the story:

A quick profit ends up in a quick loss.

5. Reflection of the story:

If we want to achieve something, we should make the efforts needed and it takes time, perseverance, diligence. Success doesn't usually come to us merely by chance and easily. We must do our best for it and be careful not to lose it.

Partner2: CONTEMPORARY PLEVEN MEDIA FOUNDATION

NAME OF THE STORY: **The old people**

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- having a desirable and achievable vision*
- setting realistic goals*
- successful planning and prioritizing*
- working with others to achieve the goal*
- breaking a task down into small, achievable units*
- having the faith and confidence to start*
- making sure that the goal you think you want is actually what you do want*
- personal and team goal setting*
- styles of leadership to help you achieve the goal*
- practical ways to achieve the goal*
- positive goal setting, positive thinking*

Explain your choice

Positive goal setting and positive thinking help to get out of any situation, even a hopeless one.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- creative and lateral thinking*
- the need to challenge 'the rules'*
- the role of learning and coaching in problem solving*
- using experience to solve problems*
- viewing 'failure' as a natural part of the creative process*
- the dangers of 'self-fulfilling prophecy'*
- how different people perceive and deal with problems*
- constructive problem solving*
- getting feedback in our problem solving*
- planning and prioritizing problems*
- paying attention to detail*
- having faith and determination*
- bringing problems down to size*

Explain your choice:

Using experience to solve problems is the fastest way to achieve the goal

How different people perceive and deal with problems depends on the character of each of us. If you are obedient and impersonal, even if you are rich and noble, you are doomed to failure.

Constructive problem solving can be achieved if a person has enough practical knowledge.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking*
- taking a different vantage point to a situation*
- reframing an issue or problem*
- reframing your attitude to your goals*
- appreciating other people's 'maps of the world'*

- not attempting to 'fix' people with one solution*
- realistic thinking*
- practical solutions*
- creativity in change management*
- changing paradigms*

Explain your choice:

Flexible and creative thinking can be applied even under stress.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment*
- taking responsibility for our own actions*
- believing in your own capabilities*
- creative and positive thinking*
- seeing things from a different perspective*
- not relying on other people to make decisions for us*
- leaders and teams and team empowerment*
- vision and creative thinking in empowerment*
- the effect of beliefs and values*
- freeing yourself from constraints - real or imaginary*
- the effect of rules and procedures on empowerment*
- taking risks*

Explain your choice:

Taking responsibility for our own actions shows dignity and gives self-confidence.

Freeing yourself from constraints - real or imaginary

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- building self-esteem*
- giving praise and reward*
- giving and receiving feedback*
- people's perceptions of others*
- building self-confidence*
- believing in your own capability*
- .. having courage in your own convictions*
- developing self-esteem through learning and understanding*
- being aware of your self-image and identity*
- goal-setting to achieve success*
- hidden talents, latent skills*
- achieving success - both individually and as a team*
- the power of positive thinking*
- influencing and assertiveness*
- personal achievement*

Explain your choice:

Having courage in your own convictions can endanger your life, but also save you, along with many others.

The power of positive thinking is greater than the fear of a master / king / dictator

2. Introduction of the story

This is a Bulgarian folk tale that presents people of different origins, character and wisdom. It teaches us goodness.

3. Text of the Story

A cruel king passed a law to destroy all old people, because they were of no use. "They neither plow, nor reap, nor cut wood. They just eat bread and get in the way of others at home. We will live better without them", said the ruler.

The royal executioners started working on the king's order. All the old people went under the knife. Only one old man remained - the father of a boyar. The boyar felt sorry for taking his old father's head, so he hid him in a secret place and fed him secretly, without anyone knowing.

The cruel king had a crazy black horse: he kicked, bit, jumped, threw the riders. No one could approach it and tame it. A cunning sorceress lived in the capital. The king ordered her to be summoned to the palace and began to ask her how the mad horse could be tamed.

"How?" the sorceress replied. "Command, my lord, your boyars to twist a rope of sand. If you tie a horse with a rope of sand, it will become as meek as a sheep."

The king summoned his boyars.

"Hey, boyars," he called to them, "listen to what I command you! Bring me a rope of sand tomorrow. If you come to the palace without a sand rope, I will take your heads!"

The boyars returned with their heads bowed. No one could figure out how to twist a rope of sand. Among the boyars was the one who spared his father's life. When he returned home dejected, the old man asked him:

"Why are you worried, son?"

The boyar told him what the king wanted.

"Is that all? Do not be afraid. Tomorrow, when you go to the palace and the king asks Where is the rope?, you answer him: King, we are ready to twist a rope of sand, but we do not know what it should be - thick, thin, yellow or red, give us a sample first."

The next day, hearing the clever answer, the king bowed his head and said:

"You're right, I have to give you a sample, but I have nowhere to get it."

And the king spared everyone's life.

The same summer there was a great drought. Everything burned - both grass and fruit. The rivers and wells dried up. The granaries were emptied. There was no grain left, not even for seed.

People were afraid they would starve to death. The king was also worried. He called the boyars again and ordered them:

"Do whatever you do and at all cost, but tomorrow, when you come, I want you to tell me where to find wheat for sowing, otherwise I'll take your heads."

The boyars left broken. The hidden old man saw that his son was returning dejected again, and asked what had happened.

"Now, Dad," said the boyar, "you can't help me either."

"Why?"

"Because the king wants seeds for sowing, and there is no wheat anywhere in the country."

"Don't be afraid, son. Tomorrow, when you appear before the king, tell him to order the villagers to dig up all the anthills in the kingdom. There is a lot of wheat in the anthills, gathered grain by grain by the ants."

Indeed, as soon as the villagers went out into the fields and forests and dug up the anthills, they found a bag of large grain in each anthill. The king was very surprised by the find and turned to the boyar who was hiding his father.

The king asked him:

"Tell me, who gave you this wise advice?"

"I dare not say, my lord, for you will destroy me."

"There won't be a hair falling from your head, tell me!"

Then the boyar admitted that he had hidden his father and he taught him what to say about the sand rope and where the hidden wheat was.
Soon a new law came out: no one should tease the old people, and when they walk the streets, everyone should make way for them.

4. Moral of the story:

Listen to your heart more than to someone who has power. Older people need to be respected and protected because they have a wealth of life experience and can be helpful with advice in a variety of situations.

5. Reflection of the story:

You must not obey ridiculous commandments that are against your mind and heart. Only someone who has lived a long time and gained experience can know a lot and give valuable advice.

Partner 2: CONTEMPORARY PLEVEN MEDIA FOUNDATION

NAME OF THE STORY: THE OLD DEER AND THE LITTLE DEER

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- having a desirable and achievable vision*
- setting realistic goals*
- successful planning and prioritizing*
- working with others to achieve the goal*
- breaking a task down into small, achievable units*
- having the faith and confidence to start*
- making sure that the goal you think you want is actually what you do want*
- personal and team goal setting*
- styles of leadership to help you achieve the goal*
- practical ways to achieve the goal*
- positive goal setting, positive thinking*

Explain your choice

Personal and team goal setting are both very important and one should not be in conflict with the other, but In this story that's exactly what happens.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- creative and lateral thinking*
- the need to challenge 'the rules'*
- the role of learning and coaching in problem solving*
- using experience to solve problems*
- viewing 'failure' as a natural part of the creative process*
- the dangers of 'self-fulfilling prophecy'*
- how different people perceive and deal with problems*
- constructive problem solving*
- getting feedback in our problem solving*
- planning and prioritizing problems*
- paying attention to detail*
- having faith and determination*
- bringing problems down to size*

Explain your choice:

Using experience to solve problems is essential at every age and no matter the age we can, and must, learn from our own experience and from other's also.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking*
- taking a different vantage point to a situation*
- reframing an issue or problem*
- reframing your attitude to your goals*
- appreciating other people's 'maps of the world'*
- not attempting to 'fix' people with one solution*
- realistic thinking*
- practical solutions*
- creativity in change management*
- changing paradigms*

Explain your choice:

Appreciating other people's 'maps of the world' can be crucial in some situations and for sure it always helps to take them in mind, especially when they are well explained.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment*
- taking responsibility for our own actions*
- believing in your own capabilities*
- creative and positive thinking*
- seeing things from a different perspective*
- not relying on other people to make decisions for us*

- leaders and teams and team empowerment*
- vision and creative thinking in empowerment*
- the effect of beliefs and values*
- freeing yourself from constraints - real or imaginary*
- the effect of rules and procedures on empowerment*
- taking risks*

Explain your choice:

The effect of beliefs and values on our decisions can be bad in certain cases if these beliefs and values are based on prejudices.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- building self-esteem*
- giving praise and reward*
- giving and receiving feedback*
- people's perceptions of others*
- building self-confidence*
- believing in your own capability*
- .. having courage in your own convictions*
- developing self-esteem through learning and understanding*
- being aware of your self-image and identity*
- goal-setting to achieve success*
- hidden talents, latent skills*
- achieving success - both individually and as a team*
- the power of positive thinking*
- influencing and assertiveness*
- personal achievement*

Explain your choice:

Giving and receiving feedback is very important to be done with an open mind, so that we can really get the information.

2. Introduction of the story

A bold old deer leads the herd but in his confidence he neglects the reasonable advice of a youngster.

3. Text of the Story

The old deer led his herd to the high mountain meadow, where green and soft grass grew. He walked confidently through the old beech forest, because he knew all the valleys and slopes, he knew where the goat paths led and where the hunters set up ambushes and dug deep pits to keep the deer and hind in. The old deer also knew every beech in the forest, and he had memorized the birds' nests, but he didn't know that twenty paces from the limpid well yesterday the hunters had dug a deep pit, covered it with twigs, grass, and foliage, so that as soon as some heavier animal stepped on top to fall into the pit. He did not yet know that in the branches of the old beech tree by the well the hunters had set up an ambush, and only the barrels of their rifles were visible, directed towards the pit. Carefree and calm, the old deer walked along the path that led to the hidden pit, followed by a herd of deer, hinds and small deer.

When the herd approached the well, the smallest deer, which was walking nimble at the back, got ahead of the others, went to the guide and shouted:

- Wait, Grandpa, wait! Don't lead the herd on this path.
- Why? – the old deer turned his head toward him.
- Because there's a covert pit and a hunting ambush somewhere here.
- How do you know, immature puppy? – said the old deer annoyed.
- Yesterday, when I came to sip some water from the well, I saw four sharp shovels thrown under the branched beech, with which it had just been dug.
- How did you know it was dug with them?

- Because of the wet sticky soil on the shovels. I also saw four rifles facing the log. The rifles had two barrels each. And you all know that hunters' rifles have two barrels each. Ah, Grandpa, you know how scared I was! I hurried up to run to the herd. My heart would break with fear.

The old deer shook his head and said:

- Your grandfather knows every path and every bug in this forest. Your mouth still smells of milk, and you want to teach your grandfather. Another time, don't you dare give me advice on where to lead the herd, because I will stab you with my antlers. You must have dreamed of some rifles and wet shovels last night. Stay in line - that's where you belong!

And, raising his head upwards, the horned old deer walked forward, shook his antlers, and even began to run straight to the hidden pit. The whole herd rushed after him.

But as he approached the stream that flowed from the well, something terrible happened. The light cover of the pit did not last, and the old deer, together with three heavy hinds, collapsed into the deep trap. The whole herd was astonished. And just at that moment rifles exploded and two more hinds fell shot.

- Run back! – cried the little deer, and rushed between the beeches. The surviving deer and hinds turned and ran after him like winged.

And in the deep trap the old deer shook his head and said:

- My proud head, I'm pulling from you. If I had listened to the clever little deer, I would not be in the pit now.

4. Moral of the story:

The fact that someone is old does not necessarily mean they know everything. Anyone can make mistakes and wrong judgements and the wise thing is to listen to what others say and take decisions according to more information you get, even from the ones younger than you.

5. Reflection of the story:

Being experienced is something that most people connect with old age, but even when we are young we gather experience and it's good for older people to listen to what young ones share with them.

Partner 2: CONTEMPORARY PLEVEN MEDIA FOUNDATION

NAME OF THE STORY: **The strong lion and the little mouse**

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- having a desirable and achievable vision*
- setting realistic goals*
- successful planning and prioritizing*
- working with others to achieve the goal*
- breaking a task down into small, achievable units*
- having the faith and confidence to start*
- making sure that the goal you think you want is actually what you do want*
- personal and team goal setting*
- styles of leadership to help you achieve the goal*

- practical ways to achieve the goal*
- positive goal setting, positive thinking*

Explain your choice

Breaking a task down into small, achievable units - A problem may seem huge, and its solution may be in some small detail.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- creative and lateral thinking*
- the need to challenge 'the rules'*
- the role of learning and coaching in problem solving*
- using experience to solve problems*
- viewing 'failure' as a natural part of the creative process*
- the dangers of 'self-fulfilling prophecy'*
- how different people perceive and deal with problems*
- constructive problem solving*
- getting feedback in our problem solving*
- planning and prioritizing problems*
- paying attention to detail*
- having faith and determination*
- bringing problems down to size*

Explain your choice:

How different people perceive and deal with problems - Sometimes problems are solved not by the smartest, but by the most resourceful.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking*
- taking a different vantage point to a situation*
- reframing an issue or problem*
- reframing your attitude to your goals*
- appreciating other people's 'maps of the world'*
- not attempting to 'fix' people with one solution*
- realistic thinking*
- practical solutions*

- creativity in change management*
- changing paradigms*

Explain your choice:

Taking a different vantage point to a situation can help you escape every problem.

Practical solutions - The story of the lion and the mouse is an example of offering a practical solution.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment*
- taking responsibility for our own actions*
- believing in your own capabilities*
- creative and positive thinking*
- seeing things from a different perspective*
- not relying on other people to make decisions for us*
- leaders and teams and team empowerment*
- vision and creative thinking in empowerment*
- the effect of beliefs and values*
- freeing yourself from constraints - real or imaginary*
- the effect of rules and procedures on empowerment*
- taking risks*

Explain your choice:

Seeing things from a different perspective – It always helps, even if the perspective is someone else's or is given to you by someone else.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- building self-esteem*
- giving praise and reward*
- giving and receiving feedback*
- people's perceptions of others*
- building self-confidence*
- believing in your own capability*
- .. having courage in your own convictions*
- developing self-esteem through learning and understanding*
- being aware of your self-image and identity*
- goal-setting to achieve success*
- hidden talents, latent skills*
- achieving success - both individually and as a team*
- the power of positive thinking*
- influencing and assertiveness*
- personal achievement*

Explain your choice:

Giving and receiving feedback - Give others the opportunity to give you advice or help. This will not make you weaker.

2. Introduction of the story

This is a tale of unexpected help that can come from someone you think is too small and inconspicuous.

3. Text of the Story

A hunter trapped a lion in the woods, tied him with a rope, and sent his comrades into the town to buy a chain to tie the strong animal even tighter. The lion was tied to an oak tree. He roared terribly, the trees twisted in his voice, he rumbled with his feet and dug everything around, but he could not free himself.

There was a hole near the root of the oak. And in the hole a mouse huddled, frightened by the loud roar. When the lion got tired of roaring and digging with his feet, the mouse went out to see where the loud noise was coming from. She looked around and, seeing nothing else, asked the lion what was going on. The king of animals swung his tail and told her to leave.

The mouse got scared and went back to its hole, but it couldn't stand for long and came out again, but the lion chased it away this time as well. The third time the mouse came out of its hole and said softly to the lion, "Tell me, my friend, what do you need? Maybe I can help you."

The lion growled, but still explained that the hunters had caught him and then gone in search of a chain to tie him even tighter and take him around the towns for the amusement of the people, who would say that the king of animals could become a laughing stock. Finally, the lion told the mouse that there was no way she, so small and weak, could help him.

And the mouse wished he had told her earlier why he was roaring so terribly and that she would save him quickly. Then she threw herself on the lion's neck and, cross, cross, bit the rope.

The lion, as soon as he saw himself free, ran away and wondered, "How could this happen? I, such a big and strong lion, king of all animals, a scarecrow for small and big, what did I live to happen to me, so that now I am indebted to a nothing and no mouse!"

4. Moral of the story:

You should always be careful and well-meaning with everyone, young and old, share your worries and not reject anyone's help and support.

5. Reflection of the story:

It happens sometimes in life that even the strongest and most powerful get into trouble, and help comes not from someone like him, but from the most unexpected place.

Partner 2: CONTEMPORARY PLEVEN MEDIA FOUNDATION

NAME OF THE STORY: KFC - an incredible story of human will and success

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- having a desirable and achievable vision*
- setting realistic goals*
- successful planning and prioritizing*
- working with others to achieve the goal*
- breaking a task down into small, achievable units*
- having the faith and confidence to start*
- making sure that the goal you think you want is actually what you do want*
- personal and team goal setting*
- styles of leadership to help you achieve the goal*
- practical ways to achieve the goal*
- positive goal setting, positive thinking*

Explain your choice

Having a desirable and achievable vision is the thing Colonel Sanders had in mind since the beginning he decided what he wants.

Making sure that the goal you think you want is actually what you do want was not that easy as he tried many things at first, but this obviously helped him set his realm goal after all.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- creative and lateral thinking*
- the need to challenge 'the rules'*
- the role of learning and coaching in problem solving*
- using experience to solve problems*
- viewing 'failure' as a natural part of the creative process*
- the dangers of 'self-fulfilling prophecy'*
- how different people perceive and deal with problems*
- constructive problem solving*
- getting feedback in our problem solving*
- planning and prioritizing problems*
- paying attention to detail*
- having faith and determination*
- bringing problems down to size*

Explain your choice:

Having faith and determination was crucial for this real life story, as without that it would have been impossible to have the happy end it has.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking*
- taking a different vantage point to a situation*
- reframing an issue or problem*
- reframing your attitude to your goals*
- appreciating other people's 'maps of the world'*
- not attempting to 'fix' people with one solution*
- realistic thinking*
- practical solutions*
- creativity in change management*
- changing paradigms*

Explain your choice:

Reframing your attitude to your goals is what can give you a different perspective and show you a new way to approach the problems we all meet at one point or another, as the Colonel did.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment*
- taking responsibility for our own actions*
- believing in your own capabilities*
- creative and positive thinking*
- seeing things from a different perspective*
- not relying on other people to make decisions for us*

- leaders and teams and team empowerment*
- vision and creative thinking in empowerment*
- the effect of beliefs and values*
- freeing yourself from constraints - real or imaginary*
- the effect of rules and procedures on empowerment*
- taking risks*

Explain your choice:

Believing in your own capabilities
Creative and positive thinking
Taking risks
 - all these helped our hero finally manage to fulfil his business plan.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- building self-esteem*
- giving praise and reward*
- giving and receiving feedback*
- people's perceptions of others*
- building self-confidence*
- believing in your own capability*
- .. having courage in your own convictions*
- developing self-esteem through learning and understanding*
- being aware of your self-image and identity*
- goal-setting to achieve success*
- hidden talents, latent skills*
- achieving success - both individually and as a team*
- the power of positive thinking*
- influencing and assertiveness*
- personal achievement*

Explain your choice:

Believing in your own capability and putting the efforts needed is what helped Colonel Sanders achieve his goal.

The power of positive thinking is really great and we should use it in order to succeed.

2. Introduction of the story

Do you know the story of Colonel Sanders and his recipe for fried chicken from Kentucky? It is an incredible story of the human will and the success pursued for years and years to smile at the end of the road, with all the generosity it is capable of.

3. Text of the Story

You may not have heard of Colonel Sanders, but you have certainly heard of KFC. Well, Colonel Sanders is that nice old man who can be seen on all the facades of the famous KFC restaurants. His history can be a real lesson in endurance for many entrepreneurs and businessmen today.

Harland David Sanders was born in the late 19th century into a poor American family. At the age of 10 he started working and did not stop doing it all his life, representing a long series of failures.

His first major business was selling carbide lamps. Unfortunately, his business is rapidly becoming obsolete amid a powerful electrification campaign that is beginning across America. After the failure of the lamp business, Sanders abruptly changed his profession and began practicing law, which also ended quickly after he got involved in a courtroom fight. Although he is ultimately fully justified, his reputation is forever tarnished and he is aware that it is impossible to continue on the same path.

And Sanders continues! His new business is a restaurant where he is determined to show his culinary skills and mostly the specialty from the South, with which he is very good - fried chicken, mashed potatoes, prepared with aromatic and fresh herbs. In addition, to be perfect in running his restaurant, he completed an eight-week internship at Cornell University. It was not long before the Governor of Kentucky awarded him the honorary title of "Colonel of Kentucky" in recognition of his contribution to the spread of American cuisine.

Chance seems to be finally smiling at him. But not! Not this time! Sanders is losing most of his customers to the construction of a highway. His business is on the verge of bankruptcy, he sells at a loss and barely manages to pay off his debts.

