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Sym fos
for Youth Care

Intervention Set

I02



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Intervention Set

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Summary Document



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I. Preface on the Intervention Set

„SymfoS for Youth Care“ is an innovative guidance-method based on the approach of symbol work. Its implementation in a system of youth support/ youth social work will considerably improve the integration chances of disadvantaged young people (f.e. NEETs) in Europe. The reasons for the exclusion are often multiple problems in their personal life- precarious family relationships, truancy, drug experiences, debts, illegal acts, etc. It is the role of youth support and youth social work to combat these problems adequately and for the purposes of social inclusion to promote problem solving skills and enable young people to shape their own lives.

Based on the extensive experience of the project partners, we see great potential for symbol work as a ‘language’ for disadvantaged young people and to develop an effective support tool for youth support.

So, the customization and (further)development of symbol work interventions based on the results of previous projects, is a key element of the SymfoS for Youth Care-project.



Fig1: (further) development of customised SfYC-Interventions.

Within the SymfoS for Youth project lifetime, the partners carried out the following steps for the development of the intervention set:

- 1) Transfer and development of interventions with different goals (basic clearing, planning pathway, resources and skills pathways, islands of feelings, inner images)
- 2) Pilot of intervention drafts in all partner organisations (in youth work practice)
- 3) Collecting case studies and feedback
- 4) (Re-) design and adaptation of guidance scenarios based on feedback from participants and project partners for specific target groups for SymfoS for Youth project
- 5) Evaluation of interventions developed
- 6) Continual improvement and further development of interventions
- 7) Final methodological procedures and documentation

Based on these steps, the Intervention set is structured in four main fields of application:

- Biography & Identity
- Emotions & Feelings
- Goal Attainment
- Group & Family Dynamics

For all these fields of application we have compiled learning materials with customized interventions. The concrete use of these interventions is an integrated part of the Blended Learning Solution (IO4).

In the following you find the concept notes for each of the main fields of application:

II. Biography & Identity

1. Introduction Biography&Identity

Reflecting on one's previous life and dealing with pleasant and unpleasant memories are essential features of our personality and identity. Knowing one's own abilities and resources and being able to realistically assess developmental needs is the basis for successful coping strategies and strengthening young people's resilience. This enables an individual to be better supported in dealing with contradictions and failure and in building resilience.¹

The path in search of "self" often makes young people realize what they are capable of and what opportunities are open to them.²

Symbols can help to clarify one's wishes and needs. Associations that arise in this process allow suppressed memories to be recovered. Interventions that appeal to all the senses are therefore particularly fruitful.

Biography and identity are very closely connected. The term Biography Work addresses both meanings equally.

This module of the SfYC training can only give a preliminary insight into the extensive topic of biography and identity; and it is advisable that you explore the subject in greater detail.

Only an introductory glimpse into the world of developmental psychological approaches can be given here. Suggestions for further reading can be found below:

Further Readings

Abels, H. (2016): Identity. Third edition. Springer Verlag, Wien

Erikson, E.H. (1973): Identity and life cycle. 27th edition. Frankfurt am Main: Suhrkamp.

Frankl, V. (1946): Man's search for Meaning. Beacon Press

Henderson, S. et al. (ed) (2007) Inventing Adulthood: a biographical approach to youth transitions London: Sage

Hölzle, C. Jansen, I. (2009): Resource-oriented biography work. VS Verlag für sozialwissenschaften. Wiesenbaden

Juul, J. Jensen, H. (2017): Relational Competence. Towards a new culture of education. Edition+ plus Mathias Voelchert GmbH

Lattschar, B. Wiemann, I. (2013): Girls and boys discover their history - basics and practice of biography work. 4th edition. Beltz-Juventa. Weinheim

Rogers, C. (1961) *On becoming a person*. Robinson

Thomas, R.M. (1994): Comparing theories of Child Development. Wadsworth. Belmont

Table 1: Further Readings

¹ (Cf. <https://akademie.alphanova.at/methodenworkshop-biographiearbeit-kreatives-aufspuerenlebensgeschichten/> retrieved on: 27.03.2020)

² (Cf. Baierl, 2008: p. 11)

2. Biography

Biography can be characterized as a description of a person's life story or life course.³ Involvement with the process is called biography work and includes the fields of social work and psychology.⁴ Baierl (2008) defines it as follows:⁵

According to this understanding, "biography" is not the mere addition of the "life events" of a person, but rather it is a reconstructive and interpretative achievement of the individual, which takes place in a more or less reflected manner and is essential for identity work. Psychosocial biographical work ties in with this work, but takes place in a professional framework and generally refers to the methodically reflected support of biographical everyday work. "

By remembering and reflecting on experiences, biography work is a resource-strengthening method. Working with SfYC interventions is helpful in the identity-finding process and supports the development of more or less conscious-plans for the future. With the help of biography work, the life of the young person is reflected in the past, present and future. In this context we speak of biographical self-reflection.⁶

It is relevant for young people to deal with their personal, family and cultural past. Describing one's own life promotes the formation of identity; the development of self-esteem; it conveys stability in situations of upheaval and stress; and it helps to develop *joie de vivre*, creativity and positive visions of the future. By coming to terms with and perceiving the past, a view of a colourful future can be opened up.⁷

It is very important to remember that working out one's own life story is a highly personal process, often the biographers are confronted with issues and subjects that are unpleasant or have been suppressed.⁸

That is why the creation of a protected framework, network and the building of trust play a fundamental role in this work.

³ (Cf. <https://www.duden.de/rechtschreibung/Biografie> retrieved on: 26.03.2020)

⁴ (Cf. <https://www.renafan.de/glossar/b/biografiearbeit> retrieved on: 26.03.2020)

⁵ (Cf. Baierl, 2008: sq.)

⁶ (Cf. Hasenhündel, no year: pp.5-8)

⁷ (Cf. ibidem, p. 8)

⁸ (Cf. ibidem: p. 14)

3. Identity

The basis for answering the question "Who am I?" contributes to a sense of identity⁹. From an etymological point of view, the term "identity" has its origin in the Medieval Latin "identitas" or "idem", which can be translated as the totality of a person's peculiarities, their uniqueness and distinctiveness¹⁰. Behaviours that people acquire or discard in the course of their lives are also part of their identity. Identity is the prerequisite for individuality. It describes the unique personality structure and thus answers the following questions:⁹

- Who am I?
- To whom am I referring?
- Who is referring to me?
- How do I define myself?
- How do I differ from other people?

Identity development is a lifelong process and takes time and experience. It shows itself in appearance, facial expressions, gestures, language but also in physical strengths and weaknesses. This results in an inner image or self-image and self-belief. For the path of personal development, self-motivation and usually support is needed.¹⁰

The concept of "cultural identity" also encompasses certain ideas of how a person should be as part of a particular culture. However, these notions are always ambiguous and diverse.

It follows that such ideas can conflict with each other. Cultural identity encompasses all common features of a culture, such as language, religion, geography and climate. This form of identity cannot exist detached from space but is always connected to a social group and order. However, these "cultures" are not rigid, but constantly changing. This is especially relevant within the context of globalization, whereby the question arises whether there can be a clear demarcation of cultural identity at all. It would also be possible for overlapping and multi-layered identities to develop.¹¹

As the concept of cultural identity can be considered as controversial, a closer look at it is necessary before using it.

To conclude, a central task of biography work with young people is to support them in the act of processing their life experiences to enable the development of a sense of self-concept and identity.¹²

⁹ (Cf. Kugler, 2011: p. 1) ¹²
(Cf. ibidem, p. 2)

¹³ (Cf. <https://www.reflecta.org/identitaeten-ii-kulturelle-identitaeten/> retrieved on: 16.04.2020)

¹⁴ (Cf. bunny dog, no year: p. 22)

¹⁰ (Cf. ibidem, p. 2)

¹¹ (Cf. <https://www.reflecta.org/identitaeten-ii-kulturelle-identitaeten/> retrieved on: 16.04.2020)

¹² (Cf. bunny dog, no year: p. 22)

3.1. Self-concept by Carl Rogers

Central to Carl Rogers¹³ personality theory is the notion of self-concept, which develops from experiences, support, successes or strategies and represents an essential aspect of self-realization. It describes the individual conception of one's own. Physical, psychological, social, emotional and spiritual aspects are identified. These begin to form in childhood, as interaction with the environment leads to perceptions. This leads to impressions of what has been experienced. Through these impressions, each person develops a self-concept, which, depending on what is personally experienced, steers in a positive or negative direction. Thus, it is multidimensional and can be broken down into individual aspects. According to Rogers, parts of the self-concept are the "Ideal-Self" and the "Real-Self". The Ideal-Self describes the personally desirable qualities of an individual as well as the values of a society, i.e., what a person wants to be. In contrast to this, the Real-Self describes the actual abilities and characteristics of a person. If these two deviates too far from each other, feelings of inferiority can arise. Every person perceives reality differently and forms it from their own experiences and perceptions. For example, one's own ideas about the physical body can differ from those of one's own emotions.¹⁴

Self-concept is related to several other "self"-constructions, which are explained in more detail below:¹⁵

Self-esteem

Self-esteem is not identical to self-concept, although it can be a part of it. Self-esteem describes the positive or negative evaluation of one's own personality, whereas self-concept is the knowledge about personal characteristics, i.e., the answer to the question "Who am I?".

Self-Image

Self-image is related to self-concept but is less broadly defined. Self-image is described by an individual and does not necessarily correspond to reality. A person's self-image is based on how they see themselves, while the self-concept is a more comprehensive assessment of the self, based largely on how an individual sees, values, thinks and feels about themselves.

- **Self-Efficacy**

Self-concept is a more complex construct than self-efficacy. While self-efficacy refers to the assessment of an individual's own abilities, self-concept is more general and includes both cognitive (thoughts) and affective (feelings) judgements about oneself.

- **Self-Awareness**

Self-Awareness also influences self-concept. It is the quality or trait that involves the conscious perception of one's own thoughts, feelings, behaviour and character traits. To have a fully developed (and reality-based) self-concept, a person must have at least some degree of self-awareness.

¹³ (Vgl. <https://positivepsychology.com/self-concept/>; abgerufen am: 04.05.2020)

¹⁴ (Vgl. <http://www.carl-rogers.net/persoenlichkeitstheorie.shtml>; abgerufen am: 04.05.2020)

¹⁵ (<https://positivepsychology.com/self-concept/>; abgerufen am: 04.05.2020)

Rogers himself defined five relevant characteristics that are necessary for an individual self-concept:¹⁶

1. Open to experience: Both, positive and negative emotions are accepted. Negative emotions are not denied, but processed.
2. Existential life: Being able to live in the present and to appreciate it, without living with constant thoughts of the past or the future. Therefore, to be able to live in the moment.
3. Trust: Emotions and instincts are observed and trusted. Having the self-confidence to make the right decisions.
4. Creativity: Creative thinking and willingness to take risks are characteristics of life. A person does not always play it safe. This includes the ability to adapt and change and to have new experiences.
5. Fulfilled life: A person is happy and content with life and always looking for new challenges and experiences.

3.2. 5 pillars of identity according to H.G. Petzold

The identity of a person changes and develops in the course of a lifetime. It is an interaction between identity development and identity crisis. This process results from the interaction between the individual and his or her environment. It requires an ongoing engagement with the time continuum (past, present, future), the social environment (e.g. family, friends) and the ecological environment (e.g. place of residence, living space). The identity process is not dependent on concrete situations, but takes place in different contexts and specific areas. On the one hand, it is a concept that lasts over time, but on the other hand, it is in a state of development and change throughout life.