Ruined and defeated, at the age of 66, he had to settle for \$ 105 a month in social benefits. Where most people would kneel before what fate had ordained for them and accept their bad luck, Sanders decided to act rather than complain.

Determined to get back on his feet and convinced in the potential of his famous fried chicken recipe, he decided to commercialize it. Instead of selling it, he offers restaurant owners to use it and give him a small amount for each chicken sold.

However, this adventure did not turn out to be easy, and his perseverance was put to a severe test.

Sanders crossed America for two long years in his old car, sleeping in the back seat. Despite the refusals, he tried to always be fresh and enthusiastic when convincing each new restaurant owner of the qualities of his recipe.

And so - in two years he received more than 1009 rejections before hearing the first Yes! Yes, you read that right – one thousand and nine refusals from restaurant owners.

How many people do you think would continue after 50 refusals? And after 100? After 200? After 500? After 1000?

But Colonel Sanders had realized that the only way to fail was to give up. And his tenacity took him to the late 1950s, when he was already at the head of an empire of 400 franchise restaurants.

In the early 1960s, Kentucky Fried Chicken began earning about \$ 300,000 a year. And defending his secret, the Colonel soon became a seventy-year-old multimillionaire.

4. Moral of the story:

When we believe in what we want to achieve and that we really can do it, even the failures should not make us give up.

5. Reflection of the story:

If someone is losing faith in their own abilities because of some failure, it's good to point them such stories as the one of Colonel Sanders who never gave up and finally succeeded.

Partner2: CONTEMPORARY PLEVEN MEDIA FOUNDATION

NAME OF THE STORY: [Ivet Goranova](#)

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

Having a desirable and achievable vision - If you have a vision of what you want, you are more likely to achieve it.

Successful planning and prioritizing is important in both sports and life

Working with others to achieve the goal - Ivet gives up the collective work in folk dances, but realizes that working with others - coaches, opponents, is necessary to achieve the goal.

Breaking a task down into small, achievable units means having a program and following it day after day.

Having the faith and confidence to start is a pledge of achievement

making sure that the goal you think you want is actually what you do want
styles of leadership to help you achieve the goal

Personal and team goal setting are best to match each other at 100%

Practical ways to achieve the goal in the case of karate Ivet Goranova are trainings, competitions, practicing even with trauma

Positive goal setting, positive thinking is the basis of Ivet's results

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

The role of learning and coaching in problem solving is huge for taking to the next level

Using experience to solve problems - this requires meekness, not to be proud and not to think that you can do everything yourself

Viewing 'failure' as a natural part of the creative process because mistakes and losses are ways of gaining experience if you have the wisdom to learn from them

the dangers of 'self-fulfilling prophecy'
constructive problem solving
planning and prioritizing problems
having faith and determination

Paying attention to detail - for successful preparation is important not only the physical but also the mental attitude

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

Taking a different vantage point to a situation AND reframing your attitude to your goals – With the help of her motivational coach Ivet managed to use these very important aspects and achieved great success.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

Believing in your own capabilities is the thread in Iveta Goranova's path

Not relying on other people to make decisions for us - our real life heroine is forced to learn this lesson due to lack of parental care and this makes her a strong person

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

building self-esteem
giving praise and reward
believing in your own capability
having courage in your own convictions
being aware of your self-image and identity
the power of positive thinking

Goal-setting to achieve success is an absolute must

2. Introduction of the story

Ivet Goranova is a Bulgarian karate athlete. She was born on March 6, 2000 in Dolna Mitropolia, Pleven region. Ivet competes for the club "Petromax" - Pleven. She went to the Tokyo Olympics in the summer of 2021 to win and returned as an Olympic champion.

3. Text of the Story

Ivet Goranova won a gold medal at the 2020 Summer Olympics in Tokyo, held in 2021, in the women's kumite discipline in the 55kg category. So she became one of the first Olympic champions in karate and the first in her category. A curious point is that at this summer Olympics all medals for Bulgaria were won by women.

Ivet's previous successes are: Gold Medal at the European Games in Minsk (Belarus, 2019), Bronze Medal at the European Championships in Guadalajara (Spain, 2018), Bronze Medal at the European Championships in Madrid (Spain, 2018), Olympic qualification.

Ivet has a very difficult childhood because her father is leaving the family and her mother is ill. Her grandmother and grandfather take care of her.

She started doing folk dances, but then, in 2010, she was attracted to karate. The Bulgarian folk dances – horo, remind her a lot of the game of the tatami. The movement with the legs and in karate also should be fast and dynamic - it's like dancing.

"To this day, I do not regret practicing karate. I like that it is a martial art, that there are blows", Ivet Goranova shared in an interview. In addition, she openly admits that she chose an individual sport, because in Bulgarian folk dances the performance is collective and you depend on others, and she got angry when some girl made a mistake.

Maybe Ivet finds in karate what she lacks in the family.

"I think that lately women in sports are much stronger than men. The philosophy of karate-do helps me in life - it teaches me discipline, persistence, perseverance. Constancy is important in every endeavor, without it you can't succeed ", Ivet thinks.

An important role for her success in Tokyo was played by her motivational coach Moses Naloka. Naloka is from Uganda, but has spent most of his life in Europe. Here is what he says about the psychological training with Goranova and how he explains her achievements.

"Only 0.0001% of the population gets the privilege to participate in the Olympic Games. And the percentage of those who think they can win or score high is even lower. For all people,

not just athletes, there comes a time when you need to step up and jump to the next level to achieve different results. Iveta and I worked on both her strengths and her weaknesses. The things we focused our efforts on were confidence and the belief that victory was possible. We even took another step - we agreed that we should achieve an exceptional result in Tokyo. When I saw that she believed in herself, I intensified her feeling and told her that once she believed in herself, it was time to take the gold. Then she was in a bad period, after a series of losses. But she trusted the faith I had in her. Then I told her team that we were going to Japan for the gold," said Moses Naloka.

He adds to Goranova's description: "What impressed me from the very beginning and which played a crucial role was that she was open to trying new techniques, to hear different opinions, to see different perspectives. That was what set her apart from the others. For this reason, I was sure that she was able to qualify for Tokyo. I was really amazed at how open she was to coaching. During training, I called her bulldozer, not Iveta. So that when she goes out on the carpet, she knows she's a bulldozer with no obstacles in front of her. And standing against her opponents, she simply told them: "Get out of my way, I've come for the gold!"

"The preparation included many things. To forgive someone. To apologize. Things that are personal. We wanted to clear everything that weighed on me and could hinder my success. To clear myself of all negative energies. When we went to Tokyo, we walked barefoot on the grass every day. We said out loud - Tokyo, I respect you, Tokyo, I have already conquered you... I realized many things in the last month. The biggest problem was my belief that I could achieve it. I was working on my psyche. Every day I visualized going out on the tatami. Every match, every victory against every rival. What assessments will I make? What techniques will I use. How the match ends in my favor. I imagined listening to the anthem on the ladder of honor. We wanted to challenge the invisible forces that would help us accomplish this thing. We wanted it, we believed in it and fate brought it," said Iveta Goranova in an interview for the YouTube channel Sports Jungle.

From an early age, Iveta always strives for the highest goals and challenges: "This motivates me even more. I like to show everyone that I can and that everything is achievable when you set a goal and believe in it."

What are Iveta Goranova's plans? She is only 21 years old and plans to compete for at least another 10 years. Maybe she will stay in the sport as a coach. Or she can become a police officer, which is one of her dreams.

4. Moral of the story:

When you really want something, you have to work hard and be willing to endure deprivation for years. If you pursue your dream and strengthen your psyche with the help of experienced people, you will reach peaks.

5. Reflection of the story:

Ivet Goranova showed to Bulgaria and the world that with talent, work, perseverance, consent, unity in the name of common success we can achieve everything.

Partner2: CONTEMPORARY PLEVEN MEDIA FOUNDATION

NAME OF THE STORY: **Gena Dimitrova**

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- having a desirable and achievable vision*
- setting realistic goals*
- successful planning and prioritizing*
- working with others to achieve the goal*
- breaking a task down into small, achievable units*
- having the faith and confidence to start*
- making sure that the goal you think you want is actually what you do want*
- personal and team goal setting*
- styles of leadership to help you achieve the goal*
- practical ways to achieve the goal*
- positive goal setting, positive thinking*

Explain your choice

Having a desirable and achievable vision

Setting realistic goals

Successful planning and prioritizing may require sacrifices in one area (children, family, comfort), but brings satisfaction to the main purpose of your life.

Working with others to achieve the goal

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- creative and lateral thinking*
- the need to challenge 'the rules'*
- the role of learning and coaching in problem solving*
- using experience to solve problems*
- viewing 'failure' as a natural part of the creative process*
- the dangers of 'self-fulfilling prophecy'*
- how different people perceive and deal with problems*
- constructive problem solving*
- getting feedback in our problem solving*
- planning and prioritizing problems*
- paying attention to detail*
- having faith and determination*
- bringing problems down to size*

Explain your choice:

The need to challenge 'the rules' when you believe you can achieve more than the "predestined" (curiously, Gena Dimitrova was very interested in astrology)

Having faith and determination having faith and determination is a sure bet that you will succeed

How different people perceive and deal with problems - we see it at the beginning of Gena's path, when she's ready to wash dishes so as not to stop her studies

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking*
- taking a different vantage point to a situation*
- reframing an issue or problem*
- reframing your attitude to your goals*
- appreciating other people's 'maps of the world'*
- not attempting to 'fix' people with one solution*
- realistic thinking*
- practical solutions*
- creativity in change management*
- changing paradigms*

Explain your choice:

Changing paradigms - you can stay close to your parents and study at a nearby university, but if you move away, you can travel the world.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment*
- taking responsibility for our own actions*
- believing in your own capabilities*
- creative and positive thinking*
- seeing things from a different perspective*
- not relying on other people to make decisions for us*
- leaders and teams and team empowerment*
- vision and creative thinking in empowerment*
- the effect of beliefs and values*
- freeing yourself from constraints - real or imaginary*
- the effect of rules and procedures on empowerment*
- taking risks*

Explain your choice:

The real meaning of personal empowerment is to take the risk of being yourself

Taking responsibility for our own actions brings self-confidence and satisfaction

believing in your own capabilities
creative and positive thinking

Not relying on other people to make decisions for us – thus you will be responsible for your failures, but also for your success.

freeing yourself from constraints - real or imaginary
taking risks

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- building self-esteem*
- giving praise and reward*

- giving and receiving feedback*
- people's perceptions of others*
- building self-confidence*
- believing in your own capability*
- .. having courage in your own convictions*
- developing self-esteem through learning and understanding*
- being aware of your self-image and identity*
- goal-setting to achieve success*
- hidden talents, latent skills*
- achieving success - both individually and as a team*
- the power of positive thinking*
- influencing and assertiveness*
- personal achievement*

Explain your choice:

building self-esteem

Giving and receiving feedback means being able to communicate and to be interested in how others perceive you

building self-confidence

believing in your own capability

Having courage in your own convictions is a basic condition for a good result of your efforts.

developing self-esteem through learning and understanding

Being aware of your self-image and identity keeps you always on the ground

goal-setting to achieve success

2. Introduction of the story

To this day, our people simply call her Gena. With this we express our love for a woman who began her way from a small village, conquered the world, but did not forget her roots - she was always ready to respond to any pain, to rejoice in the joy of ordinary people.

3. Text of the Story

Gena Dimitrova was born on May 6, 1941 in the village of Beglezh, Pleven region. Her beginning as a singer dates back to her childhood, when her talent was noticed by her first music teacher - Ivan Genkov, who predicted a bright future for her.

She started singing opera in high school. Her father wanted her to study medicine and was very angry when he found out that she had applied to the music academy. Gena appears in sneakers and in a national costume at the entrance exams at the State Academy of Music. She was accepted immediately and this opened for her the door to a long and interesting journey.

Her family is poor and in order to support herself, Gena works as a dishwasher in the choir of the Conservatory, for which she is ridiculed by her wealthier colleagues. "Now you are laughing at her for washing your dishes, and one day maybe you will wash hers," the famous vocal pedagogue Lilyana Zhablenska once told them.

And she turns out right, although Gena Dimitrova is an example of nobility for the rest of her life, and would not allow anyone else "serve" her for anything.

She graduated from the State Academy of Music in 1964 in the class of the leading vocal pedagogue Hristo Brumbarov. Gena entered the Sofia Opera as an intern, where she performed several small roles, and in 1966 she was sent to specialize at the Opera Music School of the La Scala Theater in Milan.

Her great success came on December 27, 1967 with the role of Abigail in Giuseppe Verdi's Nabucco.

In 1970 Gena Dimitrova was the winner of the International Competition for Young Opera Singers in Sofia, after which she went on a 2-year specialization at the La Scala Theater School with the famous Renato Pastorino, Enza Ferrari and Renata Corrosio being her opera teachers. She also won the competition for opera singers in Treviso, in the role of Amelia from Verdi's "Masked Ball".

In 1971 Gena sang in "The Force of Fate" by Verdi, in France. The world is already beginning to hear her name. Her last performance as an intern at La Scala was as Amelia, where she played the role on the same stage with Placido Domingo and Pietro Capuccilli.

In the following years Gena Dimitrova established herself as one of the leading performers in Italy. Among the more important productions of this period are Tosca in Giacomo Puccini's opera of the same name, Amilcare Ponchielli's Mona Lisa at the Arena di Verona in 1980, and Abigail in Verdi's Nabucco - again in 1981, and in Puccini's Turandot.

The most successful period in her career began after December 7, 1983, when was the premiere of Franco Zeffirelli's production of "Tosca" at La Scala, which also starred Placido Domingo and Nicola Martinucci. In 1987, Gena won the Turandot International Competition for Performers in New York.

Nature had endowed her with a powerful and "unearthly" voice - a dramatic soprano. And more - with sensual workaholicism and desire for perfection.

In his personal life Gena suffers from the fact that she has no children - she adopts the daughter of her sister Nadka, Milena. Gena also suffered a huge loss of a close person - her husband Georgi Stoykov died in a car accident, and she mourns for him until her death.

Gena was in Birmingham when she learned of Giorgi's death from the Corriere della Sera newspaper. Pavarotti telephoned her from New York: "Go now! Only the stage will save you!".

Today in the Regional Historical Museum of Pleven there is an exposition about Gena. In front of the hall, photos show the singer's life path - from her childhood in her native village of Beglezh, to the peaks of opera and her joint performances with the most famous names on the world opera stage in the late twentieth century. Personal belongings and honors of the singer are arranged in showcases.

When she learns that she has cancer, she hides this from her loved ones. In 2005, she said goodbye to her Sofia colleagues and friends with the words "I'll be back!", and went to Italy for treatment. But she's not coming back ...

"We are made of stardust and we become dust when the soul is gone," says Gena Dimitrova during her lifetime.

Her adopted daughter Milena says that she would like to remember Gena Dimitrova by being an example of how to burn in the thing you love. For Gena, this is singing. And more: "She had a phrase that she really liked - 'In life, what matters is not how successful a person is, but how worthy he is.' Milena Stoykova wants people to remember Gena Dimitrova with something else - as a person close to the audience. "The specific thing of her performance was that it also affected people who do not go to the opera regularly, who are not music lovers. She attracted this type of audience too and influenced them with her art."

Gena Dimitrova's student, Gabriela Georgieva, shares that her teacher appreciated the traditions and never forgot to mention her first teacher, as well as where she came from. "A tree that has no root cannot have a crown," is one of Gena's wise thoughts.

4. Moral of the story:

If you are born with a talent and follow your dreams, you can go from a small village to a huge stage and have your name known all over the world.

5. Reflection of the story:

A girl from a small and poor village in Bulgaria feels she has a gift. She meets a teacher who believes in her talent and this encourages her to try. But she is a "rare bird" in the opera world - self-proven, without a springboard of the favorable for opera music origin "from a family of professional musicians". Or from some other kind of "raised" urban people. She "forged" herself in a very difficult career as an opera prima. Thanks to her wise sense of true values in life, Gena Dimitrova is not dizzy with success. Moreover, she distributes to her students what she has learned.

Partner 2: CONTEMPORARY PLEVEN MEDIA FOUNDATION

NAME OF THE STORY: For old age

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- having a desirable and achievable vision*
- setting realistic goals*
- successful planning and prioritizing*
- working with others to achieve the goal*
- breaking a task down into small, achievable units*
- having the faith and confidence to start*
- making sure that the goal you think you want is actually what you do want*
- personal and team goal setting*
- styles of leadership to help you achieve the goal*
- practical ways to achieve the goal*
- positive goal setting, positive thinking*

Explain your choice

Successful planning and prioritizing even at an "old" age.

Having the faith and confidence to start no matter how old you are.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- creative and lateral thinking*
- the need to challenge 'the rules'*
- the role of learning and coaching in problem solving*
- using experience to solve problems*
- viewing 'failure' as a natural part of the creative process*
- the dangers of 'self-fulfilling prophecy'*
- how different people perceive and deal with problems*
- constructive problem solving*
- getting feedback in our problem solving*
- planning and prioritizing problems*
- paying attention to detail*
- having faith and determination*
- bringing problems down to size*

Explain your choice:

The need to challenge 'the rules' that "old" people already can't do many things that only younger ones can.

Using experience to solve problems because the more years you've lived, the more you've had the chance to learn things and get experience to know how to do whatever you want.

Having faith and determination at every step of your life or even after you've been losing these, getting them back again, no matter your age.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking*
- taking a different vantage point to a situation*
- reframing an issue or problem*
- reframing your attitude to your goals*
- appreciating other people's 'maps of the world'*
- not attempting to 'fix' people with one solution*
- realistic thinking*
- practical solutions*
- creativity in change management*
- changing paradigms*

Explain your choice:

Changing paradigms as during the whole lifetime we have it depends on us what we will do with our own lives.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment*
- taking responsibility for our own actions*

- believing in your own capabilities*
- creative and positive thinking*
- seeing things from a different perspective*
- not relying on other people to make decisions for us*
- leaders and teams and team empowerment*
- vision and creative thinking in empowerment*
- the effect of beliefs and values*
- freeing yourself from constraints - real or imaginary*
- the effect of rules and procedures on empowerment*
- taking risks*

Explain your choice:

Believing in your own capabilities and taking care of ourselves so that our abilities can serve us even when we “grow old”.

Freeing yourself from constraints - real or imaginary because our mind and body work together and aging is only one of our aspects, but we are much more than it and if we don't put limits on ourselves we can achieve whatever we aim to.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- building self-esteem*
- giving praise and reward*
- giving and receiving feedback*
- people's perceptions of others*
- building self-confidence*
- believing in your own capability*
- .. having courage in your own convictions*
- developing self-esteem through learning and understanding*
- being aware of your self-image and identity*
- goal-setting to achieve success*
- hidden talents, latent skills*
- achieving success - both individually and as a team*
- the power of positive thinking*
- influencing and assertiveness*
- personal achievement*

Explain your choice:

Believing in your own capability because everything we won and we are is inside us and it depends on us what our abilities are at 20, 40, 60 or 80...

2. Introduction of the story

Most people think that when we get old we are no longer capable of doing many things and that we should not even try, just because our age makes it difficult or even impossible. But is it true?...

3. Text of the Story

I am already 57 and it is too late for me to change and develop ...

How often do I hear phrases that start like this: "Well, I'm already 50, 60 ..., it's too late at my age to change anything in life!" And I think, people, are you SERIOUS?

Mark Cato, a Roman senator, learned Greek at 80.

Socrates at the age of 70 learned to play many /!/ musical instruments and managed to master this art to perfection.

Michelangelo created his most significant works in his 80's.

At 80, Goethe finished writing "Faust".

The German historian Leopold Ranke completed his „World History“ at the age of 91.

Isaac Newton, 85, was still working tirelessly.

At 82 Leo Tolstoy mowed the field in such a way that many young people could not reach him. The white-bearded author of "War and Peace" in those years rode skates, cycled, rode a horse and was able to squat on one leg more than 40 times!

The composer and conductor Igor Stravinsky worked until 88.

The poet Beranger worked up to 77, Victor Hugo - up to 83, academician Ivan Pavlov - up to 87, the ancient Greek playwright Sophocles - up to 90, Bernard Shaw worked up to 94 years...

You will say that I am listing only great people and geniuses. Yes, that's right, but just because there is no information about ordinary people on the internet.

By the way, recently American scientists, together with their European colleagues, published a sensational discovery: the human brain develops not up to 25-30 years, as previously thought, but up to 50. And besides, if a person continues to practice active mental activity, then aging of the brain practically does not happen!

And for what reason am I writing all this to you?

Only one:

There is no such disease as "old age", but there are only wrong psychological statements. "Don't believe everything you hear - even if you hear it from your own head," advises the famous psychiatrist Daniel Eamon.

The biggest barriers and obstacles in our lives are inside us. Break them!

Our soul, our inner forces have no age.

While we are alive, we have a chance to climb another step in our path.

There is only one rule - do not wait for better times - the best time is only one. It's called "NOW"!

4. Moral of the story:

Everyone of us is responsible for the way we live our lives at all age steps and if we believe age is a problem, then it really will be, but if we do the best we can, we will have the life we want, even at "old age". Because knowing and doing things depend on us.

5. Reflection of the story:

Most people are used to thinking that getting old means stopping to live an active and enjoyable life. It's just the way things are and our societies say that's right. But we are individuals and we decide how to live our lives even when we become "old".

Partner 2: CONTEMPORARY PLEVEN MEDIA FOUNDATION

NAME OF THE STORY:

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- having a desirable and achievable vision*
- setting realistic goals*
- successful planning and prioritizing*
- working with others to achieve the goal*
- breaking a task down into small, achievable units*
- having the faith and confidence to start*
- making sure that the goal you think you want is actually what you do want*
- personal and team goal setting*
- styles of leadership to help you achieve the goal*
- practical ways to achieve the goal*
- positive goal setting, positive thinking*

Explain your choice

Working with others to achieve the goal is the way we help both the others and ourselves. Otherwise – if we care only for our own good, especially at the expense of others, finally it will turn out we are doing bad for ourselves also.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- creative and lateral thinking*

- the need to challenge 'the rules'*
- the role of learning and coaching in problem solving*
- using experience to solve problems*
- viewing 'failure' as a natural part of the creative process*
- the dangers of 'self-fulfilling prophecy'*
- how different people perceive and deal with problems*
- constructive problem solving*
- getting feedback in our problem solving*
- planning and prioritizing problems*
- paying attention to detail*
- having faith and determination*
- bringing problems down to size*

Explain your choice:

How different people perceive and deal with problems – The two main characters in this story approach problems in an opposite way: the donkey wants to share the burden so that it's better for both of them and the horse prefers to leave all the job to the other one but at the end suffers from not sharing the heavy load, literally and figuratively.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking*
- taking a different vantage point to a situation*
- reframing an issue or problem*
- reframing your attitude to your goals*
- appreciating other people's 'maps of the world'*
- not attempting to 'fix' people with one solution*
- realistic thinking*
- practical solutions*
- creativity in change management*
- changing paradigms*

Explain your choice:

Taking a different vantage point to a situation is what can make us see a problem in a way that we can solve it, if we do that on time.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment*
- taking responsibility for our own actions*
- believing in your own capabilities*
- creative and positive thinking*
- seeing things from a different perspective*
- not relying on other people to make decisions for us*
- leaders and teams and team empowerment*
- vision and creative thinking in empowerment*
- the effect of beliefs and values*
- freeing yourself from constraints - real or imaginary*
- the effect of rules and procedures on empowerment*
- taking risks*

Explain your choice:

Taking responsibility for our own actions or inactions is something everyone of us should learn, and the Horse in this story learns it in the hard way.

Seeing things from a different perspective, from others' perspective can make us understand a problem more thoroughly.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- building self-esteem*
- giving praise and reward*
- giving and receiving feedback*
- people's perceptions of others*
- building self-confidence*

- believing in your own capability*
- .. having courage in your own convictions*
- developing self-esteem through learning and understanding*
- being aware of your self-image and identity*
- goal-setting to achieve success*
- hidden talents, latent skills*
- achieving success - both individually and as a team*
- the power of positive thinking*
- influencing and assertiveness*
- personal achievement*

Explain your choice:

People's perceptions of others can sometimes be so wrong that it can lead to big problems for all.

2. Introduction of the story

This is a story that teaches us helping each other helps ourselves.

3. Text of the Story

The donkey and the horse went to the mill. The donkey barely dragged on because two sacks of wheat were loaded on its back, and the well-fed horse galloped unloaded and neighed cheerfully.

"Oh!", the donkey groaned. "How much these sacks weight! I can hardly breathe. If I fall, I will die. Please, Horse, help me! Tell our owner to transfer one sack to your back."

But the horse pretended not to hear the donkey and didn't care for his overworked companion.

At a rocky spot, the donkey tripped, fell to the ground, and died under the sacks.

Then the owner of the two animals placed the donkey's saddle and sacks on the horse's back, whipped the horse and drove it forward.

The horse leaned under the heavy load, sighed, bowed its head to the donkey, and said:

"Ah, brother, if I had listened to your pleas, I would now be carrying only one sack of wheat." And he began to intertwine his legs.

4. Moral of the story:

If we ignore others' request for help we will most probably end up needing help ourselves but there might be no one to help us.

5. Reflection of the story:

When someone asks us for help the best thing to do is to give help, if we can. And we should do it not because we will receive others' help in return, but this is also valid.

Partner 2: CONTEMPORARY PLEVEN MEDIA FOUNDATION

NAME OF THE STORY: What is common between aviation, the answering machine and the airbag? A Bulgarian inventor!

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- having a desirable and achievable vision*
- setting realistic goals*
- successful planning and prioritizing*
- working with others to achieve the goal*
- breaking a task down into small, achievable units*
- having the faith and confidence to start*
- making sure that the goal you think you want is actually what you do want*
- personal and team goal setting*
- styles of leadership to help you achieve the goal*
- practical ways to achieve the goal*

- positive goal setting, positive thinking*

Explain your choice

Having a desirable and achievable vision helped Asen Yordanov fulfil his ambitions in constructive and useful for many, many people ways.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- creative and lateral thinking*
- the need to challenge 'the rules'*
- the role of learning and coaching in problem solving*
- using experience to solve problems*
- viewing 'failure' as a natural part of the creative process*
- the dangers of 'self-fulfilling prophecy'*
- how different people perceive and deal with problems*
- constructive problem solving*
- getting feedback in our problem solving*
- planning and prioritizing problems*
- paying attention to detail*
- having faith and determination*
- bringing problems down to size*

Explain your choice:

Having faith and determination always helps when we are “walking” on a path no one else has been to before, as Asen Yordanov does, being a pioneer in aviation.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking*
- taking a different vantage point to a situation*
- reframing an issue or problem*

- reframing your attitude to your goals*
- appreciating other people's 'maps of the world'*
- not attempting to 'fix' people with one solution*
- realistic thinking*
- practical solutions*
- creativity in change management*
- changing paradigms*

Explain your choice:

Flexible and creative thinking have been obviously the „tools“ of our real life character, as he manages to invent such meaningful things which are valid now and will continue to be.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment*
- taking responsibility for our own actions*
- believing in your own capabilities*
- creative and positive thinking*
- seeing things from a different perspective*
- not relying on other people to make decisions for us*
- leaders and teams and team empowerment*
- vision and creative thinking in empowerment*
- the effect of beliefs and values*
- freeing yourself from constraints - real or imaginary*
- the effect of rules and procedures on empowerment*
- taking risks*

Explain your choice:

Vision and creative thinking in empowerment are key aspects of the development a person should have in order to accomplish something meaningful for generations onward.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- building self-esteem*
- giving praise and reward*
- giving and receiving feedback*
- people's perceptions of others*
- building self-confidence*
- believing in your own capability*
- .. having courage in your own convictions*
- developing self-esteem through learning and understanding*
- being aware of your self-image and identity*
- goal-setting to achieve success*
- hidden talents, latent skills*
- achieving success - both individually and as a team*
- the power of positive thinking*
- influencing and assertiveness*
- personal achievement*

Explain your choice:

Believing in your own capability helps strong individuals achieve success.

2. Introduction of the story

Asen Hristov Yordanov is a Bulgarian inventor, engineer and aviator. Yordanov is considered the founder of aeronautical engineering in Bulgaria and has contributed to the development of American aviation. "Jordan Bay" on Graham Land in Antarctica is named after him.

3. Text of the Story

Asen Yordanov was born in Sofia on September 2, 1896, the son of Hristo Yordanov, an engineer and chemist. From an early age, Asen's favorite pastime was making kites. In the summer of 1912, accompanied by his father, he visited technical exhibitions and museums in Italy, Switzerland and France. His father then sent him to study in Grenoble, but he entered the pilot school of the famous French designer Louis Bleriot in the Paris suburb of Etan.

During the Balkan War, as a 16-year-old, Asen volunteered for the front and worked as a mechanic in the airplane unit near Svilengrad. There he continued to work on the construction of the first Bulgarian aircraft "Express" ("Yordanov-1"), which was completed in the summer of 1915.

During the First World War, Asen completed his high school education at the Second Boys High School and was admitted to the Reserve Officers' School. Three months later he entered the Aviation School in Bozhurishte, which he graduated in a short time and went to the front with the rank of lieutenant.

In the air department in the village of Udovo he was entrusted with a fighter plane, with which he took part in air battles. He was awarded the Order of Bravery for his exceptional bravery.

After the war, the Neuilly Treaty forbade Bulgaria to have aviation, its planes were destroyed, and its personnel were fired. This is very discouraging for the pilot and designer Asen Yordanov.

In 1921, the American Aeroclub announced a competition to travel around the world by plane. A prize of one million dollars has been announced for the winners. Bulgarian pilots Asen Yordanov and Gavril Stoyanov are candidates. With financial help from the Bulgarian government, the two Bulgarians arrived in the United States, but the competition was not held because other countries didn't have the courage to participate.

With the permission of the government, Asen Yordanov remains in the United States. Initially, he did any work and studied English diligently. After a while he became a draftsman in the design bureau of the Curtiss factories, then he became a test pilot. He continues to study and graduates aeronautical engineering, chemistry, physics and radio engineering.

Works for LWF (Lowe, Willard & Fowler Engineering Co.), Curtiss Aeroplane Company and Curtiss-Wright Corporation

In 1941, Asen Yordanov founded the Jordanoff Aviation Company, later renamed Jordanoff Corporation, accompanied by Jordanoff Electronics. His studios occupy the four floors of the Madison Avenue building in New York. Their activities are closely related to the US military defense and are kept in strict secrecy.

Yordanov's popularity grew when he opened an aviation school.

Asen Yordanov is the author of numerous works of practical value, dedicated to piloting and theoretical training of pilots, including day and night piloting, ground support, radio equipment, meteorological stations, which become desktop books for pilots and people in the aircraft industry.

750,000 copies of his books have been sold in the United States. They have been translated in many countries, including the USSR. The text in them is concise, accurate and is accompanied by illustrations. This can be defined as visual teaching. Yordanov usually uses a conversational style, as if addressing readers as his students and friends. He often adds to his technical illustrations some comics that make dry matter pleasant and easy to read.

After the war, Yordanov's career began to decline. He stopped working in the field of aviation and moved to new areas.

In the 1950s, Yordanov worked on car safety and was one of the creators of the airbag, as well as on the Jordaphone, the forerunner of today's answering machine, which also allows several people to talk to each other at the same time.

He died on October 19, 1967 at the age of 71. The dust from the urn was scattered by plane in the sky over America.

Asen Yordanov's merits were recognized during his lifetime. His name is listed in the Book of Honorary Citizens of New York, his portrait is on display in the Hall of Fame at New York's La Guardia Airport. His belongings and personal archives are on display at the Smithsonian Institution's National Air and Space Museum.

4. Moral of the story:

No matter where you are born – even in a “small country” - you can do things that can really change people’s lives, the whole world and achieve great success and recognition.

5. Reflection of the story:

Everyone of us has a talent, but not all people make the effort to implement it, and some don’t have the chance to do so. Luckily there are examples of men and women who successfully accomplish their dreams and some of them even help others this way.

Partner 2: CONTEMPORARY PLEVEN MEDIA FOUNDATION

NAME OF THE STORY: Anastasia Dimitrova - founder of the Bulgarian girls' education

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- having a desirable and achievable vision*
- setting realistic goals*
- successful planning and prioritizing*
- working with others to achieve the goal*
- breaking a task down into small, achievable units*
- having the faith and confidence to start*
- making sure that the goal you think you want is actually what you do want*
- personal and team goal setting*
- styles of leadership to help you achieve the goal*
- practical ways to achieve the goal*
- positive goal setting, positive thinking*

Explain your choice

Working with others to achieve the goal because such an enormous task as giving education to girls during 19th century is changing a whole country for generations onward and it is something to be done together with as many devoted people as possible.

Styles of leadership to help you achieve the goal in which you truly believe and in that way you make others also believe and give their best.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- creative and lateral thinking*
- the need to challenge 'the rules'*
- the role of learning and coaching in problem solving*
- using experience to solve problems*
- viewing 'failure' as a natural part of the creative process*
- the dangers of 'self-fulfilling prophecy'*
- how different people perceive and deal with problems*
- constructive problem solving*
- getting feedback in our problem solving*
- planning and prioritizing problems*
- paying attention to detail*
- having faith and determination*
- bringing problems down to size*

Explain your choice:

The need to challenge 'the rules' because education should be for everyone, not only for boys, but for the girls also.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking*
- taking a different vantage point to a situation*
- reframing an issue or problem*
- reframing your attitude to your goals*

- appreciating other people's 'maps of the world'*
- not attempting to 'fix' people with one solution*
- realistic thinking*
- practical solutions*
- creativity in change management*
- changing paradigms*

Explain your choice:

Changing paradigms about education in a whole country!

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment*
- taking responsibility for our own actions*
- believing in your own capabilities*
- creative and positive thinking*
- seeing things from a different perspective*
- not relying on other people to make decisions for us*
- leaders and teams and team empowerment*
- vision and creative thinking in empowerment*
- the effect of beliefs and values*
- freeing yourself from constraints - real or imaginary*
- the effect of rules and procedures on empowerment*
- taking risks*

Explain your choice:

Leaders and teams and team empowerment for Anastasia Dimitrova obviously really had leadership qualities so that she inspired so many people to believe in what she was doing and to follow her example.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- building self-esteem*
- giving praise and reward*
- giving and receiving feedback*
- people's perceptions of others*
- building self-confidence*
- believing in your own capability*
- .. having courage in your own convictions*
- developing self-esteem through learning and understanding*
- being aware of your self-image and identity*
- goal-setting to achieve success*
- hidden talents, latent skills*
- achieving success - both individually and as a team*
- the power of positive thinking*
- influencing and assertiveness*
- personal achievement*

Explain your choice:

Influencing and assertiveness in all she did – this is how actually Anastasia succeeded in her pioneer actions.

2. Introduction of the story

The person we will tell you about now is among the women spiritual awakeners of Bulgaria.

3. Text of the Story

Anastasia Dimitrova was born into a poor family on May 12, 1815 in Pleven. In the autumn of 1839 - only at the age of 24, in her hometown she founded the first Bulgarian secular girls' school.

As in every remarkable life story, there is an element of chance here aslo. Anastasia's mother serves in the home of noble citizens. Bishop Agapius of Vratsa and his mother Evgenia are visiting this home. The two patriotic Bulgarians liked the young girl and, taking her as an assistant, began to patronize her. This moment, although in the earliest childhood, predetermines the path of Anastasia. Evgenia, a teacher of Greek, accepts the child as her own and decides to teach her the language. Following her strong desire to build a place where Bulgarian girls can accumulate knowledge, and impressed by the awake mind of the girl, she sent Anastasia to the Kalofer Convent, where the child should become literate in her native language. Anastasia spent there four years studying history, geography, grammar and arithmetics. Among her teachers are some of the most prominent representatives of the noble profession: Rayno Popovich, Braiko Hadjigenovich, teacher Botyo Petkov.

When Anastasia returned to Pleven, she learned that her patron, Evgenia, had died, but with the support of Agapius, she opened the first secular girls' school, which when it was founded was housed in the cell of the church "St. Nikolay", which exists to this day in Pleven. Initially, 12 students were enrolled in it, but the dedicated teacher made great efforts to overcome prejudices against girls' education and the number of girls gradually increased, and soon after the opening of the school, more than 90 girls enrolled in it. Many of them came from other cities - Lovech, Troyan, Tarnovo, Vratsa and others.

Anastasia Dimitrova lays the foundations of girls' education in Bulgaria, and her students build on and spread her work in near and far towns and villages. After their 3-year education, some of them returned to their hometowns, where they in turn opened girls' schools. Girls' schools will soon open in Svishtov and Sofia also. For about a decade, the number of schools in Bulgaria where girls receive knowledge in basic subjects reaches 35. An important guardian for the spread of Bulgarian girls' schools is the educator Peter Beron, who annually supports them financially.

The most valuable gift that girls can receive, namely enlightenment, is given to them lesson after lesson with all the devotion of their benefactress. In time, they began to call their teacher with the respectful address "mentress."

Anastasia used the popular at that time mutual teaching method. She teaches a number of secular subjects that distinguish her educational center from the cell schools. Initially sandboxes, then wax boards helped the teacher to pass on her knowledge to the students.

The school, which is the successor of its pioneer predecessor - the one founded by Anastasia Dimitrova, still exists today in Pleven. It proudly bears the name of its founder and will celebrate its 182nd anniversary this fall. There is also a reconstruction of the first classroom in the "Anastasia Dimitrova" High School, in which the mentress started the girls' education in Bulgaria.

Anastasia married at the age of 37 and did'n have children. There is information that she was going to marry the great Bulgarian writer Petko Slaveykov while he was a teacher in her hometown. Maybe the feelings for him or the love for her work left her alone until such a late

age for that era. She stopped her activity after the wedding with a doctor named Mihail, but shortly after that her husband died and she returned to her educational activity.

The only surviving photograph of the educatress was taken at an advanced age in Jerusalem, where she retired as a nun in the monastery "St. Athos" in 1894. There she took the name Anna and four years later left this world.

Even if the "mentress" was not accepted as a hero in her lifetime and most likely without ever realizing the significance of her life, Anastasia Dimitrova is much more than the foundress of a school. She paves the way for modern society, giving equal opportunities for women's development. The calm and deep wisdom that can be read in her eyes in the portrait photo show us that she simply aspired to be a good teacher and mentor and that her life was lived with honor.

4. Moral of the story:

If we think something must be done, we should act, making the best we can and attracting the most supporters and followers we can, by giving them our own example. This way even a single person can start an enormous change, with the help of others, of course.

5. Reflection of the story:

Often in life different coincidences lead to the biggest changes for whole societies. Here, having the right people meet each other, led to opening a new page for Bulgaria – giving the girls opportunity for education, thanks to a brave young woman and people who believed in her actions.

NAME OF THE STORY: The three princesses

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

- Practical ways to achieve the goal, you have to do what you think is the best for your life and future!
- Making sure that the goal you think you want is actually what you do want, is a really important piece of advice given in the story

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

- The need to challenge the rule, you mustn't take the situation you are in for granted
- Having faith and determination, love is what gives hope to the princesses

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

- Practical solution, escaping was the only way to survive there, sometimes the way to go out takes time, a long time, even if the solution is right in front our eyes.
- Changing paradigms, proving that you are strong and capable! That no one can define you by your gender or beauty

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*

- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

- Taking risks, can be dangerous but is needed in order to provoke a change in your life.
- Freeing yourself from constraints - real or imaginary, escaping from real or imaginary barriers asks time and reflexion but can be needed in order to find true happiness

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

- Believing in your own capability seems to be the key to happiness in this story

2. Introduction of the story

The following legend, which seems in some measure to spring out of the foregoing story, is too closely connected with high historic names to be entirely doubted. The Count's daughter, and some of her young companions, to whom it was read in one of the evening tertulias, thought certain parts of it had much appearance of reality; and Dolores, who was much more versed than they in the improbable truths of the Alhambra, believed every word of.

The reader will recognize the sovereign connected with the fortunes of the Abencerrages. His story appears to be a little fictionized in the legend.

3. Text of the Story

LEGEND OF THE THREE BEAUTIFUL PRINCESSES.

It starts with the Moorish King in Granada-Mohammed. He was also known as "the Left Handed" because he was an expert with his left than right hand and that he spoils everything he touches. He was driven from his throne 3 times but always kept it in his name and met a band of horsemen from the land of the Christians. They carried many captives and the king was attracted to a "woman"- beautiful and crying. She was the daughter of an ally and he claimed her and took her to alhambra- sought to make her his queen. The spanish maid did not like him at first, he was older than her, an "infidel" and a foe to her country but he tried to get the help of the duenna- an older woman in charge of the girl. She was Andalusian named Kadiga and the duenna tried to persuade her and her arguments were a success. She then became the queen of Mohamad and had 3 daughters with him. Mohamad considered himself a wise king but the queen died and left her daughters to Kadiga- many years passed before they reached the marriageable age. The king had the daughters be raised in a distant castle near the Mediterranean sea and were spoiled with the lavish things they could afford in life, they were princesses after all.