Petzold (1993) divides the identity process into different pillars which protect, support or build the identity of a person. All pillars should be equally considered and included in a guidance session. The following figure shows the model of the five pillars:¹⁷

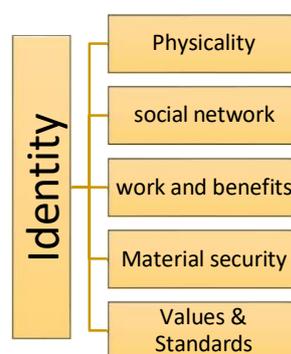


Table 2: The 5 Pillars of Identity¹⁸

¹⁶ (Vgl. <https://www.simplypsychology.org/carl-rogers.html>, abgerufen am: 04.05.2020)

¹⁷ (Cf. Kugler, 2011: p. 2)

¹⁸ (Cf. Petzold 1993)

1. Physicality (pillar 1)

The first pillar covers all topics related to one's own body, such as mental and physical health, feelings, sexuality, mobility and well-being. Furthermore, appearance, performance and self-awareness are included in the first pillar. Also, how a person is perceived by others in these areas is assigned here.

2. Social network (pillar 2)

The second pillar includes all social networks. These include friends, family, work, relationships, marriage, leisure activities, clubs, peers, etc. These social relationships have a lasting effect on the personality and identity of a person. It is worth mentioning here that not only does this pillar include those that act as positive relationships but also extends to those who could be described as adversaries and can behave in a hostile manner “

3. Work and benefits (pillar 3)

This pillar covers the activities and work with which a person is identified or with which he or she identifies. Work performance, job satisfaction, sense of achievement, enjoyment of one's own performance, but also alienated work, work overload, overburdening as well as fulfilled or missing performance requirements determine identity in the long term.

4. Material security (Pillar 4)

Furthermore, identity is influenced by material security, i.e., income, money, food, clothing, possessions, etc. A lack of security weighs heavily on the experience of identity.

5. Values & Standards (Pillar 5)

The fifth area that shapes identity is derived from personal and social values and norms. Elements of these include: morality, ethics, religion, love, hopes, traditions, beliefs, questions of meaning, etc. Additionally, personal consideration is given to the following: that which we believe to be right; of which we are convinced; what we stand for; and what we believe to be important for other people. These can be religious or political convictions, "personal philosophy of life", or other important basic principles. Young people in particular examine family and social values and norms for their own career.

4. Developmental Psychology

There are many different models to describe human development. As an introduction to biography work, the psychoanalytical approaches of Sigmund Freud and Erik Erikson are presented here as examples.

4.1. Sigmund Freud's psychoanalytical conception¹⁹

Freud's theory distinguishes the id, the ego and the superego as central instances of an individual's psyche. From the beginning of life, the human being develops drive needs, whereby the id strives to ensure immediate drive satisfaction. Thus, even in the infant there is a need for food, and he will do everything he can to have his needs satisfied. In the course of time, however, the infant will notice that the social environment does not view his behaviour, which is oriented towards immediate drive satisfaction, with enthusiasm. The superego thereby gradually represents the norms of the environment that oppose drive satisfaction. At the same time, the ego develops, which strives to find ways to satisfy the drive that meet the social norms. The ego takes on a mediating role, so to speak, between the id or the immediate needs and the superego or the internalised norms of the environment. One can therefore say that in the course of development, the id is initially in the foreground, while the ego and the superego develop later. The ego becomes increasingly important in the course of development.

The source of drive satisfaction changes in the course of development and this results in the division into different developmental phases. The individual phases and the associated ages can be found in the following table:

Phase designation	Age	Source of drive satisfaction
Oral phase	0-1 year	Food intake and organs involved in it
Anal phase	1-3 years	Excretion of food and organs involved in it
Phallic phase	3-6 years	Genital zones
Latent phase	6-11years	All earlier zones, but temporary decrease in genital pleasure
Genital phase	from 11 years	Revival of the early childhood types of pleasure, increase in the importance of the genital zones

Table 3: Freud's Psychosexual Stages of Development²⁰

In the oral phase, the focus is initially on gaining pleasure through food intake. The high importance of oral pleasure for infants has been proven, for example, by the fact that infants put many objects in their mouths to occupy themselves.

In the anal phase, the pleasure gain takes place increasingly through the excretion of food, while in the phallic phase the genital zones gain in importance.

¹⁹ subchapter shortened from (Lohaus, Vierhaus 2019, p. 15f):

²⁰ (Lohaus, Vierhaus 2019, p. 15):

The phallic phase includes the well-known Oedipus complex (for boys) or Electra complex (for girls). Children of this age recognise the genital differences between the sexes and are particularly attracted to the opposite-sex parent in order to have this parent as much as possible to themselves.

In the latency phase, there is a temporary decrease in the importance of genital pleasure and an increase in intellectual curiosity as a redirection of id energies (sublimation as a defence mechanism). In the genital phase, the genital zones then take on renewed importance as a source of pleasure.

According to the Freudian conception of development, no developmental problems are to be expected if the child's needs are satisfied in the individual developmental phases in an age-appropriate manner. Problems arise mainly when there has been insufficient or excessive satisfaction of needs.

The developer of the psychological symbol work, Wilfried Schneider, has chosen the psychoanalytical model according to Sigmund Freud as the basis for his life pathway. From his many years of experience, this model has proved to be very helpful for the work with the life-pathway (see section 4.1.).

4.2. Erik Erikson's stages of psychosocial development

Erik Erikson's Psychosocial model offers a holistic perspective on development processes and a stronger emphasis on social and environmental factors that extend beyond the life course developmental stage of adolescence.

Erikson was a student of Sigmund Freud²¹ and so his approach is also influenced by Freudian developmental theory. Erikson's model of human development is similarly a step-by-step approach in which the individual progresses sequentially. Erikson's first five stages are chronologically based on the psychosexual stages described by Freud, but his psychosocial stage model continues beyond adolescence and encompasses the rest of the life cycle - categorized as "young adulthood", "middle adulthood" and "late adulthood".

In contrast to Freud, Erikson's model for understanding identity development also places more emphasis on the contribution of the social environment and its influence on the psychological development of the individual.

In each psychosocial developmental phase there are specific challenges, known as "crises" (see table below), from which each individual can emerge with either a positive or negative outcome and the nature of which determines the quality of his or her future life development. An unfavourable or "problematic" outcome during one phase can undermine the ability to face the challenge of subsequent phases in a positive way, e.g., distrust, which leads to doubt, guilt, feelings of inferiority and ultimately, identity confusion.

Moreover, a negative outcome in one phase does not prevent the individual from moving on to the next phase, but may mean that he or she has to return to resolve the issues raised in an earlier phase in order to allow an overall positive development of the life cycle. In middle adulthood, for example,

²¹ (Cf. Freud, 2010)

this can mean the experience of a "midlife crisis" for many, which may make it necessary to revisit unresolved issues from adolescence (gaining identity) and early childhood (trust).²²

Stages of Psychosocial Development		
Life Crisis	Favourable Outcome	Unfavourable Outcome
0-1 yr. <i>Trust vs Mistrust</i> The child needs consistent and stable care in order to develop feelings of security	Trust in the environment and hope for the future	Suspicion, insecurity, fear of the future
2 - 3 yrs. <i>Autonomy vs Shame and Doubt</i> The child seeks a sense of independence from parents	A sense of autonomy and self-esteem	Feelings of shame and doubt about one's own capacity for self-control
4 – 5 yrs. <i>Initiative vs Guilt</i> The child acquires important knowledge and plans new activities	The ability to initiate activities and enjoy following them through	Fear of punishment and guilt about one's own personal feelings
6-11 yrs. <i>Industry vs Inferiority</i> The child acquires important knowledge and skills relating to their culture	A sense of competence and achievement. Confidence in one's own ability to make and do things	Unfavourable reactions from others may cause feelings of inadequacy and inferiority
Adolescence <i>Identity vs Role Confusion</i> The young person searches for a coherent personal and vocational identity	Ability to see oneself as a consistent and integrated person	Confusion over who and one is
Young Adulthood <i>Intimacy vs Isolation</i> The adult seeks deep and lasting Relationships	The ability to experience love and commitment to others	Isolation, superficial relationships with others
Middle Adulthood <i>Generativity vs Stagnation</i> The individual seeks to be productive and creative and to make a contribution to society	The ability to be concerned and caring about others in the wider sense	Lack of growth, boredom and over-concern with oneself
Late Adulthood <i>Integrity vs Despair</i> The individual reviews and evaluates what have been accomplished in life	A sense of satisfaction with life and its accomplishments, acceptance to death	Regret over omissions & missed opportunities; fear of death

Table 4: Phases of Psychosocial Development²³

²² (Bennet, 2016: p. 39)

²³ (Bennet, 2016: p. 39)

4.3. Erikson's phases in detail

In the following section, Erikson's developmental phases relevant to this training will be explained in greater detail. This will primarily focus on the steps from birth to adolescence.

1. Birth - 1 year - Trust vs. Distrust

As with many from the school of Object Relations²⁴, Erikson places great emphasis on the quality of early parenting and the individual's needs being met by the primary carer. Erikson regarded these needs as being more than solely basic needs such as Freud's emphasis on feeding, nursing and weening, but extended to include social interaction (such as communication) and being comforted by the parent.²⁵ If the infant's needs are met, this will lead to a perception that the world is a reliable, "safe and dependable place"²⁶

This proposition is mirrored in the work of John Bowlby and Attachment Theory with his concept of the "Internal Working Model".²⁷ In contrast, poor parenting skills which could be classified as harsh, inconsistent or inadequate may make the infant feel and perceive the world as an "untrustworthy" place which can influence the quality of interaction and relationship development with others. As Nicholson²⁸ states, trust and the "sense of security also enables the infant to trust herself to be lovable enough not to be deserted".

2. 2 - 3 years - Autonomy vs. Shame and Doubt

This stage correlates to the infant's developing physical mobility as a "toddler" and the drive for autonomy and "exerting independence"²⁹ which contribute to a personal sense of confidence and separateness from primary carer. Following a successful resolution of the previous stage of Trust, the infant is able to explore social relationships and manipulate the physical world (e.g., toys and media such as sand and water) which are separate to the self and are therefore "not" the infant. In contrast, an infant may develop a sense of "shame and doubt" if as a consequence of inconsistent parenting and can "experience difficulty in making sense of what 'belongs' to him and what relates to another"³⁰

3. 4 - 5 years - Initiative vs. Guilt

At this point the infant develops new cognitive skills as demonstrated by the capacity to plan and the desire to take the initiative. This desire is balanced with the tension of exercising self-control. Boyd and Bee³¹ helpfully illustrate this with the example of a pre-school child who feels compelled to play with another child's toy by just taking it ("initiative") however, the individual's conscience will enact other more socially acceptable strategies ("self-control"). The parent's task is to encourage their child's development through balancing the tension of the child's drive to initiate activities and that of

²⁴ (Nicholson, 2014: p. 146/7)

²⁵ (Boyd and Bee, 2013: p. 150)

²⁶ (Sudbery, 2010: p. 44; Zwozdiak-Myers, 2008: p. 86)

²⁷ (Bowlby, 1998; Howe, 2011)

²⁸ (Nicholson, 2014: p. 146)

²⁹ (Zwozdiak, 2008: p. 86)

³⁰ (Nicholson, 2014: p. 62)

³¹ (Boyd and Bee, 2013: p. 205)

controlling the child's behaviour (often referred to as "Primary Socialisation"). If personal exploration and freedom is restricted the individual is more likely to express "a sense of guilt about pursuing their interests".³² Boyd and Bee³³ continue by stating that excessive parental control will result in restricted opportunities for the infant to explore; whereas, too little parental control could lead to the infant being "unmanageable" and socially unadjusted.