They were very different from each other, their names were: Zayda, Zorayda, and Zorahayda. Zayda was the eldest as well as the leader of the family, Zorayda had exquisite beauty, and Zorahayda was sensitive and had a lot of pets-gentle. Kadina still attended to these girls. Zayda sat at the window of a pavilion and was attracted to a galley (large ship)- it was filled with armed men.

A number of Moorish soldiers landed and conducted several Christian prisoners. All the princesses peeped through the windows and saw 3 spanish cavaliers were there- youthful and noble loaded with chains. They were infatuated with the sight of these three cavaliers even Zorahayda-didn't say anything-was in awe of the sight of the blue cavalier.

Kadiga agreed and noticed that the daughters are of a marriageable age. She sent a peach, an apricot, and a nectarine to the king where he read the meanings of the fruits and the

flowers. The King had the princesses brought to his palace. Zayda was tall and lofty and was formal to Mohamed, Zorayda was middle height and alluring, she was more loving to her father, and Zorahayda was shy and smaller but was very beautiful and hugged her father when meeting him. He was very delighted that his daughters are of a marriageable age.

They traveled to Granada and met the cavaliers they met on the beach. Mohamed was about to attack these prisoners but the princesses begged for mercy on behalf of the prisoners. These cavaliers come from high born families and were originally used for ransom but the king ordered for them to be punished and put into labor.

They stayed at the Alhambra and were very cheerful, but later they became very sad and dissatisfied staying at that palace. All the treasures and clothes the King offered them was no use, they still disdained whatever was offered to them by their father. They were unhappy because of the longing they had for the three noblemen. They see them doing chores and are saddened by the fact that they are in chains.

Kadiga had the “lingerings” of Christianity in her heart and wanted to grant the wish that the princesses had to meet the noblemen. Kadiga arranged for a meeting and settled this issue with Hussein Baba-a big man in charge of guarding these slaves. She bribed him by offering him gold. The cavaliers are constantly flattering the princesses by singing in the courtyard and just working in the public eye

The cavaliers were ransomed by their families and were preparing to leave Granada, the princesses wept for the leave. Kadiga tried to comfort them but they were still distraught. The princes offered to marry the princesses if they were to go to Cordova. The princesses were considering going, saying that their father had only treated them as captives and not as his children. Hussein Baba has been bribed by the cavaliers and arranged the whole thing. Christian faith was the faith of the princess’s mothers and they are willing to convert.

Zayda and Zorayda agreed but Zorahayda hesitated but later on consented.

The escape from the tower was difficult and Zorahayda decided to stay. Zorahayda’s lover was disappointed when he found that she did not leave the tower. Their flight was then discovered. They reached the bridge but it was filled with armed men. They escaped and were made wives in the Christian community.

Kadiga was lost because she fell in the stream but a fisherman brought her inland. She never returned to Mohamed's territory. The youngest daughter regretted staying behind and then died young. She is buried underneath the tower.

4. Moral of the story:

You should always listen to your heart and fight for your freedom or you will have regrets one day or another.

5. Reflection of the story:

The story is pretty relevant of the abuse of power a dad can have on his daughters freedom and happiness and shows the impact of love in young's people lives.

Coordinator: ASOCIACIÓN DE INNOVACIÓN, FORMACIÓN Y EMPLEO PARA EL DESARROLLO SOSTENIBLE. AIFED

NAME OF THE STORY: The Shepherd Boy & the Wolf

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

The story especially focuses on how not to behave, and serves as a lesson for children

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules' --*
- *the role of learning and coaching in problem solving --*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

The chosen tale really pictures the need that we can feel to question the rules and the other side of the coin of this disobedience

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*

- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

- Realistic thinking, since the population reaction is really close to any population behaviour. This text represents a warning against liars behaviour

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

- Taking responsibility for your own actions is really important, you cannot blame other people for the things you do
- Not relying on other people to make decisions for us, the tale can also question the dependence we have from other people and the importance of being able to provide for our own needs

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

- People's perception of others, whatever you do will have an impact on how people perceive you. You cannot do things to other people that you would not them to do to you.
- Building trust between people is really important
- The power of positive think

2. Introduction of the story

The tale concerns a shepherd boy who repeatedly tricks nearby villagers into thinking a wolf is attacking his town's flock. When a wolf actually does appear and the boy again calls for help, the villagers believe that it is another false alarm and the sheep are eaten by the wolf. In a later English-language poetic version of the fable, the wolf also eats the boy.

3. Text of the Story

A Shepherd Boy tended his master's Sheep near a dark forest not far from the village. Soon he found life in the pasture very dull. All he could do to amuse himself was to talk to his dog or play on his shepherd's pipe.

One day as he sat watching the Sheep and the quiet forest and thinking what he would do should he see a Wolf, he thought of a plan to amuse himself.

His Master had told him to call for help should a Wolf attack the flock, and the Villagers would drive it away. So now, though he had not seen anything that even looked like a Wolf, he ran toward the village shouting at the top of his voice, "Wolf! Wolf!"

As he expected, the Villagers who heard the cry dropped their work and ran in great excitement to the pasture. But when they got there they found the Boy doubled up with laughter at the trick he had played on them.

A few days later the Shepherd Boy again shouted, "Wolf! Wolf!" Again the Villagers ran to help him, only to be laughed at again.

Then one evening as the sun was setting behind the forest and the shadows were creeping out over the pasture, a Wolf really did spring from the underbrush and fall upon the Sheep.

In terror the Boy ran toward the village shouting "Wolf! Wolf!" But though the Villagers heard the cry, they did not run to help him as they had before. "He cannot fool us again," they said.

The Wolf killed a great many of the Boy's sheep and then slipped away into the forest.

4. Moral of the story:

This short story teaches us a moral lesson that people refuse to believe a liar even when he is telling the truth. Lying even if it's enjoyable at the moment will backfire, and one lie can change everything, one is enough to lose the trust and friendship of someone.

It is a story that every child should read and learn from the underlying lesson. It is a story that leaves a deep imprint on the mind of every reader.

5. Reflection of the story:

The story dates from Classical times, but, since it was recorded only in Greek and not translated into Latin until the 15th century, it only began to gain popularity after it appeared in Heinrich Steinhöwel's collection of the fables and so spread through the rest of Europe. Teachers have used the fable as a cautionary tale about telling the truth.

This story is really striking for children's minds.

I chose this tale since it really marked my childhood. I always wanted to tell this story to everybody because I found it really true and striking at the same time. It really promotes truth values and teach to children to take into account advice given by adults

Coordinator: ASOCIACIÓN DE INNOVACIÓN, FORMACIÓN Y EMPLEO PARA EL DESARROLLO SOSTENIBLE. AIFED

NAME OF THE STORY: The rose and the toad

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

- Working with others to achieve the goal, this is exactly what the rose doesn't know is mandatory to survive, teamwork is essential as well as working hand in hand with people.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

/

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*

- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

- Reframing your attitude to your goals, that is what the rose needed to do to survive, not judging someone on his appearance and understanding that this “ugly” frog allows her to be alive. Her attitude should have been aligned with her goal : survive and be pretty but this is not what happened.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

- Taking responsibility for our own actions, the rose is the only responsible of her deterioration

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

- Being aware of your self-image and identity, is also exactly what the rose needs to work on since she idealizes her image and don't understand what is keeping her alive, moreover, its by according to much importance to her self-image that she ended up the way she did.

2. Introduction of the story

This is the story about the alienation of a rose that only judges someone by its appearance and that will forever regret it.

3. Text of the Story

The rose and the toad

This is the story of a red rose. Everyone said that there was no more beautiful flower in the garden than this one. The rose was moved every time it was complimented. Nevertheless, she wanted to be looked at more closely. She didn't understand why everyone was watching her from a distance.

One day, she noticed that there was a huge dark toad at her feet. There was nothing beautiful about it, with its dark color and ugly spots. Moreover, its eyes were too big and scared anyone. The rose realized that people were not approaching because of this animal.

She immediately asked the toad to leave. Didn't he realize that he was giving her a bad image? The toad, very humble and obedient, agreed immediately. He didn't want to disturb her and he went away.

Soon after, the rose began to deteriorate. Its leaves and petals began to fall off. No one wanted to look at it. A lizard walked by and looked at the rose as it cried. It asked her what was going on. She told him that the ants were killing her. The lizard then told her what the rose knew: "It was the toad that was eating the ants and keeping you beautiful."

4. Moral of the story:

Don't judge a book by its cover! You may accord not much importance to what is in reality indispensable for your own life and it shows. The outside beauty never represents the true beauty and capacities of a person.

5. Reflection of the story:

You should pay attention to the world and people surrounding you and not only to your own person, beauty and life otherwise this focus on your own life will backfire.

Coordinator: ASOCIACIÓN DE INNOVACIÓN, FORMACIÓN Y EMPLEO PARA EL DESARROLLO SOSTENIBLE. AIFED

NAME OF THE STORY: The perfect face

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

- Setting realistic goals, you cannot please everyone at the end, you have to learn what you really want for you and keep going in that way.
- Making sure that the goal you think you want is actually what you do want, at the end the puppet only wanted to be happy and have a friend, even if what other people think of him still matters to him
- Working with others to achieve the goal, in the story, without the help of the cloud the puppet would still be sad, you need advice and be surrounded by people to evolve and feel better at the end

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

- Viewing 'failure' as a natural part of the creative process, you have to fail to achieve your goal sometimes, since failing is a part of the growing process
- Constructive problem solving, meeting hurdles has bring both bad and good prospects and meetings

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*

- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

- Realistic thinking, it is when the puppet forgets about the idea of an out of reach perfection that he starts to be happy and focuses on the most important according to him.
- Reframing your attitude to your goals, you need to have achievable goals and adapt to those in order to be happy

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

- Seeing things from a different perspective, definition of perfection differs from people and depends on different perspectives
- Not relying on other people to make decisions for us, you have to build your own perfection and happiness and not depend on what people expect from you

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

- Giving and receiving feedback, having feedbacks and communicating with others is key to evolve and achieve your goals
- building self-confidence, you have to define your own conditions of happiness
- People's perceptions of others, it would be lying to say that people's and friend's opinion don't matter to us, it impacts us but we must be careful and still follow what we think is the best and not what other people say about us

2. Introduction of the story

The story is about a little puppet that wants to have a perfect face, he has the possibility to have one but will meet obstacles in his conquest of perfection and happiness

3. Text of the Story

The perfect face

Once upon a time lived a paper puppet who had no face. He was perfectly cut out and its whole body was painted, excepted his face. However, He had a pencil in its hand so that he could chosed which type of face he wanted to have. What an opportunity! So, he spent the whole day asking to everyone he encounters:

- How is the perfect face?
- A face with a big beak, answered the birds.
- No, no, no beak, said the trees, the perfect face is full of leaves.
- Forget the beak and the leaves, interrupted the flowers. If you want a perfect face, fill it with colors.

Thus, all those he met, whether they were animals, rivers or mountains, encouraged him to fill his face with their own shapes and colors. But even though the puppet had drawn a beak, leaves, colors, hair, sand and a thousand other things, finally nobody liked such a face. And he could not erase anything!

Then thinking at its wasted opportunity to have a perfect face, the puppet spends days crying.

- I only wanted a face that everyone would love, he said, and look at me now, what a disaster!

One day, a little cloud heard his complains, approached him and said:

- Hello puppet, I think I can help you. Since I am a cloud and do not have a shape, I can make you the face that you want. What would you think if I changed my face until you found one you liked? We could probably fix you up a little.

The puppet enjoyed this idea and the clouds did for him all types of faces. Unfortunately, none of them were perfect.

- Too bad, the puppet said when it was time to leave, you've been a wonderful friend

Then, He hugged him so tenderly that the cloud began to smile from side to side, happy to have been able to help him.

At the same time, the puppet said :

- This! This is the face I want! It's a perfect face !
- What are you talking about ? The surprised cloud asked. I don't do anything now...

- *But yes ! the one you did when we hugged... or the one you make when I tickle you!*
Watch

The cloud realised that he talked about its big smile. So both of them took a pencil to draw on the paper puppet, a smile so big that he covered ten times the beak, hair, colors and flowers.

And indeed, this face was the only one that everyone liked because it contained the secret ingredient of perfect faces: a big smile that will never fade.

4. Moral of the story:

You cannot please everyone in life, people will love you or hate you but at the end the most important is to bring joy into people's face and mind. Being happy and smile is the key, that's the only behaviour that everyone finds enjoyable

5. Reflection of the story:

You cannot reach perfection and have to build your own perfection that fits you and makes you happy. Having realistic goals is important in order not to be disappointed.

Coordinator: ASOCIACIÓN DE INNOVACIÓN, FORMACIÓN Y EMPLEO PARA EL DESARROLLO SOSTENIBLE. AIFED

NAME OF THE STORY: The lost horse of the wise old man

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*

- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

- *positive goal setting, positive thinking, the dad of the story takes things as they go and doesn't want to see positive or negative things before they really happen*

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

- *How different people perceive and deal with problems, the point of view of the character is really interesting since he doesn't immediately jump into conclusions but prefers waiting to see the outcomes of everything happening to him*

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*

- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

- Realistic thinking, we can never know if the said to be positive things happening to us really are for the best concerning our future and prospects. A positive thing happening to us can backfire

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

- The real meaning of personal empowerment, is here to take things as they go and not expect nothing from them.
- Not relying on other people to make decisions for us, indeed the main character doesn't wait for positive things to happen to him but take things as they come and doesn't expect anything from them

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

- Having courage in your own convictions, importance of being wise

2. Introduction of the story

What to expect from things happening to you and reflection about wisdom.

3. Text of the Story

Once upon a time there was an old farmer of great wisdom, who lived with his son and owned a horse. One day the steed ran away from the place, something that made the neighbors go to console them for their bad luck. But to their words of consolation, the old farmer replied that the only true thing was that the horse had escaped, and whether that was good or bad luck would be determined by time.

Shortly thereafter the horse returned to its owners, accompanied by a beautiful mare. The neighbors ran to congratulate him on his good fortune. However, the old man replied that in reality the only thing that was true was that the horse had returned with the mare, and whether this was good or bad, time would tell.

Some time later the farmer's son tried to ride the mare, still wild, in such a way that he fell off the saddle and broke his leg. According to the doctor, the rutpura would give him a permanent limp. The neighbors again came to console both of them, but again the old farmer would rule that all that was really known was that his son had broken his leg, and whether that was good or bad remained to be seen.

Finally, the day came when a bloody war broke out in the region. They began to recruit all the young men, but seeing the lameness of the farmer's son, the soldiers who went to recruit him decided that he was not fit for combat, something that caused him not to be recruited and he was able to remain without combat.

4. Moral of the story:

This well-known story, quite self-explanatory, tells us how our consideration and assessment of what happens to us can sometimes be biased, since the event itself is neither good nor bad per se, and how what we sometimes see as positive or negative can take us to unsuspected places.

5. Reflection of the story:

The reflection that the old man made his son see based on all that happened is that events are not good or bad in themselves, but rather our expectations and perception of them are: the horse's flight brought the mare, which in turn meant the breaking of his leg and likewise this led to a permanent lameness was what now saved his life."

Coordinator: ASOCIACIÓN DE INNOVACIÓN, FORMACIÓN Y EMPLEO PARA EL DESARROLLO SOSTENIBLE. AIFED

NAME OF THE STORY: *Happiness*

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*

- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

- Setting realistic goals, the characters of the story really tried to think about how to implement their idea in the best way according to them
- Working with others to achieve the goal, the gods needed to think and brainstorm together in order to achieve their idea
- Practical ways to achieve the goal, use of communication between the characters in order to make the most of their ideas

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

- How different people perceive and deal with problems, each one brings its ideas and listen to other people's ideas, it's the plurality of points of views that can led the best aim ever

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*

- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

- Practical solution, it is more difficult to look for something that depends on you and can only be found by you in your mind than on your environment and on other people's capacities

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

- Seeing things from a different perspective, the story really invites us to do this and promotes the idea that we only can found happiness in ourselves
- Not relying on other people to make decisions for us, our own happiness only depends on us and not on other people, we can only find it in ourselves

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

- Building self-esteem is a condition to have access to happiness
- The power of positive thinking can also lead to happiness

2. Introduction of the story

Where can we find happiness ?

3. Text of the Story

In the beginning of time, before mankind populated the Earth, the different gods met in order to prepare the creation of the human being, in their image and likeness. However, one of them realized that if they made them exactly like them, in reality they would be creating new gods, so they would have to take something away from them in such a way that they would be different from them. After careful thought, another of those present proposed taking away their happiness and hiding it in a place where they could never find it.

Another proposed hiding it on the highest mountain, but they realized that since it had strength, mankind could climb up and find it. Another proposed hiding it under the sea, but since mankind would be curious, they could build something to reach the depths of the sea and find it. A third proposed taking happiness to a distant planet, but others concluded that since mankind would have intelligence, he could build spaceships that could reach it.

The last of the gods, who had remained silent until then, took the floor to indicate that he knew a place where they would not find it: he proposed that they hide happiness inside the human being himself, so that he would be so busy looking for it outside that he would never find it. They all agreed, and so they did. This is the reason why human beings spend their lives searching for happiness, not knowing that it is actually within themselves."

4. Moral of the story:

This beautiful story in the form of a fairy tale reflects something that is very present in today's society: we tend to constantly seek happiness as if it were something external that we can achieve, when in fact we find it precisely when we are not looking for it but enjoying the here and now.

5. Reflection of the story:

We spend our lives looking for happiness everywhere when it is often in front of our eyes

Coordinator: ASOCIACIÓN DE INNOVACIÓN, FORMACIÓN Y EMPLEO PARA EL DESARROLLO SOSTENIBLE. AIFED

NAME OF THE STORY: The six blind wise men and the elephant

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

- Working with others to achieve the goal, we can agree on the fact that they don't succeed in working with each other and that is why lead them to the incapacity of visualising what an elephant is

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

- The role of learning and coaching in problem solving, we need other's opinion and point of view in order to grow and get closer to reality
- Using experience to solve problems, in the story it is not really possible and that is why they cannot reach the same assessment

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*

- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

- Realistic thinking, it's important to not only be biased by what we feel and smell, other people's experience of reality matters
- Appreciating other people's 'maps of the world', everyone has a way to think and apprehend the world and the more we understand other's people reality the more we get closer to reality

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

- Seeing things from a different perspective is essential and lead to better understanding of the world, but we mustn't forget to share our different perspectives and not staying in our own false reality bubble
- Freeing yourself from constraints – real or imaginary, It is not because someone told you his/her way of perceiving things that its real, importance of taking a step back

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

- People's perceptions of others will change and evolve depending on their values, educations and past.
- Giving and receiving feedback is at the end the most important in order to open our eyes to the world

2. Introduction of the story

The story of the Six Blind Men and the Elephant story originates from the birthplace of ancient spirituality, India. While this old story holds a deep spiritual meaning, many different cultures and countries have a different perception as to what the story means.

3. Text of the Story

Once there were six wise old men who did not have the gift of sight, being blind and using the sense of touch to experience and learn about the different realities, beings and objects in the world. None of these wise men had ever seen an elephant, and after learning that their king had one, they humbly asked to meet him. The monarch decided to grant their request and led them to the pachyderm, allowing the elders to approach and touch it.

The wise men approached the animal and, one by one, touched the elephant in order to find out what it looked like.

The first touched one tusk, and found the elephant to be smooth and sharp as a spear. The second sage approached and touched the elephant's tail, replying that it was really more like a rope. The third would come in contact with the trunk, saying that the animal looked more like a snake. The fourth would indicate that the others must be mistaken, as after touching the elephant's knee he concluded that it was something like a tree. The fifth disproved this by touching the elephant's ear, judging that it resembled a fan. Finally, the sixth sage came to the conclusion that the elephant was in fact like a strong rough wall, having touched its back.

Having reached different conclusions, the sages began to argue as to who possessed the truth. Since they were all defending their positions strongly, they enlisted the help of a seventh sage who could see. He made them realise that in fact they were all partially right, since they had been describing only a single part of the whole animal, while none of them had been able to know it in its entirety without being mistaken".

4. Moral of the story:

Your mind creates your reality in the sense that you do not always see things as 'they' are. You instead see things as 'You' are.

Your perception of what's in front of you is determined by the information already within your head. Your ideas, beliefs, concepts, knowledge and thoughts all influence what you see in front of you, and how you experience it. How you interpret and understand something, or someone, depends upon the thoughts and beliefs you have accepted to be true. This is true whether we're talking about a person, a thing, spirituality, God, or of course a religion.

The difference of opinion of the six wise men, and indeed of the world religions too, is due to a difference in perception.

We do not always realize the truth of what is before us. What we see before us only mirrors our inner self. Rather than realize the truth, we can each only understand what is before us according to our own preconceptions.

What you think, what you believe and all the ideas, notions, and concepts you hold within yourself determine how you experience life. In this way you do not experience the 'truth'. You merely experience your preconceived version of it.

5. Reflection of the story:

This story is a classic tale from India, this story speaks to us of the need to keep in mind that our point of view is not the only one that exists about reality: we must appreciate that other people's opinions, beliefs or knowledge can be as valid and true as our own, without the need for either of us to be wrong.

Coordinator: ASOCIACIÓN DE INNOVACIÓN, FORMACIÓN Y EMPLEO PARA EL DESARROLLO SOSTENIBLE. AIFED

NAME OF THE STORY: The fairy

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

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PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

- Having faith and determination, that is what can lead you to the accomplishment of great things !

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

- Changing paradigms, the unlucky submissive little girl was a game changer, her life went from hell to paradise because she was naturally good and wanted to help supposedly disadvantaged people

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*

- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

- The effect of beliefs and values led the younger to end up in a better and happier position than her wicked family. Having positive values and gentle behaviour will only reward you in life

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

- Giving and receiving feedback, her attitude and kindness got her rewarded
- Personal achievement, the youngest sister survived and go blessed with a good spell only because of her gentle nature and behaviour

2. Introduction of the story

Charles Perrault's tale, the fairy (1695) tells the story of two sisters of different character and destiny.

3. Text of the Story

There was once a widow who had two daughters; the elder one was so much like her of mood and face, that whoever saw her thought he saw the younger mother. They were both so unpleasant and so proud that one could not live with them.

The younger one, who was the true portrait of her father in gentleness and honesty, was also one of the most beautiful girls one could have seen. As one naturally loves her fellow man, this mother was very fond of her eldest daughter, and at the same time had a terrible dislike for the youngest daughter. She made her eat in the kitchen and work constantly. Among other things, the poor child had to clean the house and go twice a day to fetch water thirty minutes from the house, and to bring back a large jug full of it. Her older sister took great pleasure in stealing her clothes and and belittling her. She insulted her, hit her and criticized her constantly. The mother took great pleasure in seeing this daughter she hated suffer.

One day, the youngest daughter was at the fountain to get some water. There came to her a poor woman who asked her to give her a drink. "Yes, of course, my good mother," said this beautiful girl; and rinsed her pitcher, drew water from the most beautiful spot in the fountain, and presented it to her, still holding the jug so that she could drink more easily. The good woman, after drinking, said to her: "You are so beautiful, so good, and so honest, that I cannot help (for it was a Fairy who had taken the form of a poor village woman, to see how far the honesty of this young girl would go). I give you for a gift, continued the Fairy, that for each sentence you say, either a flower or a precious stone will come out of your mouth. You will be able to suspend this power whenever you want, by meeting me here.

When this beautiful girl arrived at the house, her mother scolded her for coming back from the fountain so late. "I beg your pardon, mother," said the poor girl, "for having delayed so long; and as she said these words, two roses, two pearls, and two large diamonds came out of her mouth. "What do I see?" said her mother in astonishment; "I think pearls and diamonds are coming out of her mouth; where is this coming from, my daughter?"

(That was the first time she called her "my daughter"). The poor child naively told her everything that had happened to her, but not without throwing out an infinite number of diamonds.

Really," said the mother, "I must send my daughter there; Here, see what comes out of your sister's mouth when she speaks; Wouldn't you be glad to have the same gift?"

"You have only to go and draw water from the fountain, and when a poor woman asks you for a drink, give it to her honestly.

"I have no desire to go there," replied the brute.

"I want and demand that you go there!" said the mother.

She went, but still scolding. She took the most beautiful silver bottle that was in the house.

No sooner had she arrived at the fountain than she saw a woman emerge from the wood and asked her for a drink in exchange for her jewelry: it was the same fairy who had appeared to her sister but who had taken on the air and clothes of a princess to see how far this girl's dishonesty would go. The wicked woman replied: "Yes, of course I can give you a drink! I have brought a silver bottle just for you! Here, take it, but before that, please give me a ring as a token."

"You are hardly honest," said the Fairy, without becoming angry; "well! since you are so little obliging, I give you the gift that at every word you say, a snake or a toad will come out of your mouth."

As soon as her mother saw her, she called out to her, the brutal woman replied, "Well, mother," and two vipers and two toads sprang from her mouth.

O Heaven!" cried the mother, "what do I see here? What a horror! For God's sake, it's your sister who's the cause."

she has put a spell on you! That wicked woman will pay for this! and immediately ran to beat her. The poor child fled and went to save herself in the nearby forest.

The King's son, who was returning from hunting, meet her and, asked her what she was doing there all alone and what she was crying about.

"Alas! Sir, it is my mother who drove me out of the house.

The king's son, who saw five or six pearls and as many diamonds come out of her mouth, asked her to tell him where they came from. She told him all about her adventure.

The king's son talked with her at length and took her to the castle to meet the royal family. The king decided to lend her an apartment to stay in for a while. Gradually, the King's son and the girl got to know each other and liked each other. After a while, the man asked her to

marry him and the girl accepted. She became a princess and lived happily and securely in the company of a good man who was good to her, far from her wicked mother and her treacherous sister.

Moreover, this sister made herself so hated that her own mother drove her out of her house: she could not bear to see her house full of toads, and was afraid of the vipers that might bite her, so the wicked sister took refuge in the woods. After having run around without finding anyone who wanted to receive her, she remained living alone in the forest.

4. Moral of the story:

The lure of gain and reward entice people, but nothing beats generosity. Goodness cannot be feigned, those who are naturally good will be rewarded sooner or later, without even having asked for it.

5. Reflection of the story:

Nothing pays more than than positivity and kindness

Coordinator: ASOCIACIÓN DE INNOVACIÓN, FORMACIÓN Y EMPLEO PARA EL DESARROLLO SOSTENIBLE. AIFED

NAME OF THE STORY: The Chinese mirror

36. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- having a desirable and achievable vision*
- setting realistic goals*
- successful planning and prioritizing*
- working with others to achieve the goal*
- breaking a task down into small, achievable units*
- having the faith and confidence to start*
- making sure that the goal you think you want is actually what you do want*
- personal and team goal setting*
- styles of leadership to help you achieve the goal*
- practical ways to achieve the goal*

- positive goal setting, positive thinking*

Explain your choice

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PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- creative and lateral thinking*
- the need to challenge 'the rules'*
- the role of learning and coaching in problem solving*
- using experience to solve problems*
- viewing 'failure' as a natural part of the creative process*
- the dangers of 'self-fulfilling prophecy'*
- how different people perceive and deal with problems*
- constructive problem solving*
- getting feedback in our problem solving*
- planning and prioritizing problems*
- paying attention to detail*
- having faith and determination*
- bringing problems down to size*

Explain your choice:

- How different people perceive and deal with problems is the main point of the story

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking*
- taking a different vantage point to a situation*
- reframing an issue or problem*

- reframing your attitude to your goals*
- appreciating other people's 'maps of the world'*
- not attempting to 'fix' people with one solution*
- realistic thinking*
- practical solutions*
- creativity in change management*
- changing paradigms*

Explain your choice:

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment*
- taking responsibility for our own actions*
- believing in your own capabilities*
- creative and positive thinking*
- seeing things from a different perspective*
- not relying on other people to make decisions for us*
- leaders and teams and team empowerment*
- vision and creative thinking in empowerment*
- the effect of beliefs and values*
- freeing yourself from constraints - real or imaginary*
- the effect of rules and procedures on empowerment*
- taking risks*

Explain your choice:

- Seeing things from a different perspective, you will never see yourself the same way other people do

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- building self-esteem*
- giving praise and reward*
- giving and receiving feedback*
- people's perceptions of others*
- building self-confidence*
- believing in your own capability*
- .. having courage in your own convictions*
- developing self-esteem through learning and understanding*
- being aware of your self-image and identity*
- goal-setting to achieve success*
- hidden talents, latent skills*
- achieving success - both individually and as a team*
- the power of positive thinking*
- influencing and assertiveness*
- personal achievement*

Explain your choice:

- Giving and receiving feedback, is an important part in order to build our personality and learn how to best behave in society
- People's perceptions of others, is exactly what is at stake in the text, we don't see people the same way they do

37. Introduction of the story

To understand the story it is necessary to take into consideration that none of the characters have ever seen themselves reflected in a mirror, not knowing what they really see. Thus, the wife is not able to understand that the beautiful young woman she sees is herself, while the mother does not see that the old woman she sees is herself. It is also observed that while the former worries about why she considers what she sees in the reflection to be more beautiful than herself, the latter critically undervalues it, practically mocking her own image.

38. Text of the Story

The Chinese mirror

"Once upon a time there was a Chinese peasant who was going to the city to sell the rice crop he and his wife had been working on. His wife asked him not to forget to bring her a comb.

The man arrived in the city and sold the harvest. After he had done so, he met and gathered with several companions and they began to drink and celebrate what they had achieved. Afterwards, and still a little disoriented, the farmer remembered that his wife had asked him to bring her something. However, he could not remember what, so he went to a shop and bought the product that caught his attention. It was a mirror, with which he returned home. After giving it to his wife, he went back to work in the fields.

The young wife looked at herself in the mirror and suddenly began to cry. Her mother asked her why she was crying, to which her daughter handed her the mirror and replied that the cause of her tears was that her husband had brought another young and beautiful woman with him. Her mother also looked at the mirror, and after doing so she replied to her daughter that she had nothing to worry about, since she was an old woman".

39. Moral of the story:

You will never see or imagine yourself the same way your truly are. There is a difference between how people perceive you and how you see yourself

40. Reflection of the story:

A tale of Chinese origin, by an anonymous author. It is a very short story that has different possible interpretations, but among other things it tells us about how we see ourselves reflected in the world, and the difference between how we think we are and how we really are, often underestimating or overestimating ourselves.

Coordinator: ASOCIACIÓN DE INNOVACIÓN, FORMACIÓN Y EMPLEO PARA EL DESARROLLO SOSTENIBLE. AIFED

NAME OF THE STORY: The broken jar

41. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- having a desirable and achievable vision*
- setting realistic goals*
- successful planning and prioritizing*
- working with others to achieve the goal*
- breaking a task down into small, achievable units*
- having the faith and confidence to start*
- making sure that the goal you think you want is actually what you do want*
- personal and team goal setting*
- styles of leadership to help you achieve the goal*

- practical ways to achieve the goal*
- positive goal setting, positive thinking*

Explain your choice

- Positive thinking, you mustn't focus on the negative, and not regard a glass as half empty but more as half full in order to improve yourself

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- creative and lateral thinking*
- the need to challenge 'the rules'*
- the role of learning and coaching in problem solving*
- using experience to solve problems*
- viewing 'failure' as a natural part of the creative process*
- the dangers of 'self-fulfilling prophecy'*
- how different people perceive and deal with problems*
- constructive problem solving*
- getting feedback in our problem solving*
- planning and prioritizing problems*
- paying attention to detail*
- having faith and determination*
- bringing problems down to size*

Explain your choice:

- How different people perceive and deal with problems, what you see as a negative point in your life can be a positive thing in other people's life
- Viewing 'failure' as a natural part of the creative process, a failure according to you can be an accomplishment from another point of view, not everyone see your "failure" the way you do.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- flexible and creative thinking*
- taking a different vantage point to a situation*

- reframing an issue or problem*
- reframing your attitude to your goals*
- appreciating other people's 'maps of the world'*
- not attempting to 'fix' people with one solution*
- realistic thinking*
- practical solutions*
- creativity in change management*
- changing paradigms*

Explain your choice:

- Changing paradigms, importance of adopting other point of views in order to get an overview of what is happening
- Reframing an issue or problem, what you feel bad about can make other people happier, changing one's perspective and point of view over a situations can allow you to grow

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- the real meaning of personal empowerment*
- taking responsibility for our own actions*
- believing in your own capabilities*
- creative and positive thinking*
- seeing things from a different perspective*
- not relying on other people to make decisions for us*
- leaders and teams and team empowerment*
- vision and creative thinking in empowerment*
- the effect of beliefs and values*
- freeing yourself from constraints - real or imaginary*
- the effect of rules and procedures on empowerment*
- taking risks*

Explain your choice:

- Learning to see things from a different perspective is the main point of the story

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- building self-esteem*
- giving praise and reward*
- giving and receiving feedback*
- people's perceptions of others*
- building self-confidence*
- believing in your own capability*
- .. having courage in your own convictions*
- developing self-esteem through learning and understanding*
- being aware of your self-image and identity*
- goal-setting to achieve success*
- hidden talents, latent skills*
- achieving success - both individually and as a team*
- the power of positive thinking*
- influencing and assertiveness*
- personal achievement*

Explain your choice:

- Building self-esteem, you shouldn't be defined by your failures and learn how to turn them into positive things

42. Introduction of the story

When you feel at your lowest, you need to have a look to the world around you and see the positive that the hurdles you meet allowed happening.

43. Text of the Story

THE BROKEN JAR

An Indian water carrier had two large jars, hanging from the two ends of a piece of wood that hugged his shoulders.

One of the jars had a splinter, and while the other jar kept all of its spring water perfectly until it reached the master's house, the other jar lost almost half of its precious cargo on the way.

This went on for two years, during which time the water carrier delivered only one and a half jars of water on each of his trips.

Of course, the perfect jar was proud of itself, as it managed to from beginning to end without a hitch.

But the damaged jar was ashamed of its imperfection and felt depressed because it could only accomplish half of what it was supposed to be capable of.

After two years of what she considered a permanent failure, the damaged jar turned to the water carrier as he was filling it at the spring.

"I feel guilty, and I beg your pardon."

"Why?" asked the water carrier. "What are you ashamed of?"

"I have only managed to carry half my load of water to our master, during these two years, because of this shard that leaks water. Because of my fault, you make all these efforts, and in the end, you only deliver half the water to our master. You don't get full recognition for your efforts," the damaged jar said to him.

The water carrier was touched by this confession, and, full of compassion, replied: "While we are going back to the master's house, I want you to look at the beautiful flowers by the side of the road".

As they walked up the hill, the old jar saw beautiful flowers bathed in sunlight on the side of the path, and this put a smile on her face. But at the end of the path, she was still feeling bad because she had lost half of her water again.

The water carrier said to the jar Did you realize that there were only beautiful flowers on your side, and almost none on the side of the perfect jar? That's because I always knew you were losing water, and I took advantage of it.

I planted flower seeds on your side of the path, and every day you watered them along the way.

For two years I was able to pick beautiful flowers thanks to you, which decorated the master's table. Without you, I could never have found such fresh and graceful flowers.

44. Moral of the story:

We all have chips, wounds, flaws. We are all damaged jars.

Some of us are diminished by old age, some are not so bright, some are too tall, too fat or too thin, some are bald, some are physically diminished, but it is the chips, the flaws in us that make our lives interesting and exhilarating.

You have to take others as they are and see the good and the great in them. There is a lot of positive in all of them.

45. Reflection of the story:

There is a lot of good in you, even if you cannot really see it... it is there.

Coordinator: ASOCIACIÓN DE INNOVACIÓN, FORMACIÓN Y EMPLEO PARA EL DESARROLLO SOSTENIBLE. AIFED

NAME OF THE STORY: The struggles of our life

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*

- *positive goal setting, positive thinking*

Explain your choice

- *Practical ways to achieve the goal: at the beginning of a path, of a fundamental choice in life it is necessary to predefine our priorities, our values and stipulate a scheme to achieve the goal. The surrounding situations in the future can change and evolve, but you must always be faithful to your aims and to not lose hope.*
- *Positive goal setting, positive thinking*

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

- *The role of learning and coaching in problem solving*
- *Viewing 'failure' as a natural part of the creative process: every path we take is made of obstacles, life is a continuous flow that evolves, we cannot remain anchored in our comfort zones and not progress, this also involves the need to face the various difficulties, but above all the maturity to choose how to face them.*
- *How different people perceive and deal with problems*

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*

- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

- *Taking a different vantage point to a situation*
- *Reframing an issue or problem*
- *Reframing your attitude to your goals: man cannot control natural events or the consequences of other people's decisions, but he can adapt his choices to the various changes.*

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

- *Creative and positive thinking*
- *Seeing things from a different perspective: It is legitimate for a man to have his weaknesses and his moments of despair. Indeed, in our society we have to break the stigma that man must be strong, insensitive and always rational. Man can cry. However, only with a rational and positive thought he can overcome discouragement. Desperation has never done anyone any good.*

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

- *goal-setting to achieve success*
- *the power of positive thinking*

2. Introduction of the story

The story is about a family scene between father and daughter, a small domestic lesson that allows the daughter to understand how to deal with the difficulties.

3. Name of the story:

Once upon a time a daughter complained to her father that her life was miserable and that she didn't know how she was going to make it.

She was tired of fighting and struggling all the time. It seemed just as one problem was solved, another one soon followed.

Her father, a chef, took her to the kitchen. He filled three pots with water and placed each on a high fire.

Once the three pots began to boil, he placed potatoes in one pot, eggs in the second pot and ground coffee beans in the third pot. He then let them sit and boil, without saying a word to his daughter.

The daughter, moaned and impatiently waited, wondering what he was doing. After twenty minutes he turned off the burners.

He took the potatoes out of the pot and placed them in a bowl. He pulled the eggs out and placed them in a bowl. He then ladled the coffee out and placed it in a cup.

Turning to her, he asked. "Daughter, what do you see?"

"Potatoes, eggs and coffee," she hastily replied.

"Look closer" he said, "and touch the potatoes." She did and noted that they were soft.

He then asked her to take an egg and break it. After pulling off the shell, she observed the hard-boiled egg.

Finally, he asked her to sip the coffee. Its rich aroma brought a smile to her face.

“Father, what does this mean?” she asked.

He then explained that the potatoes, the eggs and coffee beans had each faced the same adversity-the boiling water. However, each one reacted differently. The potato went in strong, hard and unrelenting, but in boiling water, it became soft and weak.

The egg was fragile, with the thin outer shell protecting its liquid interior until it was put in the boiling water. Then the inside of the egg became hard.

However, the ground coffee beans were unique. After they were exposed to the boiling water, they changed the water and created something new.

“Which one are you?” he asked his daughter.

“When adversity knocks on your door, how do you respond? Are you a potato, an egg, or a coffee bean?”

4. Moral of the story:

In life, things happen around us, things happen to us, but the only thing that truly matters is how you choose to react to it and what you make out of it. Life is all about leaning, adopting and converting all the struggles that we experience into something positive.

5. Reflection of the story:

This story allows us to understand how important it is to raise awareness of human feeling in our society, the latter increasingly frenetic. But at every moment of discouragement it is necessary to follow a clear and positive reflection.

Coordinator: ASOCIACIÓN DE INNOVACIÓN, FORMACIÓN Y EMPLEO PARA EL DESARROLLO SOSTENIBLE. AIFED

NAME OF THE STORY: Juan Latino

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

- Having a desirable and achievable vision and setting realistic goals, those two allowed Juan Latino to both grow on a personal and professional level
- Styles of leadership to help you achieve the goal, in link with the idea of self made man and rags to riches story

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

- Using experience to solve problems, Juan Latino learned from his past and mistakes and this way allowed him to grow and become famous and recognized
- Viewing 'failure' as a natural part of the creative process, its normal going through phases where you have doubts, and fail, but these obstacles can be necessary in order to achieve great things

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

- Appreciating other people's 'maps of the world'
- Practical solutions
- Creativity in change management

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*

- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

- Creative and positive thinking, those two adjectives can be game changing in a person's life and can have a real impact of how you behave and visualize the future
- Not relying on other people to make decisions for us since you have to be the main character of your own life

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

- Personal achievement, Juan truly is the main character of his story, he has managed to grow both on personal and professional level. He has achieved a lot, knowing his backup story and from where he started

2. Introduction of the story

This is the story of a unique character who gave us a life of lessons and teachings. Throughout almost a century of life, he lived historical moments of the city of Granada and became friends with great names of the Spanish nobility coming from the humblest of origins, a black slave from Ethiopia.

3. Text of the Story

JUAN LATINO

Juan Latino claimed to have been born a Christian in Ethiopia. He was the son of a black Ethiopian slave woman, bought by Luis Fernández de Córdoba y Zúñiga, the 4th Count of Cabra, and his wife Elvira Fernández de Córdoba, 2nd Duchess of Sessa, daughter of the Great Captain.

Juan, after being baptised up to three or four times beforehand, was assigned to Gonzalo, son of their lords, younger than him and with whom he developed a strong and close relationship. When the Duchess died in Italy in 1524 and the Count died two years later, Juan was settled with Gonzalo and his sisters in Granada in the care of Gonzalo's maternal grandmother. In Granada, Juan was educated and instructed alongside Gonzalo. By then, they were already friends. Juan and Gonzalo studied together, played together and grew up together, each in his role as master and slave.