4. 6 - 11 years - Industry against Inferiority

This period coincides with Freud's "latent stage" and in Erikson's model is typified by "active curiosity and a sense of how they stand in relation to others"³⁴ and application to "work and friendships".³⁵ This is seen as a time of intense learning of skills in readiness for adult life. A negative comparison to others, primarily their peers, may result in a stubborn self-designation of being a failure. If an individual's is positively encouraged and receives praise from significant others (e.g. teachers/parents) this can result in a sense of "*competence*"³⁶

5. Adolescence - Identity vs. Role Confusion

This is expanded on by Erikson (1968) as the stage of developing a secure sense of self and "ego identity" to equip oneself to navigate the demands of adulthood successfully. As Beckett³⁷ suggests, "the individual has developed a defined personality within a social reality which she understands and has a sense of herself as a consistent person". Sudbery³⁸ adds that at this stage the young person will aim to create an emergent identity for their future "more separate from the adults whose values and characteristics had formed the child's earlier identity". An unfavourable outcome during this stage Erikson refers to as "Identity diffusion" which can be unsettling for the individual who has shed the familiarity of previous continuities whilst not having replaced them sufficiently with new personal commitments. Erikson suggests that this tension can lead to a young person's participation in youth subculture and their over-identification "with heroes of cliques and crowds".³⁹ Sudbery proposes that at this stage increased identification with one's peer group provides a secure location during the transition from reliance "on parents' definitions and evaluations of self" to self-definition.⁴⁰

The stage of Identity vs Role Confusion is further developed in the work of Kroger and Marcia⁴¹ whereby they determine the existence of four forms of "Identity status" which can be experienced during this period, namely: "identity achievement" (individual resolution of crises with strong personal commitment to one's own values, plans and beliefs); "Identity diffusion" (lack of personal

³² (Zwozdiak-Myers, 2008: p. 86)

³³ (Boyd and Bee, 2013: p. 206)

³⁴ (Nicholson, 2014: p. 159)

³⁵ (Zwozdiak-Myers, 2008: p. 86)

³⁶ (Gillibrand, 2016: p. 22)

³⁷ (Beckett, 2016; p. 110)

³⁸ (Sudbery, 2010: p. 111)

³⁹ (Erikson, 1980: p. 97)

⁴⁰ (Sudbery, 2010: p. 111)

⁴¹ (Kroger and Marcia, 2011)

commitment and experience of indecision and escapism to avoid the insecurity of this crisis stage); “Identity foreclosure” (adopting the beliefs and values of significant others such as parents rather than one’s own - this is typified by over-compliance, absence of rebellion and being “constricted personalities”); and “Identity moratorium” (the individual is experiencing intense and unsettled personal exploration and experimentation and has yet to have committed to a sense of stable identity)

4.4. Criticism of Erikson's model

Erikson’s model has been criticised as being too linear⁴² and prescriptive and does not have the flexibility or capacity to accommodate individual life-paths.⁴³ Furthermore, the model can also be said to be culturally specific, reflecting the perspectives of middle-class North-Americans and Europeans at a specific point in time.⁴⁴

Furthermore, Sudbery⁴⁵ suggests that the model is “a highly abstracted presentation of a universal model” and questions whether it can be generalised to accommodate everyone’s experiences and whether it has the capacity to incorporate all people’s routes in life. There is also a suggestion⁴⁶ for the need for modification of the chronological age categories to have flexibility (year) and potential for subdivision (separation into further stages).

Additionally, Erikson’s original model has been criticised from a feminist perspective as “reflecting a male perspective” and, in response, the model has been adapted by some to take a woman’s perspective into account.⁴⁷

5. SymfoS Interventions for Biography & Identity

Of course, many different methods can be applied, and it is always a personal decision how the consultation is carried out.

Knowledge of developmental models such as Erikson's can be very helpful in working with a focus on biography, in order to be able to provide professional guidance to young people.

Individual developments, events or demands on young people, such as premature adoption of development, low development of autonomy aspirations or competences or similar can be identified and incorporated into the counselling process. In the 'interpretation' phase, for example, it can be very helpful for young people to get feedback which takes this into consideration.

The following chapter should only be seen as a source of inspiration, rather than fixed guidance. In the end, the decision regarding the appropriate material in a concrete situation always depends on the practitioner’s experience and assessment. Goal attainment is an excellent field of application for

⁴² (Sudbery, 2010: p. 315)

⁴³ (Beckett, 2016: p. 40)

⁴⁴ (Beckett, 2016:S40; Sudbery, 2010: S. 316)

⁴⁵ (Sudbery, 2010:p. 316)

⁴⁶ (Sudbery, 2010: p. 316)

⁴⁷ (Bingham and Striker, 1995 cited in Sudbery, 2010: p. 316)

working with symbols. Visualising one's own wishes and ideas helps young people to visualise and implement them more concretely.

Some suitable methods are briefly described below. These chapters should only serve as a suggestion, a detailed description of the presented methods can be found in the corresponding modules.

5.1. Life Pathway

The life road is a suitable intervention to work out the life story of a young person. This is carried out with suitcase 4. The young person is given as many cards as he or she is years old. The young person gets the opportunity to put a symbol for all important moments, experiences and adventures on the corresponding year. The following steps correspond to the normal workflow.

The colours of the annual cards are adapted in case 4 according to the development stages in the models of Sigmund Freud and Erik Erikson.

5.2. Pathway of Resources and Competences

This intervention (case 4) is intended to enable supported self-reflection on acquired resources and skills. Under resources, all available offers or sources of support for young people are considered, all assistance to realise individual goals, especially in the area of educational and career choices. This road also forms the basis for future planning and the development of a detailed action plan. It can therefore be used as a foundation for the planning pathway.

5.3. Inner Images

Inner images are visions and ideas of how the world is made up and how to find your way around it. They are created by the fact that we all have experiences during our lifetime, and these experiences are anchored in the mind. Synapses are connected to them. We call these "inner representations" and then we use such inner images to navigate our way in life.

The development of these images with the help of the relevant materials (suitcase 2) enables them to be revealed and supports the young people in visualizing their own inner images. This assists the individual to perceive and process these images and strengthens their empowerment and enhances their ability to act.

5.4. Working with Glasses (Vessels)

Through using water and glasses - materials that are available in every office - young people can quickly visualize topics and facts and, in an instant, take action and try out changes.

Working with glasses and water allows an immediate access to different realities and brings them into clarity. Impulses for change can easily be tried out and further strategies developed. This intervention can be used both in work with individual young people and in groups, teams or families; sessions can also be repeated.

This method can be used effectively with Petzold's 5 Pillars of Identity by simply using five glasses and naming them with the respective column. Now, the young people divide the water from a prepared jug the glasses. Then, the following questions can be explored:

- What needs to happen for the contents of the glasses to change (make it better/worse)?
- Lessons learnt from prior experiences. What would be the advantage, of changing nothing?
- How does the quantity in your glass change when you take the position of another person?

One advantage of this intervention, apart from the visualization, is the easy way to get involved and try out changes, i.e., the young people can continue to pour the water.

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III. Emotions & Feelings

Introduction Emotions&Feelings

This script is about emotions and feelings. Let us begin by noting, that these two terms are very difficult to separate.⁴⁸ The most common distinction is that feelings are consciously perceived emotions.⁴⁹

Emotions determine and inform many of our actions but talking about them is one of the most sensitive issues in guidance. The following request - "Now we don't want to get emotional!" is something most of us are familiar with. But whether that is a helpful-statement, can be discussed at length. From our point of view, the clarification of one's own feelings is an important skill in the process of growing up. Why are feelings so important? Sometimes they help us to recall our experiences in a fraction of a second and to judge people and situations in order to achieve our goals faster and easier. But often we are not aware of our emotions. This can block further developmental steps and decisions and usually this is very difficult to change without help. According to Freud's and Erikson's development theories, dramatic or problematic experiences within developmental stages may necessitate returning to that stage to resolve the issue (be it trust, autonomy, etc.).

The following questions may arise during the consultation:⁵⁰

- What feelings do I know/recognize about myself?
- Where are they located in my body?
- What triggers feelings in me?
- Which feelings do I evoke in others?
- Do I allow myself to have feelings?
- When do I push feelings away?
- What role do feelings play in my family?
- How do I experience feelings? Can I accept and use them?
- How do I deal with my feelings?

Who can describe this exactly? The ability to perceive, accept or even control feelings can be difficult, sometimes impossible, for many young people. Especially, if there are a large number of different triggers for these feelings, or if the triggers are in the distant past or if they cannot be connected to the current situation.

It is often not possible for young people to express this verbally. Here, symbol work is a good way of visualising, clarifying and working through the emotions.

1. Explanation of terms

Here we try to define and clarify the terms "emotions" and "feelings".

⁴⁸ (Cf. Turner; Stets, 2005)

⁴⁹ (Cf. Ingram, 2015, p.12)

⁵⁰ (Cf. Schneider, 2019)

1.1 Emotions

The term *emotion* is translated from Latin as "violent movement" or "stirring up". But there is no universal theory and no accepted definition across disciplines. Thus, the term is defined as a physical reaction that has developed from, as Darwin⁵¹ would suggest, the struggle for survival or as a mental state that occurs, when emotions generate physical reactions.⁵² Some currents consider physical reactions to be less important; a neurological perspective-locates the emergence of emotions in the limbic system (from the amygdala) and control over them in the cortex (particularly the pre-frontal cortex). Others describe emotions as forms of action or speech.⁵³

Another theoretical perspective describes emotions as products of feeling, which are caused by thoughts, opinions, wishes and intentions, i.e., mental processes. Therefore, like all mental processes, they are subject to a certain reality. However, thoughts and opinions can also be subject to illusions. Consequently, the feelings triggered by them can also be deceiving, so in this situation they are not appropriate to the actual facts. The human ability to feel hardly distinguish whether something is actually experienced or only mentally imagined. This opens the window for mental training of personally desired behaviour.⁵⁴

1.2 Feelings

Every human being has the innate ability to feel, there is even a consistency of facial expressions of emotions.⁵⁵ The conscious perception of an emotion, is called feeling. Even as a new-born, a human being has the ability to feel whether something is pleasant or not without having to think about it. This includes, for example, hunger, security, warmth, pain, lust, satisfaction, etc.⁵⁶

Emotions can enter consciousness in different ways:

"Feelings might be experienced as⁵⁷:

- *speed (fast, slow and so on)*
- *weight (light, heavy and so on)*
- *sizes (small, short, long and so on)*
- *sound levels (loud, soft, whisper and so on)*
- *temperatures (cold, warm hot and so on)*
- *colours (light, dark and so on)*

⁵¹ (Cf. Darwin, 1890)

⁵² (Oatley, 1996:96).

⁵³ Cf. *Spektrum*, 2020

⁵⁴ (Cf. Poulet, 2016)

⁵⁵ (Cf. Ekman, 1989)

⁵⁶ (Cf. Poulet, 2016)

⁵⁷ (Schneider, 2019, p. 171)

1.3 Emotions vs. feelings

For a practical understanding of the two terms, they will be contrasted again on the basis of some central criteria.

Emotions	Feelings
Subconscious	Deliberate
Basic Instincts	The expression or awareness of a perceived emotion
Not to be suppressed and difficult to control	Influenceable

Table 5: Toolbox: Emotions vs. Feelings⁵⁸

Basic emotions, such as surprise, sadness, anger, joy, fear and disgust are among the primal instincts. These can hardly be suppressed and can only be controlled to a limited extent. Here mental and physical processes are connected and cause us to act quickly. These are inevitably shown through facial expressions, i.e., body language.

A feeling means the awareness of a previous emotion. Since feelings are consciously perceived, the person can concentrate on them and influence them. In addition to breathing, walking, and crying, spontaneous life emotions also include feelings. Therefore, feelings can be influenced to the extent that breathing can also be influenced. However, this usually takes place so involuntarily and automatically that it is not noticeable. Through certain interventions feelings can be perceived and young people can define them more precisely. Feelings are always there, sometimes smaller and more inconspicuous and sometimes in an intensified form. The following diagram illustrates once again the differences between emotions and feelings:⁵⁹

⁵⁸ (Cf. <https://www.wende-punkte.at/2016/06/27/ich-du-wir-gef%C3%BChle-unterschied-emotionen-gef%C3%BChle/> retrieved on : 14.04.2020)

⁵⁹ (Cf. <https://www.wende-punkte.at/2016/06/27/ich-du-wir-gef%C3%BChle-unterschied-emotionen-gef%C3%BChle/> retrieved on : 14.04.2020)

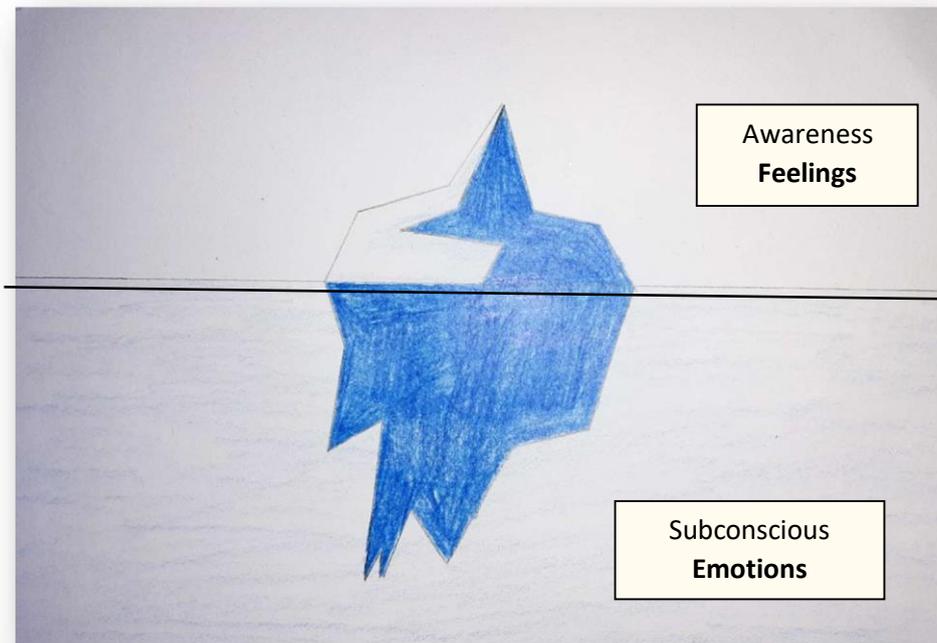


Table 6: Toolbox: Iceberg

The iceberg metaphor is very meaningful here. Under the water - in the subconscious realm - are the emotions. Feelings are above the water, where consciousness is located. Here it is also illustrated that the subconscious occupies a much larger space than is generally assumed.⁶⁰

2. Brief overview on Theories of Emotion

In this chapter we will give a brief overview on some theories of emotion. We will also question why humans have developed emotions and how they help us to adapt to our environment. The major theories of emotion can be grouped into physiological theories (e.g., Charles Darwin, James-Lange), cognitive theories (f.e. Lazarus) and various neurological theories.

Charles Darwin's Evolutionary Theory⁶¹: In this classic body of work, Darwin refers to the role of emotions: They exist because of their adaptive nature. They motivate humans and other animal species to respond to stimuli, which helps improve the chances of survival. So, emotions are, from an evolutionary perspective, another factor that has contributed to keeping kept our species alive. Additionally, Darwin explains how we can recognize emotions in others and how this too helps us adapt.

"Darwin makes the case for the instinctual or inherited nature of the facial expressions and body language that accompany our simple or primary emotions — anger and fear, surprise and disgust, joy

⁶⁰ (Cf. <https://www.wende-punkte.at/2016/06/27/ich-du-wir-gef%C3%BChle-unterschied-emotionen-gef%C3%BChle/> retrieved on : 14.04.2020)

⁶¹ (Cf. Darwin, 1890)

and sadness, and other more complex emotions, too. Darwin terms these facial expressions and body language "the language of the emotions," and deems them a product of natural selection, a process of evolution".⁶²

William James' Theory of emotions⁶³: Within James' functional approach, emotions are a direct reaction to stimuli. His main point is that physical reaction comes before cognitive interpretation (stimuli-physical reaction-cognitive interpretation). So, if you encounter a lion, your heart will begin to beat, and you will conclude that you are scared.

The assumption proclaimed by James and the Danish philosopher C. G. Lange is, that emotions are only side effects of physical processes or - according to James' assumption - physical changes are the cause of emotional experience (causal priority of physiological over emotional reactions). Therefore, we do not cry because we are sad, but we are sad because we cry.⁶⁴

The Cognitive-Mediational Theory (Lazarus)⁶⁵: explains that "cognitive appraisal" of a situation causes an emotional response. For example, if one was to encounter a lion and evaluated the situation as "dangerous", this would lead to an emotion (fear) and probably to a behaviour (culturally and personally related). So, in this case, it is diametrically opposed to the previous theory.

2.1. Emotional memory

We not only have a memory for facts and skills. Emotions are also anchored in the brain. Neurologically, this is seen as due to linkages between the amygdala and the hippocampus.⁶⁶ From there they influence life, but often elude control. This is especially true for imprints from early childhood, but also for later experiences. Emotions are basically universal, but when they occur and how they are expressed in feelings varies greatly from individual to individual. They need a trigger based on our very personal resource of emotional memories. They are linked to events and experiences. As Howe⁶⁷ states, "the power of very early emotional memories laid down outside language and consciousness is particularly relevant in trying to understand some of the relationship problems experienced by those who suffered pain and hurt, fear and loss in their young childhood". This causes some people to react emotionally to a situation where there is no reason for others to do so. During the emotional reactions, the body is flooded with a range of feelings. The triggers are often sensory impressions, such as the melody of a child's song or the smell of a favourite food.⁶⁸

⁶² (Cf. Darwin, 1890)

⁶³ (Cf. James, 2017)

⁶⁴ (Cf. James, 2017)

⁶⁵ (Cf. Lazarus, 2006)

⁶⁶ (Cf. Spektrum, 2020)

⁶⁷ (Cf. Howe, 2008: p81)

⁶⁸ (See <https://www.zeit.de/zeit-wissen/2015/03/emotion-gedaechtnis-gefuehle-erfahrung>: accessed on 20.04.2020)

2.2. Emotional intelligence

Emotional intelligence can be regarded as a decisive factor for personal and professional success. It is the ability to deal with oneself as well as with others. Emotional Intelligence therefore describes on the one hand self-management and self-awareness, but also competencies and skills in dealing with other people.

Emotional Intelligence is used to describe a range of competencies, such as empathy, communication skills, tact and politeness.⁶⁹ The founder, Daniel Goleman, a psychologist from the USA, divided Emotional Intelligence into five competencies:⁷⁰

- Self-perception: own feelings
- Self-management: own feelings and actions
- Motivation: passion and commitment to achieve our goals
- Empathy: the feelings of others
- Relationship management: interpersonal relationships
-

Over the years, further research has continued and it is now possible to talk about three models of Emotional Intelligence:⁷¹

- Emotional intelligence as a learnable ability: e.g., ability to correctly perceive feelings
- Emotional intelligence as a fundamental characteristic
- Emotional intelligence as a mixture of motivation, abilities and personality traits

A high emotional intelligence distinguishes people who are able to assess and influence their own and other people's feelings.

A meta-analysis of over 50 evaluation studies from Colorado State University examined the effectiveness of Emotional Intelligence training—which provided evidence that Emotional Intelligence can be learned.⁷²

⁶⁹ (Cf. <https://zeitzuleben.de/emotionale-intelligenz/>: available on: 20.04.2020)

⁷⁰ (Cf. Goleman, 1998)

⁷¹ (Cf. <https://www.psychomeda.de/lexikon/emotionale-intelligenz.html>: accessed on: 20.04.2020)

⁷² (Cf. <https://www.sciencedirect.com/science/article/abs/pii/S1053482218301840>: accessed on: 20.04.2020)

3. Symbols and emotions

Feelings and emotions might be a central point in many consultations with young people and at the same time the basis for misunderstandings. A common language is often missing. At the beginning of a guidance session, young people often avoid addressing feelings. This is often followed by a phase of confusion about their own feelings. Misunderstandings are particularly likely to occur when thoughts, personal assessments (loneliness, insecurity), physical feelings (pressure, tiredness) or physiological symptoms (blushing, trembling) are named as feelings. Talking about feelings is one of the most sensitive issues at the beginning of a consultation. The following questions can become a topic in a consultation:⁷³

- What makes me feel a certain way?
- What feelings do I trigger in others?
- Do I allow feelings?
- When do I push feelings away?
- What role do feelings play/play in my family?
- How do I experience feelings?

Many young people find it very difficult to express this verbally.

Wilfrid Schneider, a pioneer in the field of psychological symbol work, has described in his book *"When Words Are Missing - Symbols as Interpreters"* that symbols are very helpful to deal with emotions. *"Symbols are able to recall the perceived uniqueness of certain moments for the actors involved (and not only for them) - as a present feeling and not as knowledge of it."*⁷⁴

The use of symbols helps to activate the *emotional memory*. At the same time, memories can be dosed down because it remains the young people's choice whether and how much they talk about them. Apart from that, looking at the pictures laid down by the young person (e.g.: Islands of Emotions, Inner Images or Life pathway) helps them to recognise that positive and negative events alternate and are both a part of everyone's life. The physical object used in the intervention thus symbolises this event; and this memory. Every object chosen by the young person and placed on their composition (for example, planning pathway) is at the same time emotionally charged and thus becomes in this way a symbol. The connection between thinking, acting and emotions is achieved. Emotional reference is there and with it a being with oneself, a standing by oneself. This is me.⁷⁵

It is also important to mention that in the first four years of life the emergent language of feelings begins to dominate. The child gains two basic experiences: "I feel, so I am" and "I feel understood". The latter can also mean not feeling understood.⁷⁶

⁷³ (Cf. Schneider, 2019)

⁷⁴ (Cf. Schneider, 2019: p. 28)

⁷⁵ (Cf. Schneider, 2019)

⁷⁶ (Cf. Schneider, 2019)

4. SymfoS interventions in the work with emotions

Of course, many different SymfoS interventions can be applied here and it is always an individual's choice how the consultation is carried out. The following chapter should only be seen as an aid and inspiration, and not as a fixed guideline. The decision for the appropriate materials always depends on the experience and assessment of the SymfoS practitioner. The work with emotions is an excellent field of application for the work with symbols. Visualising one's own wishes and ideas helps young people to visualise and implement them more concretely.

Some practitioners find it difficult to ask open and value-free questions about feelings and emotions during the consultation, especially at the beginning of one's own experience of being a SymfoS practitioner. The process is anchored in the mind and so it is all the easier to ask closed questions to the young people. The following questions can assist the discussion about feelings when working with a client:

TOOLBOX: Inspiring questions

- What feelings are you sensing right now?
- How do you rate the intensity of your feelings?
- What did you observe about yourself?
- Where do you perceive the feeling XY (right now) in your body?
- For what is feeling XY good for?

Table 7: Toolbox: Questions

Finally, we will briefly describe suitable interventions for this topic. This chapter serves as an overview - a detailed description of the presented interventions can be found in the corresponding modules.

a. Islands of Emotions

The Islands of Emotions (Case 3) offers a wonderful opportunity to work with emotions and feelings. Here we describe an example for a small group.

The sea (cloth) is spread out on the ground and all the islands are distributed so that each emotion is clearly visible. The young people are then asked to use the islands to express their feelings on a specific topic (e.g., situation in class). For this group intervention, a pad and pencil are also needed so that additional islands of feelings can be created quickly if several participants* need the same island of feelings. The young people lay the chosen islands openly on the cloth so that they are readable for the whole group. Now all are asked one after the other to describe their islands and explain their personal situation. Everyone should listen attentively and there should be no interruptions. When everyone has

described their islands, questions to clarify understanding are allowed. From this, topics crystallize which are to be worked on further afterwards.⁷⁷

b. Inner Images

Inner images are visions and ideas of how the world is made up and how to find your way around in it. They arise from the fact that we all have experiences in the course of our lives. These experiences are anchored in the brain, and synapses are connected⁷⁸. We call these "inner representations". With the inner images we use this to find our way in life.

The elaboration of these images with the help of the offered materials (suitcase 2) brings them into the open and supports the young people in visualizing their own, inner images. This enables them to perceive and process these images and strengthens their empowerment and their ability to act – their agency.

c. Wheel of Emotions

In situations where ambiguities, confusion or misunderstandings arise, The Wheel of Emotions can be used as a technique of support. These misunderstandings occur mainly when thoughts, self-assessments, physical perceptions or physiological symptoms are called feelings. By clarifying these terms, it is easier to achieve a uniform language in the consultation. The Wheel of Emotions is suitable for group and individual work and its use is not restricted by age. The aim is that young people can distinguish between:⁷⁹

- I feel...
- I think...
- I sense ...
- I rate...