Later, when he had to accompany Gonzalo to his classes at the University of Granada, Juan also managed to follow them despite having to do so from outside the classroom, as he was not allowed to enter.

Nevertheless, Juan managed to study and he became a great connoisseur of classical Latin culture, to the point that from being known as Juan de Sessa by the house to which he belonged as a slave, he came to be called Juan Latino by Gonzalo's intellectual circle and later in society. Thanks to his knowledge of Latin culture, he earned a more than justified fame until 1538, at the age of thirty, when he was granted manumission and he earned his freedom.

On February 2nd 1546, John was awarded with the degree of Bachelor of Philosophy. He fell in love with one of his pupils to whom he gave music lessons, the young noblewoman Anne of Carleval, a distinguished lady and daughter of a twenty-fourth (administrator of the Duchy of Sessa). Their interracial relationship continued, they married between 1547 and 1548 and formed a family with four children. Plays have been written about Juan and his love, such as the play Juan Latino composed by the Sevillian playwright Diego Jiménez de Enciso.

Years later, in 1556, Juan obtained a university degree and on 31 December 1556 he was given the chair of Grammar and Latin Language at the University of Granada by Pedro Guerrero, Archbishop of Granada, a post he held for twenty years at the Cardinal's College.

Juan translated Latin and Greek texts, wrote poetry and continued his studies in Granada, where he coincided with Juan Boscán, Garcilaso de la Vega and Juan Rufo. It so happened that

Juan Latino was confused with the latter because he had composed a poem of the same name, Austriada. Juan Latino's poem was commissioned by Pedro de Deza, president of the Royal Chancery, and was related to Juan de Austria's stay in Granada and in praise of his great deed in the victory of Lepanto.

Juan, together with Gonzalo, was in the Alpujarras conflict when the Moors who had been expelled from Granada wanted to conquer it again. Juan, being there, was able to write songs and sing the glories of their leaders, while at the same time being a professor.

On 3 December 1578, his childhood friend and protector Gonzalo Fernández de Córdoba died, and Juan Latino told the new archbishop, Juan Méndez de Salvatierra, also of humble birth, of his affection for his childhood friend in a heartfelt elegy:

"Letters can do so much," he told him, "that when we lack them, neither you would leave the field behind a plough, nor I from a stable piloting horses".

He retired from teaching in 1586, died between 1594 and 1597, and was buried in the church of Santa Ana, where his wife and descendants would also be buried.

After marrying Ana de Carleval and obtaining the chair at the university, Juan continued to work as a teacher. He was the first black man to publish poetic works in Latin in modern times and the only black writer in Renaissance Spain known to this day.

4. Moral of the story:

Juan Latino is, at the end, a real and historical figure in Granada, he proved that anyone, regardless of their origin and background, can achieve freedom, respect and great deeds through effort, study and education.

5. Reflection of the story:

Juan Latino's life was unusual from the start, baptised as a Christian, educated as an equal in a nobleman's house, he went on to make history and carve a niche for himself in 16th-century Spanish society.

Coordinator: ASOCIACION DE INNOVACIÓN, FORMACIÓN Y EMPLEO PARA EL DESARROLLO SOSTENIBLE. AIFED.

NAME OF THE STORY: The story of Malika

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

- Having the faith and confidence to start , no game is ever lost at the start, you must always have the courage to begin new adventures and new battles.
- Working with others to achieve the goal

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules' --*
- *the role of learning and coaching in problem solving --*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

The chosen story represents the difficulty that a 20-year-old girl, belonging to the LGBTQ community, has yet to face in a 21st century civil state. The loneliness and discouragement of the community, but also the support and unity of the whole society.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*

- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

- Realistic thinking. This text represents a warning about the need for social education and above all a law in Italy against the discrimination of this community.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

- Taking responsibility for your own actions is really important, you cannot discriminate against others by their nature, and deprive them of their rights
- Freeing yourself from constraints - real or imaginary, Malika had the courage to declare her nature despite knowing she was going against her parents' ideals

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

- Having courage in your convictions, we cannot mask our nature, only by being ourselves we can achieve our goals and our happiness, not everyone will accept it but many others will love it.
- Building self-confidence
- The power of positive thinking

2. Introduction of the story

This is the story of Malika Chalhy. Unfortunately, a story of discrimination. But of solidarity. Indeed, one young girl, two sides of Italy.

3. Text of the Story

Malika Chalhy is 22 and she is lesbian. When she finally worked the courage to come out of the closet, her parent's reactions shocked her. She poured her heart out in a letter, but not everyone understood. Especially her mother, she started insulting her.

"You suck, lesbian, if I see you I will kill you. You are ruining our family. I will cut the throat of your girlfriend."

Hurt for her love. And by her own family. Instead of giving up, Malika went to the police to file a complaint. The investigators are focusing on the mother's threats, recorded on the phone. Plus, the young girl went home to get her things and she found the locks changed. An action that is impossible to misunderstand. So, she walked away with nothing. Nothing but her pride and love.

Yasmine Alti is Malika's cousin. And she couldn't just stand by and watch. In fact, Yasmine launched a [Go Fund Me campaign](#), called "Help my cousin to build a future." Her objective was 10,000 euro. In a little over a week, the funds have already reached almost 30,000. Indeed, a success.

As the cousin writes on the platform, "Malika's fault? Being engaged to a woman and not the prince charming." And her story resonated with many Italians, not only from the [LGBTQ community](#).

Silvia De Tommaso gave 30 euro to the Go Fund Me campaign, leaving a comment. "Love isn't a crime. It might just be the only thing that keeps us sane in this unstoppable world. Be strong and keep loving whoever makes you happy."

While the investigation is ongoing, the real issue is with the Italian law. In fact, the current regulations doesn't take discrimination into account. There is no aggravating factor for hate crimes or ones with a discrimination factor.

The Zan Law would introduce this to the Italian penal code, but it's stuck in the Parliament. Hence, if the investigation finds Malika's family guilty, it might just be for threats or mistreatment. Not because she is lesbian. And, once again, hate will go unpunished.

4. Moral of the story:

This history teaches us that you can rise from any dark period with the help of your neighbour.

On the one hand, the rejection of a daughter by a mother attached to a social stigma that unfortunately is still alive because extremely current in our society so-called "civil". On the other hand, the solidarity of an entire country that was emotionally affected by the incident and provided financial support to pay rent and legal fees.

Unfortunately, in our society, there are still people with regrettable mentality who think that loving a person of the same sex is against nature and therefore not worthy of equal rights compared to the people they consider "normal". But these are a small part of the community, and there will always be a happy ending.

Solidarity is the strongest weapon of hatred

5. Reflection of the story:

The history of Malika is unfortunately not an isolated history, these events occur not only in Italy but in many parts of the world, many States have greater limitations, harsh bans on community membership, they are denied the protection of fundamental rights. As a result of these cases of discrimination it is unacceptable that there are still no laws that protect the rights of anyone and especially the most vulnerable categories.

Coordinator: ASOCIACIÓN DE INNOVACIÓN, FORMACIÓN Y EMPLEO PARA EL DESARROLLO SOSTENIBLE. AIFED

NAME OF THE STORY: The frog gulf

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*

- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

- Positive goal setting, positive thinking, putting away all negative thought is the best way to accomplish anything
- Having the faith and confidence to start, if you never try you will never know if you are capable!

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

- Having faith and determination, that is what enabled the frog to live and without this he would still be with the others, complaining and crying about their faith.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*

- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

- Taking a different vantage point to a situation, by making a decision and focusing on you and what you think is the best way to get away from a situation you will be able to make the best choices

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

- The effect of beliefs and values, if you don't believe in what you are doing you will never make it, the story underlines the importance of auto persuasion over a person's motivation
- Creative and positive thinking is key in order to think clearly in stressful situations

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

- The power of positive thinking, without his positive attitude the frog would have never made it
- Influencing and assertiveness, the story reveals the power of one's influence over another

2. Introduction of the story

This story deals with the impact other people's opinions have on your mind and the power of persuasion that counterparts have on you and your way of thinking.

3. Text of the Story

Once upon a time, there was a big group of frogs that always went to have fun in the forest. They all sang and jumped around until it got dark. They laughed a lot and were inseparable.

One day, on their usual outing, they went to discover a new forest. They were having fun when three of them fell into a deep hole that none of them had noticed. The other frogs were shocked. They looked down into the hole and saw that it was too deep. "We lost them," they said.

The three frogs at the bottom of the hole tried to climb back up the wall, but it was too difficult. They barely made it three feet and then fell back down. The others began to say that their efforts were useless. How could they climb such a high wall? It was better to give up. There was nothing else to do.

Two of the frogs heard these comments and gave up. They thought the others were right. The third frog, on the other hand, continued to climb and fall. After a few hours, it managed to get to the surface. The others were amazed. One of them asked him, "How did you do it? The frog did not answer. He was deaf.

4. Moral of the story:

You shouldn't listen to what people are saying and start believing in your own powers and capacities. The story reveals how important the power of self-persuasion is and why we should not listen to people who spread negative energies

5. Reflection of the story:

Seeing other people telling you to give up doesn't mean that you have to give up too. You can have better prospects if you manage to listen to yourself and forget about your surrounding negativity.

Partner 3: EYROPAIKO INSTITOYTO TOPIKHS ANAPTYKSHS

NAME OF THE STORY: Will You Marry Me?

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

The daughter has a desirable and achievable vision, namely save her father from the debt and save herself from an unwilling marriage.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

The girl uses super effectively creative and lateral thinking and demonstrates the need to challenge 'the rules'. In reality she defends the rule of the game, but in fact the banker imposed his own clandestine rules, thus she had to challenge this arbitrage.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

The girl presented great soft skills by being creative in a very short time limit and handled the change of the situation after the banker picked two black stones.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*

- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

She believed that she could do it based on her own capabilities, of course by taking the risk.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

In this case there is a personal achievement, but we also have a success being shared with another, namely the father, although he was the one who put the girl in the difficult position with his own debt.

2. Introduction of the story

“Will you marry me?” is a short story about a girl in Italy who faced a trilemma with bad consequences and still managed to find the courage to overcome the difficulty with creative thinking and get out with the maximum benefit.

3. Text of the Story

Will You Marry Me?

Centuries ago, in a small Italian town, there was a business owner who had a great amount of debt. His banker, who was an old, unattractive man, strongly desired the business owner’s younger beautiful daughter.

The banker decided to offer the businessman a deal to forgive the debt that he owed the bank completely. However, there was a bit of a catch.

In order for the businessman to become debt-free, he had to have his daughter marry the banker.

The businessman didn’t want to concede to this agreement, but he had no other choice, as his debt was so extreme.

The banker said he would put two small stones into a bag—one of which was white, and the other black.

The daughter would then need to reach into the bag and blindly choose a stone. If she chose the black stone, the businessman’s debt would be clear and the daughter would have to marry the banker. However, if she chose the white stone, the debt would be cleared and the daughter would not have to marry him.

While standing in the stone-filled path in the businessman’s yard, the banker reached down and chose two small stones, not realizing that the businessman’s daughter was watching him. She noticed that he picked up two black stones and put them in the bag.

When it came time for the daughter to pick a stone out of the bag, she felt she had three choices:

- Refuse to do it.
- Take out both stones and expose the banker’s cheating.
- Pick a stone, knowing it would be black, and sacrifice herself to get her father out of debt.

She picked a stone from the bag, and immediately ‘accidentally’ dropped the abundance of stones where they were all standing.

She said to the banker: "I'm sorry, I'm so clumsy! Oh well. Just look in the bag to see what color stone is in there now so you will know which color stone I picked."

Of course, the remaining stone was black. Since the banker didn't want his deceit to be exposed, he played along, acting as if the stone that the businessman's daughter dropped had to have been white. He cleared the businessman's debt and the daughter remained free from having to spend the rest of her life with the banker.

4. Moral of the story:

While you may have to think outside of the box sometimes, it's always possible to conquer a difficult situation. You don't have to always give in to the options you're presented with. Challenge the status quo. Think creatively. Engage in productive nonconformity when possible. Don't be afraid to question the things that are expected to be true. In order to overcome challenges, you have to think in ways that you've never thought before.

5. Reflection of the story:

One of the most overused phrases in all of business conversation is: “We need to think outside of the box.” As popular and fashionable as it may be to inflict this phrase upon your co-workers or subordinates, it is neither easy to do, nor is it in reality done very often. Seldom do those in a business setting have the creativity or the courage to actually come up with solutions that reflect “out of the box thinking.” Notwithstanding how difficult it is and how seldom most of us have the creativity to pull it off. There are always risks in every company or industry for those who come up with solutions, answers, policies, procedures or practices that stray very far from conventional wisdom or predetermined norms.

When “outside the box” thinking is successfully employed in business and society, it has the capacity to produce marvellous and often disruptive results. Successful “out of the box” thinking has had the power to significantly change much of how our society functions in many, many ways. Consider two simple aspects of our lives that have been drastically altered as unique solutions have been applied to elements of business and leisure travel that have heretofore seemed to be unalterable.

We no longer say, “I’ll get a taxi and meet you there.” Now we say, “Let me get an Uber and I’ll be right there.” The advent of Uber and subsequent other customer centric methods of acquiring local transportation have significantly changed how we get around - for the better - due to “out of box thinking.” Someone thought of a better way to get from point A to point B without the inconvenience, expense and unpleasantness of riding in a cab. Imagine the disruption that has been inflicted in the centuries old taxi cab industry. Uber introduces a disruptive change; others follow with even more unique offerings and before you know it a whole new way of thinking about transportation options has evolved.

Think about how Airbnb and other direct booking alternatives have challenged the hotel industry. Today you can rent a comfortable luxury home in a quiet residential neighborhood with numerous amenities for a temporary short term stay for about the same price that you would pay for a very nice hotel room. This has created significant disruption in the lodging industry and a wide range of possibilities for travellers, particularly as it relates to leisure travel.

These are only a few ways in which creative or out of the box approaches have totally revolutionized the way our society works. Suffice it to say, the power of creative, out of box thinking is a powerful force in shaping our society.

Out of the box or disruptive thinking does not come naturally to organizations or individuals. It is risky to leave well-worn paths and go against conventional thinking. This type of thinking is most often applied to finding solutions to isolate problems, but (as noted above)

often it has the power to bring significant change, improvement, and even disruption to large portions of society or entire industries.

Partner 3: EYROPAIKO INSTITOYTO TOPIKHS ANAPTYKSHS

NAME OF THE STORY: Value the Things You Have In Your Life

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

When the man was slapped by his best friend, he wasn't angry or frustrated but he overcame it with positive thinking and forgave his friend for his mistake. A positive attitude helped him to continue and forgive his best friend for what he did.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

Learning and coaching in problem solving helped the man to forgive his friend and be so peaceful. That forgiveness gave the opportunity later to his friend to save him from death.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

Taking a different vantage point to a situation will give you the opportunity to be positive and you will find out that in life when you are reframing an issue and changing the way you see the things you will be rewarded in multiple ways.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

The effect of beliefs and values in life is vast. With his values to guide him the man forgives his friend and his action and as a reward the next day the same guy saved his life. If he hadn't forgiven him, probably they would have taken different paths and the man would have been dead. In life, values, creative and positive thinking are the key for empowerment so as to achieve your goals, forgive people and pay attention to important things.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*

- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

Building self-esteem helped the man of the story to not pay attention to the bad action of his friend. He was proud of himself and he didn't focus on revenge. He knew that he was a good person and he didn't do anything wrong. Self-esteem in life is an essential characteristic that will help us see things from a different perspective and it contributes in achieving our goals and being happier.

2. Introduction of the story

Two friends are walking in the desert. One day the one slapped the other and the next day the man who had been slapped is drowning in a lake. What would the other man do? Why is the man who was slapped and is drowning together with the man who slapped him?

3. Text of the Story

A story tells that two friends were walking through the desert. During some point of the journey, they had an argument, and one friend slapped the other one in the face.

The one who got slapped was hurt, but without saying anything, wrote in the sand "Today my best friend slapped me in the face". They kept on walking until they found an oasis, where they decided to take a bath. The one who had been slapped got stuck in the mire and started drowning, but the friend saved him. After he recovered from the near drowning, he wrote on a stone "Today my best friend saved my life".

The friend who had slapped and saved his best friend asked him, "After I hurt you, you wrote in the sand and now, you write on a stone, why?" The other friend replied, "When someone hurts us we should write it down in the sand where winds of forgiveness can erase it away. But, when someone does something good for us, we must engrave it in stone where no wind can ever erase it."

4. Moral of the story:

It's much easier to hold a grudge when you feel unappreciated, but never close your heart to forgiveness. Sometimes we are all too consumed with our own emotions that we are temporarily blinded by hate or grief. Negative emotions will only bring you down.

Letting go of the past and valuing the people that love you is the way to live a rich and rewarding life.

5. Reflection of the story:

Story tells us that we have to forgive other people whatever they have done because in the future you don't know what will happen. If you can forgive and be peaceful in your life then you will be happier and you will achieve your goals easier. Worries and problems will not be so important. Like the man in the story, he forgave his friend and he was rewarded with his life. Pay attention to important and good things and let the negative part aside and that will drive you to a rewarding life.

Partner 3: EYROPAIKO INSTITOYTO TOPIKHS ANAPTYKSHS

NAME OF THE STORY: The Weight of the Glass

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

Successful planning and prioritizing your goals is the most important. Story presents to us that it doesn't matter how many things you have to do or how difficult they are, the key is to plan and prioritize.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

The story presents the need to challenge the rules. According to the story, in order to solve the problem you have to establish your own rules so as to hold the water for a few minutes. It doesn't have to do with how big the problem is, but for how long you will carry it on your shoulders.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

The story tells how practical solutions, creativity in change management, taking a different vantage point to a situation and reframing an issue or problem will help people to overcome or solve the problem.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*

- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

Creative and positive thinking, seeing things from a different perspective and getting free from constraints is the best way to be empowered according to the story. If you let your worries aside and think positive, everything will be better. You have to see the thing from a different perspective and free yourself from constraints so as everything to be better. As the professor said, it doesn't matter how I weigh the glass but how long I hold it.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

Building self-esteem is the key to success and the essential part so as to outweigh the problems and worries.

2. Introduction of the story

In the story, a professor of psychology tries to change the way that people see the world and try to present them a different way to overcome their problems.

3. Text of the Story

Once upon a time, a psychology professor walked around on a stage while teaching stress management principles to an auditorium filled with students. As she raised a glass of water, everyone expected they'd be asked the typical "glass half empty or glass half full" question. Instead, with a smile on her face, the professor asked, "How heavy is this glass of water I'm holding?"

Students shouted out answers ranging from eight ounces to a couple pounds.

She replied, "From my perspective, the absolute weight of this glass doesn't matter. It all depends on how long I hold it. If I hold it for a minute or two, it's fairly light. If I hold it for an hour straight, its weight might make my arm ache a little. If I hold it for a day straight, my arm will likely cramp up and feel completely numb and paralyzed, forcing me to drop the glass to the floor. In each case, the weight of the glass doesn't change, but the longer I hold it, the heavier it feels to me."

As the class shook their heads in agreement, she continued, "Your stresses and worries in life are very much like this glass of water. Think about them for a while and nothing happens.

Think about them a bit longer and you begin to ache a little. Think about them all day long, and you will feel completely numb and paralyzed – incapable of doing anything else until you drop them."

4. Moral of the story:

Days when you're stressed out, feeling overwhelmed, learn to embrace the inevitable and let go. Some things cannot be controlled and no amount of anxiety could put all your burdens away. Instead of letting stress get to you, embrace it and conquer it. Let yesterday's worries inspire you towards a productive day.

5. Reflection of the story:

We should not pay a lot of attention to anxieties and problems, because it doesn't matter how big the problem is, but how time we will spend working on it. We have to think that the less we think about our worries, the better for us. Don't spend so much time with your worries and you will be happier in your life. Spend time thinking worries and problems without exceeding the limits. After this story people would be more sensible and will focus less time on worries.

Partner 3: EYROPAIKO INSTITOYTO TOPIKHS ANAPTYKSHS

NAME OF THE STORY: The Lion & The Poor Slave

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

Styles of leadership are transpired throughout the text. The poor slave not only escaped from his master, but when he faced the lion, he wasn't scared and did everything that he could to help the lion.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

Viewing “failure” as a natural part of the creative process. The poor slave not only was slave for many years but even when he escaped and helped an animal, he was captured again from his master. Bad things and failures are a part of life, but we can overcome them if we are paying attention to details and have faith.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

Flexible and creative thinking is transpired throughout the text. When the poor slave escaped and saw the lion, he didn't think to pass by, but he was flexible and creative and stayed there to save and help the poor animal without care if his master would catch him.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

Vision and creative thinking in empowerment, taking risks, and beliefs and values are transpired throughout the text. The poor slave had faith and took a risk to escape and be free. After that he took a risk to help the lion, loyal to his beliefs and values using creative thinking and alternative vision of things.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*

- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

People's perceptions of others. The poor slave didn't think that the lion was bad and would hurt him. He didn't judge by its cover and he wasn't based on the rumours that lions are wild.