On the circular wood is a star with 10 different feelings. Each star tip has its own colour. The following terms can be found on it:

Anxiety - anger - depression - serenity - happiness - love - shame - guilt - sadness - anger

The feelings are arranged alphabetically, and this is communicated to the young person when explaining the material. Then, in relation to a concrete situation, all the feelings are addressed with the Wheel of Emotions in alphabetical order. This is done by turning the Wheel slowly and a point of feeling is thus directed at the young person. They are then asked whether this feeling is relevant to the specific situation? Spontaneous "yes/no" answers without long reflection are requested. In this way a quick clarification of the feelings associated with a situation is achieved.⁸⁰

⁷⁷ (Cf. Schneider, 2019: p. 183)

⁷⁸ (Cf. Schneider, 2019)

⁷⁹ (Cf. Schneider, 2019: p. 161)

⁸⁰ (Cf. Schneider, 2019: p. 161)

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IV. Goal Attainment

1. Introduction Goal Attainment

"If everything is important, then nothing is." This famous quote from Patrick Lencioni (CEO of The Table Group) is intended to show how fundamental it is to work out goals. To live a life without goals is like sitting in a boat without sails, oars, or a ship's wheel. This results in a dependency on the wind and currents. Wherever these forces you, you go. There are numerous examples of extrinsic forces that influence us, such as family members, social values, or the goals of an organisation. Clear goals can support-you in fulfilling your wishes and empowers against the wind and weather. Goals can be seen as sails, oars, or a ship's wheel for the boat of our being, they also facilitate the decision-making process about the future.

Having goals can strengthen people's self-esteem and motivation and help them think in terms of solutions and not just problems.⁸¹

2. Definition

In the following, the most important terms relating to goal attainment are explained and discussed:

2.1. Goal

The term goal allows for a variety of definitions. A goal can be seen like a point on the map of life or *the end point of a quest*.⁸² This definition is very brief but retains the important point that a goal is a clear state. It must therefore be clear from the formulation of the goal what the desired endpoint should look like. Since activity is required from the moment the goal is set to the moment the goal is achieved, it follows that such an endpoint must lie in the future.⁸³

The following definition includes these key points: *"The term goal" refers to a state of affairs that lies in the future and is generally changed, desirable and desired in comparison to the present time. A goal is thus a defined and aspired end point of a process, usually a human action.*"⁸⁴

A further definition was described on the website "Project Management Handbook": *"A goal specifies the concrete difference from the initial situation (actual situation) to be achieved in the future (goal situation).*"⁸⁵

Only those who have a goal in mind can plan the path to achieving it more consistently and reliably.

⁸¹ (Cf. BMFSFJ 1999)

⁸² (<https://www.ziele-sicher-erreichen.de/blog/definition-was-ist-ein-ziel/>; accessed on : 05.03.2020)

⁸³ (Cf. <https://www.ziele-sicher-erreichen.de/blog/definition-was-ist-ein-ziel/>; accessed on: 05.03.2020)

⁸⁴ (<https://www.ziele-sicher-erreichen.de/blog/definition-was-ist-ein-ziel/>; accessed on : 05.03.2020)

⁸⁵ (<https://www.projektmanagementhandbuch.de/handbuch/projektinitiierung/zieldefinition/>; accessed on: 05.03.2020)

2.2. Non-goal

So-called non-goals simplify the formulation of goals and therefore create clarity. It can be easier, especially for young people, to say what shouldn't happen, what they don't want, or what should be avoided. Clearly formulated non-goals make a statement: the first clarification step has been taken and a decision has already been made.⁸⁶

2.3. Goals vs. Results

After goals have been clearly defined, it is particularly helpful to be able to distinguish them from results. The result of an action or a project is typically tangible and demonstrable, while goals describe desired states. The following table shows a comparison of goals and results:

Goals	Results
<ul style="list-style-type: none">• In the future• defined• inspiring• invite action	<ul style="list-style-type: none">• In the past• documented, verifiable• time-bound• clear (yes/ no)

Table 8: Comparison of goals and results⁸⁷

2.4. Framing and Reframing

Perceived language always spans a so-called interpretative framework. This is called framing and means that even clearly sent messages influence the thoughts and imagination of the recipient in different ways. Since this process can be applied consciously, it is used consciously in consultations or in marketing to control perception. In the following quotation so-called framing is illustrated:⁸⁸

Is the glass half full or half empty? The succinct answer to this well-known question: Both! Because if this fact is described soberly and objectively, both formulations refer to the fact that the volume of the glass is 50 percent full. The evaluative representation, which in this case is made by using the words full or empty, metaphorically stands for a phenomenon in psychology that our perception of a situation changes when we look at it from a different angle. This has far-reaching consequences for decision-making behavior.

“Loss framing” is used, for example, in health care when the harmful consequences of smoking, overweight or unprotected sex are emphasized. For preventative measures, however, messages are

⁸⁶ (Cf. <http://projektmanagement-manufaktur.de/smart-ziele>; accessed on: 10.03.2020)

⁸⁷ (Cf. <https://digitaleneuordnung.de/blog/okr-methode/>; accessed on: 10.03.2020)

⁸⁸ (<https://www.saladin.ch/blog/framing>; <https://www.spektrum.de/news/wie-maechtig-framing-wirklich-ist/1627094>; accessed on : 11.03.2020)

formulated positively, since in this case the profit framing produces the desired change. Thus, the messages used in counselling should be chosen with care depending on the situation.⁸⁹

Reframing is the reinterpretation of the language frame. Thus, a new perspective is taken and consequently the situation or behavior is reassessed or interpreted. Here, too, a descriptive example is helpful understand the process:⁹⁰

Behavior that has been seen as negative so far - "My father is very strict" - is put into a different context and receives a positive meaning from this point of view - "So your father cares about your well-being". In this way, aspects of a situation can be perceived which were previously completely ignored.

Another way of using reframing is that behavior that is perceived as negative can be seen as a strength in other situations. For example, impulsive behavior can also be interpreted as a strength in crisis situations.⁹¹

3. Reasons for goals

There are a multitude of points in favour of formulating goals. A personal reflection on what motivates you is helpful at this point:⁹²

1. Goals provide orientation and thus focus on one's own actions

Some have the feeling of being "lost" or not finding one's own place in life. Mostly such feelings are caused by drastic experiences, such as separations, failing exams or other setbacks. In these moments' goals can help you to find your orientation again. By setting goals, one's own focus and energy is concentrated on the present and future.

2. Developing and achieving goals strengthens self-esteem

Knowing your goals and standing by them strengthens trust in your strengths and the appreciation of your personality. This is an important part of self-responsibility and self-acceptance.

⁸⁹ (Cf. <https://www.saladin.ch/blog/framing>; <https://www.spektrum.de/news/wie-maechtig-framing-wirklich-ist/1627094>; accessed on: 11.03.2020)

⁹⁰ (Cf. <https://www.coaching-report.de/lexikon/reframing.html>; <https://www.lebenskarten.de/psychotherapie/reframing/>; accessed on: 11.03.2020)

⁹¹ (Cf. <https://www.coaching-report.de/lexikon/reframing.html>; <https://www.lebenskarten.de/psychotherapie/reframing/>; accessed on: 11.03.2020)

⁹² (Cf. <http://www.erfolgsbaukasten.de/13-gruende-warum-du-ziele-im-leben-haben-solltest/> and <http://projektmanagement-manufaktur.de/smart-ziele>; accessed on: 05.03.2020)

3. Goals simplify decisions

The more options there are, the more difficult it is to make decisions. Difficulties in making decisions can be crippling and prevent activity. Goals help to limit the options and to set priorities that make decisions easier.

4. Achieving goals releases feelings of happiness in the body

The feeling of elation after passing an exam or reaching a long-awaited goal is caused by the release of dopamine in your body as a reward.

Dopamine also has a motivational effect.

5. Goals give meaning to your life

Since personal goals reflect one's innermost needs and dreams, they are useful in the process of turning dreams into reality. Achieving your goals takes you further in the direction of fulfilling your needs.

6. Goals increase self-efficacy

Goals propel us "forward" in life and provide direction at the same time. To quote Albert Einstein: "Life is like a bicycle. One must move forward in order not to lose one's balance."

4. Steps of the goal attainment

In this chapter the individual steps of goal attainment are broken down and discussed individually. The following questions are dealt with:

- How do I support young people in achieving their goals?
- How can a goal be determined?
- How can you specify or narrow down a goal?
- How is the achievement of goals recognized?
- What must be present to achieve the goal?
- What steps and activities are necessary for this?
- Why is time and resource planning necessary?

4.1. Finding goals

Sometimes it can be difficult to recognize one's wishes, dreams and needs. One point to keep in mind by establishing goals is emotional validation. If someone is able to identify and express a goal, it will in many cases be the first and only time that he or she has made a personal goal public. The affirmative attitude of the practitioner towards the young people is sufficient for the client. In other words: giving direct feedback, not saying "but" or questioning the goal, showing understanding and sincere appreciation is beneficial. In contrast, if a goal is declared invalid by the practitioner, the young person will not be motivated to achieve it. So, the emotional affirmation of expressing or declaring one's goals

can have a very positive influence.⁹³ In order to support young people in this process, helpful ways of doing so are described below.

One way is to use non-goals to exclude those points that are not desired. This will limit the amount of options and make the decision easier.⁹⁴ Another idea is to create a plus-minus analysis of your own life. To find out what you want, it is useful to recognize what is good for you and what is not. Therefore, look at which are the positive and which are the negative things in your life. Visualizing an “ideal day” is also a good opportunity to let your imagination run free and to recognize your own wishes. Another option to activate your fantasy is to imagine your 80th birthday.⁹⁵ In the following toolbox the interventions are explained in a practical way:

⁹³ (Cf. <https://blogs.psychcentral.com/emotionally-sensitive/2012/02/levels-of-validation/> accessed on: 15.03.2020)

⁹⁴ (Cf. <http://projektmanagement-manufaktur.de/smart-ziele>; accessed on: 10.03.2020)

⁹⁵ (See <https://zeitzuleben.de/ziele-finden/>; accessed on: 11.03.2020)

TOOLBOX: Find goals

1- Plus-minus list:

A plus-minus list is drawn on a large piece of paper. The young person is asked to choose symbols for each page. On the left side all things in life that are fun, supportive and have a positive effect. On the other side, all the things in life that are difficult for the young person, that he or she misses or that have negative connotations. After the presentation, the young person gets three arrows and chooses which three points from the list that are the most important and are ones that they want to work on and formulate goals.

2- Perfect day:

What would your perfect day look like? Describing one's visualisation ~~your own vision~~ can help an individual find out what they want and how they want to spend their day.

3- The 80th birthday Looking back on one's own life offers the opportunity to reflect on what an individual would like to happen in their life. What do you want to have achieved by this age? Who should celebrate with them? How do they feel about it? All these questions give an indication about what is important to the young person right now.

4- Non-goal:

Declaring goals that are not to be achieved under any circumstances excludes undesirable effects. This limits the range of options and thus facilitates decision-making.

All these methods form a basis on which further work can be done. The next step is to formulate a goal.

Table 9: Toolbox finding goals

In addition, there are young people who have many ideas and goals but are unable to express them in concrete terms. It can be useful to prioritize the goals in advance so that the following work can be done on a particularly important goal. The first step is to write down all wishes and goals on a piece of paper. Which of these goals would you strive for, if you can only do this one thing in the near future? This list should be kept so that the next goal can be worked on later. ⁹⁶

Another possibility is to replace the goals by means of using symbols and to determine their relevance. It is advisable to take a photo of the work so that it can be used again.

⁹⁶ (Cf. <https://www.business-wissen.de/hb/methoden-und-strategien-fuer-die-zeitplanung/>; accessed on: 11.03.2020)

4.2. Formulating goals

First, it must be clarified why it is helpful to formulate goals clearly. Setting goals is an important step towards self-responsibility. Taking responsibility for one's life is a significant point in the lives of young people. Psychological studies state that goal setting (not even achieving) can have a positive impact on clinical depression. This benefit comes from the cognitive and behavioural process of formulating goals.⁹⁷ Before this is possible, one must be clear about what one wants. Finding this out is sometimes not so easy: some have never practiced it, some don't dare to say it, some are afraid to stand by their wishes, and others let themselves drift and give up responsibility. So, this is exactly where counselling can help: to support the removal of individual obstacles.

The SMART formula is widely used for goal setting. This contains the following five goal criteria:⁹⁸

- **S:** Goals must be described specifically, clearly, and positively
- **M:** the achievement of goals should be measurable
- **A:** the goal should be attractive
- **R:** the goal must be realistic
- **T:** the goal must be timely

Goals should be formulated as personal goals. The goal accumulation with "I will ..." is not only helpful for individual goals but also for team goals, this strengthens the identification with the goal.

Example: "A secure job would be great"

A SMART formulated sub-goal would be as follows:

- "I will visit the vocational training fare in Vienna next Friday and gather information about my dream job as a car mechanic".

A clear formulation of goals can be checked with the following checklist:

TOOLBOX: Formulate goals	
The goal is ...	
	... SMART formulated
	... results-oriented
	... unambiguous, clear, and precise
	... available
	... individually worked out and formulated with "I"

Table 10: Toolbox Formulating goals

⁹⁷ (Cf. <https://beckinstitute.org/behavioral-activation-tip/> accessed on: 15.03.2020)

⁹⁸ (See <https://www.projektmanagementhandbuch.de/handbuch/projektinitiierung/zieldefinition/>; accessed on: 12.03.2020)

4.3. Planning goals

Goal planning comprises two areas: Content planning, in which sub-steps or tasks are planned to achieve the goal, and subsequent time planning, in which all tasks are put in chronological order.

A big goal in the distance is harder to reach than several small sub-goals. Therefore, it is usually a good idea to divide larger goals into activities or tasks and thus plan stages or phases. You should be able to undertake the first smaller tasks as quickly as possible to complete the first step and increase motivation.

To be able to realize goals and sub-tasks, the concept of time is important. Above all, time management is also self-management, which means that already established goals must be met. The basis for this is a situation analysis to get an overview, to use the available time effectively and thus avoid stress. For this purpose, goals can be divided into short, medium, and long-term goals. Another possibility is to divide goals into individual steps or milestones.⁹⁹

Milestones, also known as “checkpoints”, give the entire process manageable stages and intermediate goals. This means that on the way to the goal, it is always possible to pause and check how things stand, whether the direction needs to be changed or how the next milestone can be reached. Thus, milestones are decision points that come at the end of each phase. On the other hand, milestones are also those points on the path where something can go wrong, which are critical or represent a turning point in the process. There are a number of ways of making these points more concrete. Especially effective is the planning of goals with symbols. In this way the milestones can be made visible and understandable.¹⁰⁰

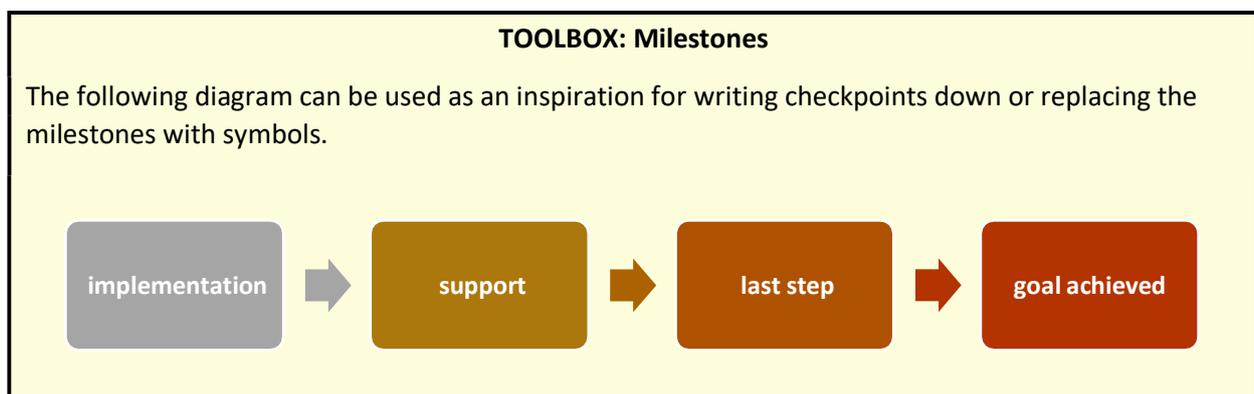


Table 11: Toolbox milestones

⁹⁹ (Cf. <https://www.projektmanagementhandbuch.de/handbuch/projektplanung/projektphasen-und-meilensteine/>; accessed on: 12.03.2020)

¹⁰⁰ (Cf. <https://www.projektmanagementhandbuch.de/handbuch/projektplanung/projektphasen-und-meilensteine/>; accessed on: 12.03.2020)

An important aspect of time management is the planning of “buffer times”. If these are forgotten, frustration quickly arises due to the schedule not being adhered to¹⁰¹. A “to-do list” is also often considered helpful. However, care must be taken to ensure that not too many points are written down and that they can be achieved in the foreseeable future, otherwise the positive effect of having the list will be lost.¹⁰²

5. SymfoS interventions in goal attainment

Of course, many different methods can be applied, and it is always an individual’s decision how the consultation is carried out. The following section should only be seen as an aid and inspiration, and not as a fixed guide. Ultimately, the decision which method is appropriate depends on the practitioner’s experience and assessment. As a field of application, goal attainment is well suited for working with symbols. Visualizing one's wishes and ideas helps young people to plan and implement them more concretely.

In the following, some suitable methods are briefly described. These sections should only serve as a suggestion - a detailed description of the presented methods can be found in the corresponding modules.

a. Basic Clearing with action plan

The prerequisite for Basic Clearing is a SMART goal formulation. The young person chooses a suitable symbol in the middle of the composition and other symbols for relevant topics. The symbol in each area is then discussed.

The subsequent completion of the action plan can concretize the work that has been done. The practitioner can use the action plan to agree on the next steps. Together - with a focus on the discussed goal - strengths or obstacles in each area can be discussed again and an action plan can be created. This allows the young person and the practitioner to find out what level of intervention is required after-Basic Clearing.

b. Planning Pathway

The Planning Pathway is suitable for previewing in terms of concrete life goals or visions. Making the future visible and understandable with the help of maps and symbols makes working with goals much easier. These plans can be made for very short periods of time, e.g., an hour (preparation of a presentation, an interview), one or more days (organization of the weekend, organization of leisure

¹⁰¹ (Cf. <https://www.business-wissen.de/hb/methoden-und-strategien-fuer-die-zeitplanung/>; accessed on: 12.03.2020)

¹⁰² (Cf. <https://www.selbst-management.biz/todo-liste/>; accessed on: 12.03.2020)

time), a week, a month or even for three to five years. It is therefore advisable to decide whether to work on short, medium, or long-term goals. It is also possible to change the position of the maps or the symbols used and add or remove an item at any time. This allows flexibility and allows young people to shape their own scope of action.

c. Pathway of Resources and Competences

This intervention should enable personal reflection on resources and competencies. Resources are all available offers or sources of support for the young person to help realize individual goals, especially in the area of education and career choice. This Pathway also forms the basis for future planning and the development of a detailed action plan. It can therefore be used as a foundation stone for the Planning Pathway.

d. Treasure Box

The Treasure Box is a nice way to discover an individual's resources, for example, with the Pathway of Resources and Competences and have them at hand when needed. If the first symbols are already in the treasure chest, then they have something positive and strengthening.

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V. Family&Group Dynamics

1. Introduction Family&Group Dynamics

Every child is born into a social system and thus into an already existing dynamic. Very often it is a family system in which fixed rules are already established. For example, the first grandchild has a meaning for the extended family, but an even greater meaning for the nuclear family. The birth of the first child creates a family dynamic of its own for the nuclear family. So the first "group" a child experiences is his or her own family. Here the child learns about roles and responsibilities, how others behave and the processes involved. These experiences influence the further development of the individual. How does the child behave at school, in the neighbourhood or in the sports club? The lifelong learning process continues and more and more groups with different complex patterns of interaction, i.e., dynamics, are being added.

For outsiders, a well-functioning group dynamic is usually easy to recognize. The team members trust each other, support each other and see that everyone does their part. A healthy group dynamic promotes well-being and activity, a bad one impairs life quite strongly. Therefore, group dynamics play a very important role in working with young people.

However, this module of the SfYC training can only give a first insight into the extensive topic of family and group dynamics. Therefore, we recommend some basic texts in the following box to deepen this issue:

Read more:

Bowlby, J. (2014): *Binding as a secure basis - Fundamentals and applications of binding theory*. 3rd edition. Ernst Reinhardt Publisher.

Grossmann, K. Grossmann K. E. (2012): *Bonds - the fabric of mental security*. 7th edition. Velcro-Cotta.

Molitor, C. (2012): *Ich und die Anderen - Wie Genogramm- und Aufstellungsarbeit Familienmuster sichtbar- und lösbar lassen*. Book on Demand.

Wellhöfer, P. (2018) *Group dynamics and social learning*. 5th edition. UVK Publishing House. Munich

2. Family Dynamics

The term “Family dynamics” describes relationship and behaviour patterns that define the emotional life of the family. The complex patterns of interactions in a family influence the character and behaviour of each person. Thus, lived norms and values determine the perspective on different areas of life.

The family acts as the source of Primary Socialization. Socialization can be defined as “the process whereby the helpless infant gradually becomes a self aware, knowledgeable person, skilled in the ways of the culture into which he or she is born.”¹⁰³

These include, for example, conflict readiness, empathy and self-responsibility. Here, not only the current dynamics are relevant, but also the history of the origins of these dynamics and the further course of events. Thus, family dynamics have a great influence on the development of a person.¹⁰⁴

In the course of a family history, it goes through various phases such as the birth of a child, school enrolment or even leaving the parental home. These points form a challenge in a family and can turn out to be problematic due to the change in dynamics.¹⁰⁵ These so-called stressors and the associated conflicts can drag on for a long time and even outlast entire generations if they are not consciously addressed. As soon as those involved understand the family dynamic processes and make an effort to resolve the underlying (family) problem, the situation improves.

Other central aspects in the formation of these dynamics are, for example, the order of birth or sibling rivalry. A closer look at the order of siblings can provide exciting insights. For example, the following characteristics are prototypically ascribed to first-born children, second-born (or middle-born) children, and third- or last-born children:¹⁰⁶

- **Firstborn:** strong-willed and responsible; performance-oriented and conscientious; dissatisfied with themselves, perfectionism; conflict-averse.
- **Second-born children:** sociable; conflict mediators; are able to assert their goals well; are spontaneous, calm and patient; in the case of (perceived) lack of attention, they can develop a low self-esteem and attract negative attention.
- **Third-born children:** carefree, fun, flexible and uncomplicated; often do not feel responsible, are passive, needy of help, self-centred, untidy.