2. Introduction of the story

It is a story about a poor slave that escaped from his master. An unexpected encounter with a lion will change the poor slave's future without realizing it.

3. Text of the Story

A slave, ill-treated by his master, runs away to the forest. There he comes across a lion in pain because of a thorn in his paw. The slave bravely goes forward and removes the thorn gently.

The lion without hurting him goes away.

Some days later, the slave's master comes hunting to the forest and catches many animals and cages them. The slave is spotted by the masters' men, who catch him and bring him to the cruel master.

The master asks for the slave to be thrown into the lion's cage.

The slave is awaiting his death in the cage when he realizes that it is the same lion that he had helped. The slave rescued the lion and all other cag animals.

4. Moral of the story:

A lot of times in our life, we don't help people who need our help and we pass them by. Even more when we are faced with animal problems. But we have to know that if we do something positive in this life, life will give us something positive back whatever has happened in our life. When you do a good action, it comes back to you in some way.

Don't pass people who need your help because in some way, it will come back to you.

5. Reflection of the story:

The story will help people to raise awareness and have faith that everything can change. The story tells that loyalty in beliefs and values is something important in life and will help to bring out from people their best character. Cooperation and good faith are transpired through the story.

Partner 3: EYROPAIKO INSTITOYTO TOPIKHS ANAPTYKSHS

NAME OF THE STORY: The Jester And The King

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

Practical ways to achieve the goal was used by the jester. When he was ready to die, he thought cleverly and chose the best practical way to avoid death. With this behavior and smart thinking, the jester was forgiven by the king. Whatever you are faced with, always use your mind and try to find the best practical way to achieve your goal.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

The story presents how different people perceive and deal with problems and how important is paying attention to details. The jester said something that no one would expect and it was very difficult to think. Those actions tell us that it is important to deal with problems with a different perspective and always paying attention to details.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

The story shows the importance of being flexible and thinking creatively in order to overcome the problem. In this story, a jester with flexibility and creativity finds out the best solution to avoid death. It is important to always think clearly, flexibly and creatively even under difficult circumstances to solve a problem.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

Creative and positive thinking, and seeing things from a different perspective, give the opportunity to overcome problems and find a better practical solution, especially in a very difficult situation with a lot of pressure that makes it harder to be creative. In the story, the jester uses his mind and creativity in a very difficult situation to find the solution that will save his life.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

Success for our jester was coming through influencing and assertiveness. He managed to avoid death because he was assertive and influenced the king.

2. Introduction of the story

The Jester And The King is a story that presents us how you can beat death if you are creative, flexible and smart.

3. Text of the Story

Once upon a time a king had a jester in his court. The king was so fond of him that the jester enjoyed every kind of liberty of speech. He did not even spare the lords and ministers. So much that he began to ridicule even the king but no one could dare to complain against him. This made the jester bold and proud. He cared for none.

One day while the king was holding court and was busy with serious state affairs, the jester made fun of the king. Dead silence fell on the court. The king got highly offended and sentenced the jester to death. The jester bent down over his knees and begged for mercy but the king was angry that he turned down his request.

At last, when the jester pleaded for mercy again and again, the king said, "Die you must but I give you the freedom to choose the kind of death you like."

The clever jester at once used his ready wit and took good advantage of the concession saying "Your Majesty! I choose to die of old age." The king was impressed and forgave the jester with warning for the future.

4. Moral of the story:

No matter what problem you are faced with, no matter how difficult the circumstance may be, you can always find a solution if you use creativity, flexibility, and practical ideas and plans.

5. Reflection of the story:

The story shows that whatever happens to you, you can always find the best solution to avoid or overcome it. If you are creative or flexible like the jester you can avoid even death.

Partner 3: EYROPAIKO INSTITOYTO TOPIKHS ANAPTYKSHS

NAME OF THE STORY: The Fat Lady

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

Positive thinking is transpired throughout the text.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*

- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

The fat lady challenges societal stereotypes for her own happiness, while the co-traveller was following them religiously, although he was persuaded that he also needs to challenge them. Her general attitude also towards her extra kilos was bringing the problem down to size by saying that eating healthily and walking regularly was enough.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

Laura focused on what really mattered for being healthy, giving special attention to mental health, and was detached from the point where advertisements manipulate you to get slim.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

She frees herself from any kind of constraint and is self-fulfilled.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*

- .. *having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

Laura has built an outstanding self-esteem and self-confidence, which make her a great influencer.

2. Introduction of the story

“The Fat Lady” is a short story by Chong Sheau Ching from the 90s. The story appeared in the “Stories for my mother” column, a weekly column in Malaysia’s most popular english-language newspaper, The Star, from where she soon gained a large following. A full collection of the stories was then published in book form.

3. Text of the Story

“The Fat Lady” by Chong Sheau Ching

Hi! How are you?” The woman smiled as she took the seat beside me. She had to lower herself slowly, squeezing her ample bottom into the seat, filling all available space.

Positioning herself comfortably, she plopped her enormous arm on our common armrest.

Her immensity saturated the space around us, shrinking me and my seat into insignificance.

I cringed and reclined towards the window.

She leaned towards me and repeated her greeting in an upbeat, friendly voice. Her face towered above my head, forcing me to turn to look at her. “Hi,” I replied with obvious loathing.

I turned away to stare out the cabin window, sulking silently about the long hours of discomfort I was going to experience with this monster beside me.

She nudged me with her meaty arm. “My name is Laura. I’m from Britain. How about you? Japan?”

“Malaysia,” I barked.

“I’m so sorry! Will you accept my heartfelt apology? Come, shake my hand. If we’re going to spend six hours side-by-side on this flight, we’d better be friends, don’t you think?” A palm waved in front of my face. I shook my hand reluctantly, still silent.

Laura started a conversation with me, taking no notice of my unfriendly reactions. She talked excitedly about herself and her trip to Hong Kong to see her friends. She rattled off a list of things she was going to buy for her students in the boarding school where she was teaching.

I gave her one-word answers to her questions about me. Unperturbed by my coldness, she nodded as she made appreciative comments to my answers. Her voice was warm and caring. She was considerate and obliging when we were served drinks and meals, making sure that I had room to manoeuvre in my seat. “I don’t want to clobber you with my elephant size!” she said with utmost sincerity.

To my surprise, her face which repulsed me hours before now opened into extraordinary smiles, lively and calm at the same time. I couldn’t help but let down my guard slowly.

Laura was an interesting conversationalist. She was well read in many subjects from philosophy to science. She turned a seemingly unimportant subject into something to explore and understand. Her comments were humorous and inspirational. When our topic turned to cultures, I was pleasantly surprised by her intelligent comments and well thought-out analysis.

During our conversation, Laura managed to make every cabin crew who served us walk away laughing at her jokes.

When a flight attendant was clearing our plates, Laura cracked several jokes about her size.

The flight attendant roared with laughter as she grabbed Laura's hand, "You really make my day!"

For the next few minutes, Laura listened attentively and gave pointers to the flight attendant's weight problem. The grateful attendant said before she rushed off, "I've got to work. I'll come back later and talk to you about it."

I asked Laura, "Have you ever thought about losing some weight?"

"No. I've worked hard to get this way. Why would I want to give it up?"

"You aren't worried about cardiovascular diseases that come with being overweight?"

"Not at all. You only get diseases if you're worried about your weight all the time. You see advertisements from slimming centres that say, 'Liberate yourself from your extra baggage so that you are free to be yourself.' It's rubbish! You're liberated only if you're comfortable about who you are, and what you look like any time of the day and anytime of the year! Why would I want to waste my time on slimming regimes when I have so many other important things to do and so many people to be friends with? I eat healthily and walk regularly; I'm this size because I am born to be big! There is more to life than worrying about weight all day long."

She sipped at her wine. "Besides, God gives me so much happiness that I need a bigger body to hold all of it! Why would I lose weight to lose my happiness?" Taken aback by her reasoning, I chuckled.

Laura continued. "Folks often see me as a fat lady with big bosoms, big thighs and a big bottom that no man would even bother to cast a glance at. They see me as a slob. They think I'm lazy and have no willpower. They're wrong." She held up her glass to a passing flight attendant. "More of this magnificent wine, please." She smiled sweetly at the attendant. "Great service from your crew. May God bless all of you."

She turned to me, "I'm actually a slim person inside. I'm so full of energy that people won't be able to keep up with me. This extra flesh is here to slow me down, otherwise I'll be running everywhere chasing after men!"

"Do men chase after you?" I asked jokingly.

"Of course they do. I'm happily married but men still keep proposing to me.

"Most of them have relationship problems and they need someone to confide in. For some reason, they like to talk to me. I think I should have been a counsellor instead of a school teacher!"

Laura paused before she said thoughtfully, "You know, the relationship between men and women is so complicated. Women worship men and call them "honey" until they find out they have been lied to, and then they turn into bitter gourds! Men love women so much that they see them as their soul mates until they look at their credit card bills, and then women become devils with tridents!"

Laura's enthralling conversation had turned the flight into something thoroughly enjoyable.

I was also fascinated by the way people were drawn to her. By the end of the flight, almost half the cabin crew was standing near the aisle by us, laughing and joking with Laura. The passengers around us joined in the merry-making too. Laura was the centre of attention, filling the cabin with delightful warmth.

When we waved goodbye to each other at the arrival lounge at Hong Kong's Kai Tak Airport, I watched her walking towards a big group of adoring adults and kids. Cheers sounded as the group hugged and kissed Laura. She turned around and winked at me.

I was stunned, as the realisation set in: Laura was the most beautiful woman I had ever met in my life.

4. Moral of the story:

We should be confident about ourselves. Heart beauty matters much more than physical beauty and, of course, we should not judge people we meet the first time just from their appearance, before we get to know them.

5. Reflection of the story:

How great it is to be appreciated for the person you're on the inside, but not on the outside. We definitely need Laura 's inspirational spirit and we have to remember that life is too short and we have to enjoy it.

Partner 3: EYROPAIKO INSTITOYTO TOPIKHS ANAPTYKSHS

NAME OF THE STORY: The Chained Elephant

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

We go around the world tied to hundreds of stakes that take away our freedom. How many times in our childhood did we try something and failed? Or someone told us, you cannot, you are incapable or, perhaps, we tell ourselves that story that we could never, assuming that it wasn't meant for us? We live in the belief that "we can't do a lot of things, simply because once, long ago, we tried and failed. Thus, we should have the faith and confidence to start with positive thinking.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

The story reflects the struggle of an animal -though we can relate- to challenge the "rules", use its experience of accomplishments, with the use of great strength, escape the mentality of "self-fulfilling prophecy" and view failure as an integral part of the process towards achieving our goals.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*

- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

The text represents a necessity to reframe the issue and the attitude towards it, change paradigms and activate realistic thinking, i.e. the elephant, when it grew and developed the power, should have changed all the mindset that it kept since childhood.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

Nowadays, in our diverse society where we are presented with adversity on a daily basis, it is vital that we are equipped with the mentality to overcome these difficulties. People who practice perseverance and have self-belief are less likely to give up when presented with complex situations and therefore, move forward to achieve success.

“The Chained Elephant” is the perfect, motivational story that will teach us the importance of never giving up and the possible positive outcomes of our perseverance and persistence.

The story is a charming and encouraging short story, an ideal wonderful resource for educators and counsellors who wish to share the importance of perseverance and self-belief among their students.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

Success for our elephant will come as a result of a self-esteem and self-confidence boost procedure, through which it will find its hidden and latent talents.

2. Introduction of the story

"The Chained Elephant" is part of the fiction "Let me tell you a story" book by Jorge Bucay, originally published in 1994. This story shows us the chains that we carry in our lives, without realizing that we can free ourselves and move forward.

3. Text of the Story

“The Chained Elephant” by Jorge Bucay

When I was a kid I loved circuses, and what I loved most about them were the animals.

I was particularly struck by the elephant, which, as I later learned, was also the favorite animal of other children.

During the performance, the enormous beast showed off its enormous size, weight and strength.

But, after the performance and until shortly before returning to the stage, the elephant always remained tied to a small stake driven into the ground with a chain that imprisoned its legs.

However, the stake was only a tiny piece of wood barely buried a few inches in the ground. And although the wood was thick and powerful, it seemed obvious to me that an animal capable of pulling up a tree with its strength could easily free itself from the stake and run away.

The mystery still seems obvious to me. What's holding him then? Why doesn't he run away?

When I was a child, I still trusted the wisdom of my elders. I asked then about the mystery of the elephant... Some of them explained to me that the elephant did not run away because it was trained.

I then asked the obvious question: "If he's trained, why are they chaining him up?"

I don't remember receiving any coherent response. In time, I forgot about the mystery of the elephant and the stake...

The answer to the mystery of the elephant in chains

Some years ago, I discovered that, fortunately for me, someone had been wise enough to find the answer: The circus elephant does not escape because he has been tied to a similar stake since he was very, very small.

I closed my eyes and imagined the helpless, new-born elephant clamped to the stake. I am sure that, at that moment, the little elephant pushed, pulled and sweated trying to get free.

And, in spite of his efforts, he did not succeed, because that stake was too hard for him.

I imagined that he would fall asleep exhausted and the next day he would try again, and the next day and the next... Until one day, a terrible day for his story, the animal accepted its helplessness and resigned itself to its fate.

That huge and powerful elephant that we see in the circus does not escape, because, poor thing, thinks he can't.

The memory of the helplessness he felt shortly after he was born is etched in his mind. And the worst thing is that he has never seriously questioned that memory again.

Never, never tried to test his strength again.

4. Moral of the story:

No matter how much the world tries to hold you back, always continue with the belief that what you want to achieve is possible. Believing you can become successful is the most important step in actually achieving it. The lesson of this story can be also expressed in this wonderful quote: "A lot of people go through life hanging on to the belief that they can't do something, simply because they failed at it before."

5. Reflection of the story:

Freedom from Fears

Often our irrational fears are what prevent us from achieving our dreams. Inadequate belief in ourselves keeps us from participating in an interesting debate, performing our skills before an audience, expressing our opinions, etc. The fear of being laughed at keeps us from trying new things. Let's install self-confidence to break away from the flimsy rope of fear that keeps us in our comfort zone, and instead steal the limelight and shine like the stars that we are.

Freedom from the Norm

Not everyone likes to do things the same way, but deviating from the norm can seem scary. This is primarily because we may feel that our unique choices will make us lonely. However, there is beauty in diversity. If every individual were to make the same choices, the world would become a boring place. We enjoy spending time with our friends because some are funny, some are intelligent, some are playful, and some share our interests. Imagining them without their characteristic quirks can become impossible. So, embrace your idiosyncrasies.

Freedom to Fail

This is perhaps the most essential aspect to achieve our dreams. Regardless of what we try, there must always be room for failure. While it might be an overused phrase, there really is no success without adequate failures. So, don't be afraid of failing in your passions, just work progressively towards improving yourself.

Partner 3: EYROPAIKO INSTITOYTO TOPIKHS ANAPTYKSHS

NAME OF THE STORY: Shark Bait

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

Having faith and confidence to start whichever goals you are setting. The story of the shark tells us that you can't quit so easily because in the future your goal is going to be in front of you and probably you will not do anything.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

Having faith and determination and whatever goal you are setting you will achieve it. One important thing is to pay attention to detail. The shark didn't pay attention to the fiberglass and that was a big mistake.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

Realistic, flexible and creative thinking are very important to achieve your goals. If the shark was thinking that way, probably the shark would have eaten all the small fishes.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*

- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

Creative and positive thinking is important so as to be empowered and obtain the abilities with eyes on reaching your desires.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

If the shark had used the power of positive thinking, he would have been able to eat the other fishes when the fiberglass was removed. So, never give up and always think positive.

2. Introduction of the story

If we leave a shark with a set of bait fishes what will happen? An unorthodox result occurs from that story with the shark and the small fishes.

3. Text of the Story

During a research experiment, a marine biologist placed a shark into a large holding tank and then released several small bait fish into the tank. As you would expect, the shark quickly swam around the tank, attacked and ate the smaller fish.

The marine biologist then inserted a strong piece of clear fiberglass into the tank, creating two separate partitions. She then put the shark on one side of the fiberglass and a new set of bait fish on the other. Again, the shark quickly attacked. This time, however, the shark slammed into the fiberglass divider and bounced off. Undeterred, the shark kept repeating this behavior every few minutes to no avail. Meanwhile, the bait fish swam around unharmed in the second partition. Eventually, about an hour into the experiment, the shark gave up.

This experiment was repeated several dozen times over the next few weeks. Each time, the shark got less aggressive and made fewer attempts to attack the bait fish, until eventually, the shark got tired of hitting the fiberglass divider and simply stopped attacking altogether.

The marine biologist then removed the fiberglass divider, but the shark did not attack. The shark was trained to believe a barrier existed between it and the bait fish, so the bait fish swam wherever they wished, free from harm.

4. Moral of the story:

Most people tend to give up after facing a series of setbacks and failures. But do not let these setbacks keep you from trying again. Think of each setback as an opportunity to learn. Do not let the barriers that you set for yourself in your mind keep you from achieving your goals. Remember, nothing is impossible if you set your mind to it.

5. Reflection of the story:

People will learn from the story that they must keep trying and never give up because you never know when the time to accomplish your targets is. Thinking positive, have faith and one day your goals will be accomplished.

Partner 3: EYROPAIKO INSTITOYTO TOPIKHS ANAPTYKSHS

NAME OF THE STORY: Rocks, Pebbles and Sand

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

The story is an ode to planning and prioritizing.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *C*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

Again, the key-words are planning and prioritizing, but this time with problems. We should always break down our issues and see which is more important, urgent and so on, in order to deal with them more effectively.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*

- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

The story presents an example of practical thinking and solutions while someone needs to put first the rocks, followed by the pebbles and sand. If you want to fit everything inside, following this order is a one-way road.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

If you consider that every element of the jar represents something specific, such as family, job or processions and this belief doesn't change, then we can speak of a set of values put into order. The effect of following such standards will be positive and eventually empower you to drive through daily life and obstacles.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

The role of the teacher is clearly influencing.

2. Introduction of the story

Rocks, Pebbles and Sand is a short story, ideal for an adult student who needs to prioritize things, while having a lot on his mind in daily life.

3. Text of the Story

Once a professor entered the classroom with a glass jar, rocks, pebbles, and sand. The students were amused to see what he was up to. First, he started filling the rock parts into the jar until he couldn't add any more.

He asked the students if the jar was full and everybody nodded yes. He then started putting the pebbles inside the jar which went inside through the small gaps and he shook the jar to allow the pebbles to get into those vacant spaces in between the rocks.

He asked the same question to the students and they again said that the jar was full. Finally, he poured the sand inside the jar which went through the minute gaps and got filled in the jar.

The professor explained that this is how you should set priorities in life. Rock is like your family, while pebbles are like your career while sand is like the least priorities in life and unnecessary quarrels and egos.

If you put sand on the jar first, it will get easily filled up leaving no space for rocks and pebbles.

4. Moral of the story:

You should identify your priorities in life and develop a good strategy to work towards fulfilling it rather than wasting your time and effort on unnecessary aspects of life.

5. Reflection of the story:

The jar represents your life.

The rocks represent the most important things that have real value – your health, your family, your partner. Those things that if everything else (the pebbles and the sand) was lost and only they remained, your life would still have meaning.

The pebbles represent the things in your life that matter, but that you could live without. The pebbles are certainly things that give your life meaning (such as your job, house, hobbies and friendships), but they are not critical for you to have a meaningful life. These things often come and go, and are not permanent or essential to your overall well-being.

The sand (and water) represents everything else – the small stuff. Material possessions, chores and filler things such as watching television or browsing social media sites. These things don't mean much to your life as a whole and are likely only done to get small tasks accomplished or even to fill time.

The metaphor here is that if you start with putting sand into the jar, you will not have room for rocks or pebbles. If you spend all of your time on the small and insignificant things, you will run out of room for the things that are actually important.

Make room for what's important.

Take care of the rocks first – the things that really matter and are critical to your long-term wellbeing and happiness. If you deal with the big issues first by putting the rocks in the jar first, the small issues can still fall into place. However, the reverse is not true.

Identify the important things in life (i.e. set your priorities).

Set aside the time you need to work on them. This is where your focus should be in order to live a meaningful life (without over-obligating yourself).