Conflicts between parents have a direct effect on children - often into adulthood, which can lead to deep ruptures in the sibling relationship. The sibling relationship is one of the most formative and longest relationships in a person's life and often reflects the parents' couple relationship. Sibling rivalry is another challenge that can lead to negative dynamics. Rivalry occurs when siblings compete for the recognition of their parents. Rival siblings constantly compare themselves and even try to make the other siblings look bad in the eyes of the parents in order to strengthen their own relationship with

¹⁰³ (Giddens 2006: 163)

¹⁰⁴ (Cf. <https://www.spektrum.de/lexikon/psychologie/familiendynamik/4722>; accessed on : 20.05.2020)

¹⁰⁵ (Cf. <https://www.spektrum.de/lexikon/psychologie/familiendynamik/4722>; accessed on : 20.05.2020)

¹⁰⁶ (Cf. <https://blog.hslu.ch/familienunternehmen/familiendynamik/>; accessed on : 20.05.2020)

the parents. The awareness of how such dynamics influence the relationship between siblings and thus the whole family gains importance in delicate situations. Knowing which mechanisms - due to their emotional needs - have a positive effect and can help to consciously shape and strengthen relationships within the family and to better manage conflicts.¹⁰⁷

2.1. Bonding theories

In these approaches, attachment behaviour is described as a genetically predetermined characteristic of humans. Therefore, every child has an innate predisposition to bond itself to a primary caregiver. In recent years, more research has been conducted into how a child can develop a bond with several caregivers. Here it has been observed that children in the first year of life bond themselves to a maximum of two to three persons¹⁰⁸. The so-called bonding system develops in the infant within the first two years of life and remains in place throughout the child's life. This creates attachment patterns which can change during life. This is subject to internal and external influences and is affected by previous experiences. Thus, the quality of the bonds that are already formed in early childhood is not a fixed state, but a process that can change in different directions throughout life. This is referred to as the „Internal Working Model“¹⁰⁹ The chance to integrate different therapeutic methods to change the patterns of attachment leads to the application of the attachment theory especially within the youth welfare sector.¹¹⁰

Attachment classifications according to Bowlby¹¹¹

Bowlby's Theory of Attachment states, that infants have an innate need to seek the closeness, affection and protection of a familiar person in bonding situations. The attachment behaviour is particularly evident in the search for the attachment person, in crying, running after them, clinging to them and through protest, anger, desperation and grief as well as emotional withdrawal and resignation when abandoned. It is activated by separation from the primary carer, referred to as the „Attachment Figure, as well as by external or internal threat, pain and danger. The most important function of the attachment figure is to protect the infant/child in situations of threat and to give them emotional and physical security.

A protege of Bowlby, Mary Ainsworth, identified four categories of attachment patterns. These are situation- and context-specific, so different attachment styles can develop with different reference persons as a consequence of different parenting experiences.

¹⁰⁷ (Cf. <https://blog.hslu.ch/familienunternehmen/familiendynamik/>; accessed on : 20.05.2020)

¹⁰⁸ (<https://www.praxis-breitenberger.de/2012/09/bindungstheorie/> retrieved on 18.05.2020)

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¹¹¹ (Cf. <https://kindergartenpaedagogik.de/fachartikel/psychologie/1722> Retrieved on: 18.05.2020)

- ***Secure attachment pattern***

The child feels safe and there is trust in the caregiver. It shows clear attachment behaviour through searching, calling and crying. During the reunion with the primary carer, following a period of separation, he is very happy and seeks physical contact. This attachment style shows itself in adulthood through safe and autonomous behaviour.

- ***Insecure avoidant attachment pattern***

In this type of behaviour, the child shows no signs of missing when the caregiver leaves. He seems insecure and very agitated inside. Rejection of the primary carer is also shown on return. The child has not developed any confidence in support and expects rejection. As an adult, this attachment style manifests itself in a great distance to attachment issues by avoiding intimacy. Recollections of relationships are idealised and contradictions are difficult to recognise.

- ***Insecure ambivalent attachment pattern***

This pattern of attachment shows itself through a strong fixation on the attachment figure. The child appears moody, because one moment it seems aggressive and angry to the attachment figure and the next it is looking for closeness and contact again. The individual responds this way as they have previously experienced inconsistent parenting and attention to their needs and exaggerate their demands as they are uncertain whether their need will be met. Adults later show an insecure attachment style, referred to as “preoccupied-entangled” and are very attached to previous relationships¹¹².

- ***Insecure disorganised attachment pattern***

This attachment pattern is manifested by emotional contradictions and inconsistent behaviour. No particular behaviour can be observed when the attachment figure separates or returns. However, there is also an increased stress level. The emotional communication is disturbed because the attachment person is both place to go for comfort and the source of fear. In the adult, mental incoherence and irrationality is shown in certain topics such as death or separation, while elements of other models are shown in other situations.

Early childhood relationships have positive or negative influences on the later development of a person, as shown in many researches. These can be seen in the following areas, for example:¹¹³

- how a person perceives himself and his environment
- which personality developments are evident
- how relationships are formed during life
- which forms of sexuality, humour and ethics are pronounced
- dealing with affective situations and control
- the stress resistance of a person

¹¹² (Howe, D. (2011)

¹¹³ (<https://www.praxis-breitenberger.de/2012/09/bindungstheorie/> retrieved on 18.05.2020)

2.2. Genogram¹¹⁴

The genogram developed from the work of some important representatives of family therapy. The first family trees (genograms) were created by the US psychiatrist and psychotherapist Murray Bowen.¹¹⁵ A genogram is structurally like a family tree but has a completely different purpose. A genogram contains information about relationships and interactions between family members, while a family tree represents the descent of the family.

Claudia Molitor defines genograms in her book *"I and the Others"* as follows:¹¹⁶ " *The representation of a complex family tree is called a genogram, which represents the different information about the individual family members and their relationships to each other.* "

Genograms use a combination of special rules and symbols to present as much information about families as concisely as possible. Some of these rules and practices have been standardized and should be followed so that future readers can understand their meaning. This gives young people the opportunity to play their role within the family and to reformulate emotionally charged issues. The people addressed in the genogram have directly or indirectly influenced and shaped the development of the young person.

All members of a family or system form a whole in themselves. There is therefore a certain balance between actions and reactions and between giving and taking. Genograms thus also offer the possibility of revealing repetitions, devising strategies for change and accepting one's own life story.¹¹⁷ By combining genogram and symbols, memories can come to life more easily and more associations come to the surface. The consideration of which symbol stands for which family member, as well as which symbol stands for oneself, focuses on an emotional approach and leaves rational thinking more in the background.

Genograms can be used in both individual and family counselling, in order to give the family systems an appropriate importance. Genograms are a good way of ensuring that the client's roots are not forgotten. Just as ethnic or religious cultural influences can shape a person's thoughts, feelings and behaviour, so too does family culture. The use of genograms in family therapy can reveal different evaluations of the mutual relationships with family members. These discrepancies are often very revealing.¹¹⁸

The following is a detailed guide to creating a genogram and explains how to create it using symbols.

¹¹⁴ This subchapter is based on the following literature sources: (See Drews, 2010; Silva Franco, 2015; Carvalho Correia, 2014; Maíra, 2015)

¹¹⁵ (<https://genopro.com/genogram/family-systems-theory/> retrieved on 22.05.2020)

¹¹⁶ (Molitor, 2012: p.30)

¹¹⁷ (Cf. Molitor, 2012: p.30)

¹¹⁸ (Cf. Drews, 2010; Silva Franco, 2015; Carvalho Correia, 2014; Maíra, 2015)

2.2.1. Instructions

Here the individual symbols of the genogram are explained in more detail. The biological, but also legal relationships of family members over several generations form the framework. The focus is on the image of oneself. Depicted as a double-framed square.

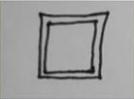
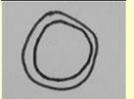
TOOLBOX: own person		
		
male	female	different gender

Table 12: Toolbox: Genogram own person

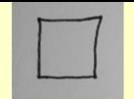
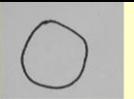
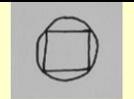
TOOLBOX: other persons		
		
male	female	different gender

Table 13: Toolbox: Genogram Gender

Family relationships

Family relationships are represented by two gender symbols connected by a dash below. Males should always appear on the left side and females on the right side.

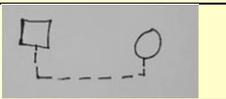
TOOLBOX: Declaration of marital status 1	
	
married	In a relationship

Table 14: Toolbox: Genogram Marital Status

Descriptive symbols placed at the top of the family relationship line provide further details about the state of the relationship. Each of these symbols can be placed on any type of line (e.g., the "separate" symbol can be placed on the "stable relationship" line or the "marriage" line).

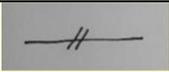
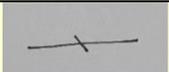
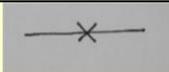
TOOLBOX: Declaration of marital status 2		
		
divorced	separated	widowed

Table 15: Toolbox: Genogram Marital Status 2

Children

Children are placed under their parents, with one line being derived from the family relationship line of the parents. The children are listed from left to right, from the eldest to the youngest.

TOOLBOX: Declaration for children				
Child	Adoptive child	Twins	Pregnancy	stillbirth/ abortion

Table 16: Toolbox: Genogram Children

Life

Deaths are indicated by an "X" within the symbol of the person. In some cases, it may be important to add additional information, such as a person's age or dates related to birth and death.

TOOLBOX: Declaration for life and death	
died	Year of birth and death

Table 17: Toolbox: explanation for life and death

2.2.2. Example of a genogram with symbols

The following figure shows a genogram with symbols. This is now described in detail.

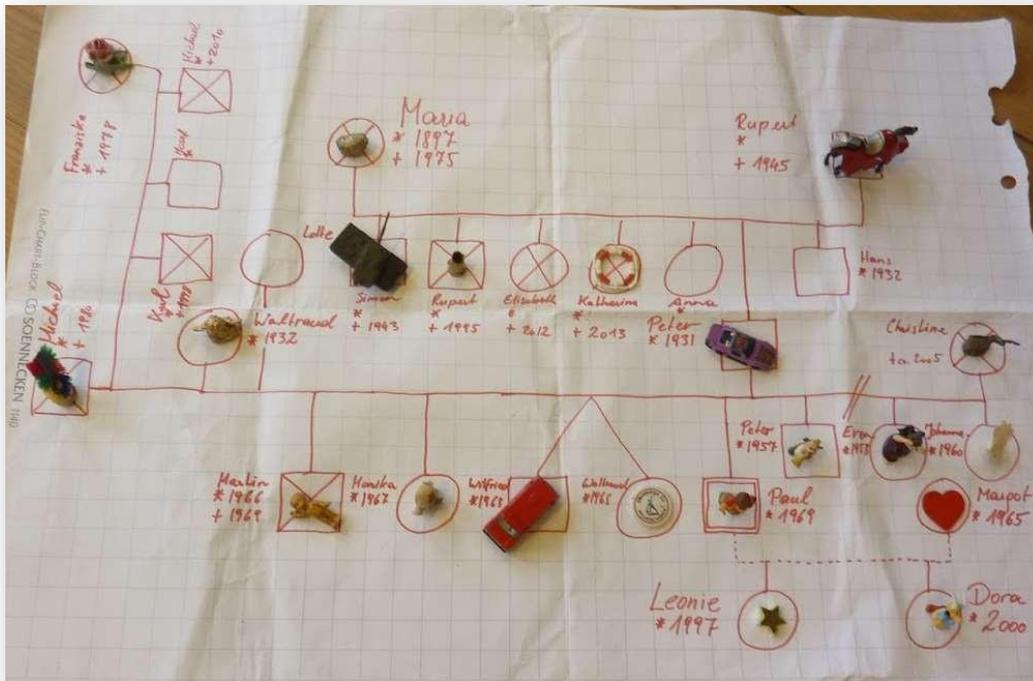


Table 18: Example Genogram with symbols

Description: the genogram was made by Paul. This can be seen from the fact that his square was drawn twice. Paul is in a relationship with Margot and they have two daughters. Leonie, the older one can be seen on the left and Dora on the right. Now the description continues with Paul's parents. Paul's father, Peter, divorced his first wife Christine and is married to Waltraud (Paul's mother). Peter brings three children from his first marriage. These are half-brothers and sisters of Paul. His parents had five children together. As can be seen on the cross through the square, Martin already died. The second born is Monika and then came the fraternal twins Waltraud and Wilfrid. The grandparents as well as great aunts and uncles are also shown in the picture.

Interpretation: Paul thus lives with his life partner and two children in a nuclear family. He himself comes from a stepfamily. Here a closer look could be taken in the counselling session to see if this issue should be addressed. Paul is the youngest child in his family. This might have kept him in the "nestling role". In this way he might feel less burdened by family responsibilities. The selected symbols provide further indications of possible fields of action.

3. Group Dynamics

A social group, according to Bellebaum¹¹⁹, "consists of a certain number of members with the purpose of achieving common goals, norms, and interests over an extended or specified period of time." A group is a social entity which is manageable for the individual and which distinguishes itself from other social entities (other groups, society as a whole) by specific characteristics. A group can support young people in various areas:¹²⁰

- Dependence on parents loses importance
- a peer group is an effective "I support".
- provides a new reference system and new standards
- Practice and learning field
- Security and safety
- The group as a place for solving conflicts and problems
- Exchange about the meaning and value of life (faith, hope, love)

To be able to work with a group in a supportive manner, these questions have proven to be relevant:¹²¹

- - What are the dynamics of a group?
- - How does the group behave?
- - What makes it what it is?

As a basis for this, the concept of *group dynamics* is to be developed and above all how a group function. Group dynamics describes the relationships and the interaction of members of a group, the processes of how individuals in the group behave, how the group forms, how it functions and how it may dissolve again.

It is therefore about the social interaction and social influence of a group.¹²² In a team, each member brings with him or her different personalities and when these complement each other and fit together well, an agile and productive group dynamic prevails. However, if disagreements arise and the group does not function as a team, we speak of a group dynamic problem. The consequences are stagnation and an increased potential for conflict.¹²³

¹¹⁹ Bellebaum (2001), p.97

¹²⁰ (Cf. <https://www.super-sozi.de/category/theoretisches/gruppen-und-phasen/> available on: 19.05.2020)

¹²¹ (Cf. <https://blog.instaffo.com/arbeitgeber/gruppendynamik/>; available on: 20.05.2020)

¹²² (Cf. <https://www.spektrum.de/lexikon/psychologie/gruppendynamik/6124> retrieved on : 20.05.2020)

¹²³ (Cf. <https://blog.instaffo.com/arbeitgeber/gruppendynamik/>; available on: 20.05.2020)

Group dynamics are influenced by many different factors, such as communication, member interactions, social connections and anthropological processes. The following aspects are particularly important:¹²⁴

- Role behaviour
- the emergence of social hierarchies
- the development of a group structure
- the development of leadership or management behaviour
- the development of group standards
- the development of behavioural norms

When a person wants to get to know someone it is important to find out what makes them “tick”. Therefore, all similarities and differences are analysed to determine behavioural patterns. This behaviour makes it easier to get to know a person better and to perceive possible conflicts in advance. The same principle also applies to groups, which, like an individual, have various characteristics, peculiarities and possibly also quirks that must be known by all members. This applies both to people within the group and to outsiders. Whoever disregards the dynamics of a group risks upsetting or even destroying group’s balance.¹²⁵

3.1. Roles in groups

According to Belbin¹²⁶ a group the members always take on different roles. These roles are described in this section in an ideal way. Of course, the behaviours or inclinations are not so strikingly represented in practice but are adapted to the needs of the group dynamics. Individual members should not be pigeonholed, but only show the dynamics behind them. There are different roles in groups, which arise due to the many personalities of the members. It is precisely this diversity that can lead to a constructive dynamic in a group or have the opposite effect.¹²⁷

- **"Boss"**

This role carries the responsibility for the group and makes quick decisions. He knows about his role and likes to be the centre of attention. But he always thinks of his members as well

- **"Follower"**

This role model agrees with all circumstances and performs the tasks assigned to it. It is uncomplicated and supports the decisions.

¹²⁴ (See <https://www.sdi-research.at/lexikon/gruppendynamik.html>; accessed on 19.05.2020)

¹²⁵ (Cf. <https://blog.instaffo.com/arbeitgeber/gruppendynamik/>; available on: 20.05.2020)

¹²⁶ (<https://www.belbin.com/about/belbin-team-roles/> retrieved on 24.05.2020)

¹²⁷ (Cf. <https://www.super-sozi.de/category/theoretisches/gruppen-und-phasen/>; accessed on: 19.05.2020)

- **"Professional"**

The intelligent head of the group plans and gives advice. In this way he is respected. However, he often tends to be pessimistic or know-it-all.

- **"Helpless"**

This role can't do anything on its own and doesn't want to. It takes part in all activities and agrees with all opinions. This way he never gets in a corner, but he does not open to the group.

- **"Organizer"**

This role is the "workhorse" of the group. This role often sacrifices itself for others, does not expect praise and provides everything necessary for the group. This is how he tries to attract attention.

- **"The Clown"**

For outsiders, this role can sometimes be unbearable, but it is essential for the dynamics of the group. The clown keeps all members happy and makes them laugh. Therefore, he is usually popular with everyone.

Roles are therefore not titles that are awarded, but rather the assignment of characteristics by the group with corresponding expectations that result from them. Each person plays different roles depending on the group and is not stuck there.

3.2. Rituals

Rituals have an essential function in the formation and maintenance of a group. They are an enrichment for any kind of group. Especially in uncertain times or new beginnings, rituals give a group stability and support the feeling of belonging. The whole life of a person is shaped by rituals. So, the big celebrations like birthdays, weddings and anniversaries are celebrated with rituals but also the everyday life of a young person results from different rituals like meals, greetings and preferences.¹²⁸

During the early 20th century, the Belgian anthropologist, Arnold Van Gennep, observed that all cultures have prescribed ways for an individual and society to deal with these emotion charged situations. They have ritual ceremonies intended to mark the transition from one phase of life to another. Van Gennep called these ceremonies rites of passage.¹²⁹

Traditions and customs are also among the rituals that can give a group cohesion. In most cases, traditions are behaviours that are passed down through generations and thus have a cultural value. They often vary greatly from region to region or from country to country. Traditions can exist for decades, be developed and lived out, or even be newly created in a group.¹³⁰

Many actions and emotions are difficult for young people to put into words, so rituals give a place for these feelings and send a message. The effect of rituals in a group is strengthened if they are repeated regularly. In the beginning, it is a fixed habit of the group members and gradually becomes an accepted ritual of the group. Once it is known, it does not have to be explained each time. This serves the grouping.

In the following table the advantages and disadvantages of rituals are explained:¹³¹

Advantages	Disadvantages
+ form a protected frame	- can restrict creativity and individual development
+ provide security and stability	- can lead to compulsive behaviour
+ complete the process of a unit	- can become automatic and meaningless mechanisms
+ help to integrate new young people more easily	
+ promote the feeling of belonging	
+ provide for more concentration	

Table 19: Advantages and disadvantages of rituals

It is the responsibility of the group leader to make sure, that rituals find a positive purpose in a group and thus support the young people in their development. Therefore, rituals should always only form a framework in which the individual development of each person and the whole group is possible. It is also important to talk to young people about the importance and meaningfulness of rituals.¹³²

¹²⁸ (See <https://www.iskopress.de/leseproben/097.pdf>; accessed on: 19.05.2020)

¹²⁹ (See https://www2.palomar.edu/anthro/social/soc_4.htm, retrieved on 30.05.2020)

¹³⁰ (See <https://klexikon.zum.de/wiki/Tradition>; accessed on: 19.05.2020)

I. ¹³¹ (See www.Reinhardt-verlag.de; accessed on: 19.05.2020)

II. ¹³² (See www.Reinhardt-verlag.de; accessed on: 19.05.2020)

4. SymfoS interventions for Family and Group Dynamics

Of course, many different methods can be applied, and it is always an individual decision how the consultation is carried out. The following chapter should only be seen as an aid and inspiration, not as a fixed guide. In the end, the decision which method is appropriate in which situation always depends on the trainer's experience and assessment. Visualising one's own wishes and ideas helps young people to visualise and implement them more concretely.

Some suitable methods are briefly described below. These chapters should only serve as a suggestion, a detailed description of the presented methods can be found in the corresponding modules.

4.1. Islands of Emotions

The Islands of Emotions (Case 3) offers a wonderful opportunity to work with emotions and feelings. Here we describe an example for a small group.

The sea (cloth) is spread out on the ground and all the islands are distributed legibly on it. The young people are then asked to use the islands to express their feelings on a specific topic (e.g., situation in class). For this group intervention, a pad and pencil are also needed so that additional islands of feelings can be created quickly if several participants need the same island of emotions. The young people lay the chosen islands openly on the cloth so that they are readable for the whole group. Now all are asked one after the other to describe their islands and explain their personal situation. Everyone should listen attentively and there should be no interruptions with interposed questions. When all have described their islands, questions of understanding are allowed. From this, topics crystallize which are to be worked on further afterwards.¹³³

4.2. Genogram

As described above, working with a genogram is also suitable for working with symbols. Through the use of symbols, a quick connection to an individual's emotions is created. The young people can put themselves in the situation more easily and thus leave more associations. Often the family must also be interviewed before the genogram is created, as many young people do not know everything about their ancestors or cannot remember everything. This is a wonderful opportunity to get an understanding of your own family and show interest.

¹³³ (Cf. Schneider, 2019: p. 183)

4.3. Mandala

The mandala (Sanskrit, n., मण्डल, German "Kreis" or "holy circle") is a figural diagram, which in Hinduism and Buddhism has a magical or religious meaning. A mandala is usually square or circular and always oriented towards a central point. Mandalas come in many different shapes, colours and motifs, and yet they all have one thing in common: they all lead towards the centre or away from the centre. Carl Gustav Jung used mandalas as a psychological expression for the totality of the self. Mandalas can help you to become aware of your own inner self or to strengthen your concentration. The power here lies in the tranquillity and the reflection on one's own centre.

Materials used

- Paper (in white or colour)
 - o Group work: 1m*1m
 - o single work: 40cm*40cm
- flowers, petals, leaves, stones, grasses
- rice, lentils, beans, coffee, etc.
- cotton wool, sand, etc.

The process of the intervention is explained in more detail below: the available materials are placed on a table or on the floor in small bags, bowls or on plates individually, so that they are inviting for use. The base (white or coloured paper) is placed on the floor. The centre (possibly flower) can be prepared. The young people are invited to compose their own picture. If possible, they should not speak during the composing. After the mandala is completed, the picture is looked at by the young people alone or together with the counsellors. After a moment of rest, associations can be made. After the intervention, the laid mandalas can be "transformed", i.e., returned to nature at a suitable place or even burned.

4.4. Select symbols in a group

This group intervention can be used as an introductory round. It can therefore serve as an icebreaker for new groups or prepare existing groups for today's teamwork. By choosing the symbols and reflecting on one's own preferences, a moment of calm comes into the group. During the presentation that follows, each member of the group has their say and there is equality.

At the beginning of the group work the participants are usually uncertain and do not know exactly what will happen on that day. Therefore, it is often helpful to start with a small intervention instead of saying a lot. Spreading enthusiasm and motivation pulls the young people along and makes the group grow together faster.

The symbols are placed on the floor in the middle of the room. A cloth or paper can also be spread out as a base. The young people are instructed to choose two symbols each. One symbol for something they know well and one for something they still want to learn about. They are now given five minutes to think about it and look for their symbols. After that, all remaining symbols on the floor should be

cleared away. The next step is for everyone in the circle to tell what their two symbols mean and show their symbols to the group. All the young people's symbols should be put back on the cloth or paper as they represent all the ideas of the whole group. Finally, a photograph of the symbols can be taken and printed as a "group poster".

For example, depending on the specific context, many different questions can be asked using the symbols:

- Choose one symbol to show how you feel today and a second symbol for the support you would like your colleagues to give you
- Choose a symbol for your future favourite job and another one for a personal wish

4.5. Storytelling with symbols

The storytelling method is ideal as an icebreaker in groups. Spreading enthusiasm and motivation pulls the young people along and makes the group grow together faster. The symbols are placed on the floor in the middle of the room. A cloth or paper can also be spread out as a base. The young people are instructed to choose three symbols each without further explanation. Now a theme is given. For example:

- The undiscovered characteristics of our group
- What I like about our group
- How we survive together on a sailboat in the middle of the ocean

Now, one out of the group starts to tell a story using his symbols. Then the next one follows until everyone has told their part. All the symbols of all the young people should be put back on the cloth or paper as they represent all the ideas of the whole group.

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