Then you can fill in the pebbles and sand, knowing it's OK to procrastinate a little on these things because they are not so important.

Partner 3: EYROPAIKO INSTITOYTO TOPIKHS ANAPTYKSHS

NAME OF THE STORY: Changing Vision

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

Positive goal setting and positive thinking is the key to achieve your goals according to the story.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

Paying attention to details. That said the monk to the man in the story. Not to paint the whole world green. That we have to do in our life to solve some problems.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*

- *changing paradigms*

Explain your choice:

Taking a different vantage point to a situation and flexible and creative thinking is the key for the man to heal his eye according to the monk. He must follow not the way that every one said to him, but have to think and make up his mind with different perspectives.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

Seeing things from a different perspective and positive thinking will help the man to be empowered and solve his problem. That we have to do in our life. See the world with a different eye. Then we would be happier with less problems.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*

- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

The power of positive thinking and the goal-setting to achieve success according to the monk is the key to healing the problems of life.

2. Introduction of the story

A man has a problem with his eye. No one can help him. Not even the best doctors. A monk gave him advice to solve his problem. What can be that which will change the man problem?

3. Text of the Story

There once lived a wealthy man who was bothered by severe eye pain. He consulted many physicians, but none could treat his ache. He went through a myriad of treatment procedures but his pain persisted with more vigor. He looked for every available solution for his pain, and approached a wise monk, renowned for treating various illnesses. The monk carefully observed the man's eyes and offered a very peculiar solution.

The monk told the man to concentrate only on the green color for a few weeks and avoid any other colors. The man was desperate to get rid of the pain and was determined to go to any extent. The wealthy man appointed a group of painters and purchased barrels of green paint and directed that every object, his eye was likely to fall to be painted green.

After a few weeks the monk came to visit the man to follow up on the man's progress. As the monk walked towards the man's room, the appointed painter poured a bucket of green paint on the monk. The monk could see that the whole corridor and the room was painted green. As the monk inquired for the reason for painting everything green, the wealthy man said that he was only following the monk's advice to look at only green.

Hearing this, the monk laughed and said "If only you had purchased a pair of green spectacles, worth just a few dollars, You could have saved a large share of your fortune. You cannot paint the world green."

4. **Moral of the story:**

The story tells us that people cannot change the world just to fit in their options. They must adapt their life to reality. But as the monk said, they can be happier and solve their problems if they pay attention to little things that can make the difference. You don't have to pay for the green wall of your house but you can focus on your little tree in your yard, which is green. That makes a lot of difference on a daily basis.

5. **Reflection of the story:**

After that story people will pay attention to little things that will make them happy and they will not focus on the big things that may cause problems in their life. People will not try the world like the man in the story, but will try to adapt in reality and try to find things that will make them feel better.

Partner 3: EYROPAIKO INSTITOYTO TOPIKHS ANAPTYKSHS

NAME OF THE STORY: Build like a Child

1. **Area of learning of the story:**

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

Positive thinking, successful planning and a desirable vision is the key to be free and achieve your goal. The man and the baby have the same ambitions. To build their empire they use Positive thinking, successful planning and a desirable vision. You must do the same to your life for every goal. Work like a man but with the heart of a baby.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

If you are thinking creatively you will see that the problem is not the end of the world. With the same way with the baby we must face the problems and not with the way the guy did it. When a problem is not possible to be solved or a variety of problems are very difficult to be overcome, then don't be sad or very nervous. Act like the baby. Enjoy the journey to the top. Life is short.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

Reframing a problem and reframing your attitude to your goals is what the baby did and continues to be happy. In contrast to the man, who didn't try to find a practical solution to the disaster, you have to do what the baby did. Enjoy every mile of your journey and try to reframe the problems so as to be happy.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

Taking risks and believing in your own capabilities must be the guide for everyone who has vast goals. It is not so difficult to achieve them but it is easier to lose them like the man and the baby.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

Building self-confidence was the key to building an empire in the story. Personal achievement also was important. They are important also to life so as to achieve your goals. And if problems exist a lot in your life, you have to think positive for what you have achieved already and how grateful you are.

2. Introduction of the story

A baby built a castle in the sand. A man built an empire in the city. What can be the difference between them? Who will be happier?

3. Text of the Story

On a warm summer at a beautiful beach a little boy on his knees scoops and packs the sand with plastic shovels into a bucket. He upends the bucket on the surface and lifts it. And, to the delight of the little architect, a castle tower is created. He works all afternoon spooning out the moat, packing the walls, building sentries with bottle tops and bridges with Popsicle sticks. With his hours of hard work on the beach a sandcastle will be built.

In a Big city with busy streets and rumbling traffic, a man works in an office. He shuffles papers into stacks, delegates assignments, cradles the phone on his shoulder and punches the keyboard with his fingers. He juggles with numbers, contracts get signed and much to the delight of the man, a profit is made. All his life he will work. Formulating the plans and forecasting the future. His annuities will be sentries and Capital gains will be bridges. An empire will be built.

The two builders of the two castles have very much in common. They both shape granules into grandeurs. They both make something beautiful out of nothing. They both are very diligent and determined to build their world. And for both, the tide will rise and the end will come. Yet that is where the similarities cease. For the little boy sees the end of his castle while the man ignores it. As the dusk approaches and the waves near, the child jumps to his feet and begins to clap as the waves wash away his masterpiece. There is no sorrow. No fear. No regret. He is not surprised, he knew this would happen. He smiles, picks up his tools and takes his father's hand, and goes home.

The man in his sophisticated office is not very wise like the child. As the wave of years collapses on his empire, he is terrified. He hovers over the sandy monument to protect it. He tries to block the waves with the walls he made. He snarls at the incoming tide. "It's my castle," he defies. The ocean need not respond. Both know to whom the sand belongs.

4. Moral of the story:

Go ahead and build your dreams, but build with a child's heart. When the sun sets and the tides take – applaud. Salute the process of life and go home with a smile.

5. Reflection of the story:

After this story, people will start acting like the man of the story with passion for work and achievable goals, with practical solutions to solve the problems that will be raised. Of course, in all these procedures the people will have a child's heart. A smile will always raise at the end of the day despite the difficulties and the problems that may be raised.

Partner 3: EYROPAIKO INSTITOYTO TOPIKHS ANAPTYKSHS

NAME OF THE STORY: Being and Breathing

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*

- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

Having a desirable and achievable vision, and setting realistic goals are the most important things in life. Enjoy the little things in life and enjoy every single moment with achievable targets and realistic goals.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

The story presents us how different people perceive and deal with problems. A lot of people are stressed and have worries but they are solving their problems in different ways. In this story, the man forgets his problems and enjoys the moment. Be relaxed and carpe diem.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

Reframing an issue or a problem is vital so as to achieve your goals and enjoy every moment. Realistic thinking also contributes to enjoying moments and forgetting the unnecessary worries.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

Creative and positive thinking is important so as to be empowered and obtain the abilities with a view to completing your goals and enjoy every moment without worries.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

The power of positive thinking contributes a lot to achieving your goals and enjoying every moment in your life like the man in the story.

2. Introduction of the story

Usually, a man would be happy with money, a sports car and a fancy suit, right? Not in this story. Daily basic things make that man happy.

3. Text of the Story

After spending nearly every waking minute with Angel for eight straight days, I knew that I had to tell her just one thing. So late at night, just before she fell asleep, I whispered it in her ear. She smiled – the kind of smile that makes me smile back –and she said, “When I’m seventy-five and I think about my life and what it was like to be young, I hope that I can remember this very moment.”

A few seconds later, she closed her eyes and fell asleep. The room was peaceful – almost silent. All I could hear was the soft purr of her breathing. I stayed awake thinking about the time we’d spent together and all the choices in our lives that made this moment possible. And at some point, I realized that it didn’t matter what we’d done or where we’d gone. Nor did the future hold any significance. All that mattered was the serenity of the moment. Just being with her and breathing with her.

4. Moral of the story:

Our days are made up of fleeting moments. In a split second, these moments are gone. Do not let external pressures or stress keep you from appreciating the little moments that make life beautiful. Every day is a miracle, from the moment you open your eyes in the morning and close your eyes at night.

5. Reflection of the story:

Story tells us that we have to enjoy every single moment. Daily things can be beautiful if you change the way you see them and the goals that you are setting. Pay attention to little things and don't let your worries ruin your day.

Partner 3: EYROPAIKO INSTITOYTO TOPIKHS ANAPTYKSHS

NAME OF THE STORY: All the Difference in the World

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

Having a desirable and achievable vision is the most important thing to achieve your goals. Having the faith and confidence to start is essential to accomplish your target and in this occasion, to help the turtles to be clean and happy is the most important thing for the woman.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

The story presents that even if you can't change the world or you don't have the power to help all the turtles of the world, it also counts to help as much as you can. It is not useless to help others even when you can't change the biggest part of the problem. The woman shows how to have faith and determination and how different people perceive and deal with problems. At least, she cleans up four turtles and solves the problem for them.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

The story represents how practical solutions, realistic thinking and taking a different vantage point to a situation will help the society to cooperate and help each other for a better future.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

Creative and positive thinking, and seeing things from a different perspective, gives the opportunity to contribute in overcoming problems and finding a better practical solution. In the story, the woman uses her creativity and positive thinking so as to help the turtles. A different approach and practical solutions are her guide to change the world a bit.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*

- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

Believing in your own capability and the power of positive thinking are two important parts in your effort to change the world. The woman, firstly, believed in her own capabilities, secondly, started thinking positively and after that through the experience of helping the turtles managed to receive a feedback from turtles (love).

2. Introduction of the story

In the story, a woman shows a young man how one person can change the world by doing something that makes him or her happy.

3. Text of the Story

Every Sunday morning I take a light jog around a park near my home. There's a lake located in one corner of the park. Each time I jog by this lake, I see the same elderly woman sitting at the water's edge with a small metal cage sitting beside her.

This past Sunday my curiosity got the best of me, so I stopped jogging and walked over to her. As I got closer, I realized that the metal cage was, in fact, a small trap. There were three turtles, unharmed, slowly walking around the base of the trap. She had a fourth turtle in her lap that she was carefully scrubbing with a sponge brush.

"Hello," I said. "I see you here every Sunday morning. If you don't mind my nosiness, I'd love to know what you're doing with these turtles."

She smiled. "I'm cleaning off their shells," she replied. "Anything on a turtle's shell, like algae or scum, reduces the turtle's ability to absorb heat and impedes its ability to swim. It can also corrode and weaken the shell over time."

"Wow! That's really nice of you!" I exclaimed

She went on: "I spend a couple of hours each Sunday morning, relaxing by this lake and helping these little guys out. It's my own strange way of making a difference."

"But don't most freshwater turtles live their whole lives with algae and scum hanging from their shells?" I asked.

"Yep, sadly, they do," she replied.

I scratched my head. "Well then, don't you think your time could be better spent? I mean, I think your efforts are kind and all, but there are freshwater turtles living in lakes all around the world. And 99% of these turtles don't have kind people like you to help them clean off their shells. So, no offense... but how exactly are your localized efforts here truly making a difference?"

The woman giggled aloud. She then looked down at the turtle in her lap, scrubbed off the last piece of algae from its shell, and said, "Sweetie, if this little guy could talk, he'd tell you I just made all the difference in the world."

4. Moral of the story:

Each one of us can change the world. Maybe we can't change the world right away but a single good deed will resonate with the rest of the world. Make every day count by knowing that you are capable of so much good, you just need to be brave to make the world a better place.

5. Reflection of the story:

If anyone acts like the woman, probably the most turtles of the world would be cleaned. It doesn't matter if she is alone or if no one else does the same thing, this woman helps those turtles to be cleaned and happy. Her contribution is massive and she can be the example for other people to start helping people or animals without thinking if anyone else is doing the same. The story would make people start acting and don't think about how many people will be affected by their actions. Every one action is important for a lot of other people.

Partner 3: EYROPAIKO INSTITOYTO TOPIKHS ANAPTYKSHS

NAME OF THE STORY: A Group of Frogs

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

The successful frog who survived had a positive goal setting and positive thinking during the whole time.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*

- *using experience to solve problems*
- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

The story reflects a classical example of how different people perceive and deal with problems. The first frog failed to escape the negative attitude of the other frogs and accepted death without trying harder to resolve the situation, while the second frog kept on having faith and determination towards its survival goal.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

The remaining frog employed realistic thinking during its struggle, since the options were quite simple: trying harder or dying.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

The successful frog believed in its own capabilities and kept leaping.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*

- .. *having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

In this short story we should stay on people's perceptions of others, that means the perception which the frog had, that the others were encouraging it and this fact was a game-changer in some way. Of course, the frog believed in its own capability and with a clear goal-setting reached success. Lastly, an interesting aspect is that the deaf frog, while things were hot, strongly believed that success would be a team effort and this belief helped it a lot.

2. Introduction of the story

A Group of Frogs is a short yet powerful story about encouragement.

3. Text of the Story

As a group of frogs was traveling through the woods, two of them fell into a deep pit. When the other frogs crowded around the pit and saw how deep it was, they told the two frogs that there was no hope left for them.

However, the two frogs decided to ignore what the others were saying and they proceeded to try and jump out of the pit.

Despite their efforts, the group of frogs at the top of the pit were still saying that they should just give up. That they would never make it out.

Eventually, one of the frogs took heed to what the others were saying and he gave up, falling down to his death. The other frog continued to jump as hard as he could. Again, the crowd of frogs yelled at him to stop the pain and just die.

He jumped even harder and finally made it out. When he got out, the other frogs said, "Did you not hear us?"

The frog explained to them that he was deaf. He thought they were encouraging him the entire time.

4. Moral of the story:

There is power of life and death in the tongue. An encouraging word to someone who is down can lift them up and help them make it through the day. A destructive word to someone who is down can be what it takes to kill them.

5. Reflection of the story:

Be careful of what you say. Speak life to those who cross your path. The power of words is sometimes hard to understand that an encouraging word can go such a long way. Anyone can speak words that tend to rob another of the spirit to continue in difficult times. Special is the individual who will take the time to encourage another.

Some people around you may also ask you to always be on a safer side and stop trying and taking risks. However, there is no gain without pain. So try hard to achieve success in life despite what life offers you.

Partner 3: EYROPAIKO INSTITOYTO TOPIKHS ANAPTYKSHS

NAME OF THE STORY: The Lion & The Poor Slave

1. Area of learning of the story:

ENVISIONING AND GOAL SETTING

The stories in this section can be used to discuss such aspects as:

- *having a desirable and achievable vision*
- *setting realistic goals*
- *successful planning and prioritizing*
- *working with others to achieve the goal*
- *breaking a task down into small, achievable units*
- *having the faith and confidence to start*
- *making sure that the goal you think you want is actually what you do want*
- *personal and team goal setting*
- *styles of leadership to help you achieve the goal*
- *practical ways to achieve the goal*
- *positive goal setting, positive thinking*

Explain your choice

The story tells us to make sure that the goal we think we want is actually what we do want. We don't want the cup but we desire and we need the coffee inside of it.

PROBLEM SOLVING

The stories in this section can be used to discuss such aspects as:

- *creative and lateral thinking*
- *the need to challenge 'the rules'*
- *the role of learning and coaching in problem solving*
- *using experience to solve problems*

- *viewing 'failure' as a natural part of the creative process*
- *the dangers of 'self-fulfilling prophecy'*
- *how different people perceive and deal with problems*
- *constructive problem solving*
- *getting feedback in our problem solving*
- *planning and prioritizing problems*
- *paying attention to detail*
- *having faith and determination*
- *bringing problems down to size*

Explain your choice:

We see from the story how different people perceive and deal with problems. Everyone was complaining about their life but no one tried to enjoy the coffee from a cheap cup. If they see things like their professor, they will probably solve a vast number of their problems.

REFRAMING AND CREATIVITY

The stories in this section can be used to discuss such aspects as:

- *flexible and creative thinking*
- *taking a different vantage point to a situation*
- *reframing an issue or problem*
- *reframing your attitude to your goals*
- *appreciating other people's 'maps of the world'*
- *not attempting to 'fix' people with one solution*
- *realistic thinking*
- *practical solutions*
- *creativity in change management*
- *changing paradigms*

Explain your choice:

Changing paradigms is what people must do. It doesn't mean that if you have a nice cup or an expensive car you will be happier in your life and you will not have a problem. You have to focus on substance and not on the wrapping.

EMPOWERMENT

The stories in this section can be used to discuss such aspects as:

- *the real meaning of personal empowerment*
- *taking responsibility for our own actions*
- *believing in your own capabilities*
- *creative and positive thinking*
- *seeing things from a different perspective*
- *not relying on other people to make decisions for us*
- *leaders and teams and team empowerment*
- *vision and creative thinking in empowerment*
- *the effect of beliefs and values*
- *freeing yourself from constraints - real or imaginary*
- *the effect of rules and procedures on empowerment*
- *taking risks*

Explain your choice:

Seeing things from a different perspective will help you a lot in your life. The guys in the story started seeing life from a different aspect and focused on important things and not on wrapping.

SUCCESS AND SELF-ESTEEM

The stories in this section can be used to discuss such aspects as:

- *building self-esteem*
- *giving praise and reward*
- *giving and receiving feedback*
- *people's perceptions of others*
- *building self-confidence*
- *believing in your own capability*
- *.. having courage in your own convictions*
- *developing self-esteem through learning and understanding*
- *being aware of your self-image and identity*
- *goal-setting to achieve success*
- *hidden talents, latent skills*
- *achieving success - both individually and as a team*
- *the power of positive thinking*
- *influencing and assertiveness*
- *personal achievement*

Explain your choice:

Building self-esteem and self-confidence is the most important thing because you will not need the expensive cup for coffee or the expensive car. You will focus on yourself and not on materials.

2. Introduction of the story

Some highly established alumni got together to visit their old professor because they were all unhappy. The professor offers them coffee and puts in front of them a variety of cups, cheap and expensive. Which cup from those the guys will pick? What does the professor want to say?

3. Text of the Story

A group of best friends decided to have their alumni get together at the residence of one of their favorite university professors. The professor was very popular among university students and had been a mentor for many of them. They finalized to make a surprise visit to the professor. All planning was done and on a predefined date they visited their most popular and old university professor's house.

It was quite a happy moment for not only the professor; but even for all the friends (students of the professor), as some of them were meeting after a long time. Everyone was trying to know the whereabouts and the developments in their friends' lives after leaving college. They shared with each other how they moved ahead in life. Few became good leaders having senior positions in the corporate world; whereas few were doing good in the business world. All of them had gotten married and had wonderful families. Everyone had his/her own timing of life in achieving the milestones. There was quality conversation going on, but somehow the conversation soon diverted to complaints about work, relationships, 'stress' and 'tension' in life.

The professor offered them coffee and went to the kitchen to ask his wife to prepare coffee for all his students. After 10-15 minutes, his beautiful wife came with a pleasant smile. One thing was to be noticed that she brought coffee in different kinds of cups (crystal cups, glass cups, ceramic cups, shining ones, some plain looking, some ordinary, some exquisite and some expensive ones). The students thought that the professor may not have the same kind of cups and due to the large number of guests; his wife has served the coffee in different cups.

When all of them had a cup in hand, The professor said, "If you notice, all the nice looking & expensive cups are taken up, leaving behind the ordinary, plain and cheap ones !!!"

It was a surprising moment, as nobody noticed that there were some extra cups of coffee and while having their cup, nobody took the ordinary cups and all of them were left on the serving tray.

The professor continued, "Every one of you wanted the best CUPS. While it is, of course normal for you to want only the best for yourselves, that can also be the source of much of your dissatisfaction, problems and stress and tension in life."

4. Moral of the story:

Most of the people concentrate only on the cup and fail to enjoy the coffee. We keep our focus on outside beauty and appearance, whereas; the real quality and value lies inside. Savor the coffee and not the cups. The happiest people in this world don't have the best of everything. They just make the best out of everything.

Sure, a nice-looking cup may help make the experience of drinking the coffee interesting. But no cup in the world, no matter how exquisite, can ever compensate for the horrid taste of bad coffee. In fact, it'd be undrinkable. So, the coffee inside the cup is more important than the cup itself.

At the end of the day, it is vital to know what does make you happy and what does complete you. There is no need to fret too much about how the cup looks from outside. It is about the quality of its content. And we define what that very content means to us.

Don't run for money, success, career, status and prized possessions. Always try to live life with full mindfulness. The true meaning of life is not materialistic achievements, but going that extra mile in the journey of life which enlightens you about the real purpose of it.

5. **Reflection of the story:**

After that story people will start to focus on living life with full mindfulness. The true meaning of life is not materialistic achievements, but going that extra mile in the journey of life which enlightens you to the real purpose of it. Materials are not important to life. Don't focus on them and your life will be much better.

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