THRIVE

Designing your tomorrow

TRAINING BROCHURE

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THRIVE

ABOUT US

U Thrive is a modern, non-profit organisation that envisions to contribute to developing a value-based society through innovative education.

We believe in the power of youth to transform the others around them and the society, through their example. The values of the organisation are reflecting the path that U Thrive chose to take on the way to turn its vision into reality and make it possible for young people to reach their true potential.

Our organisation provides training and coaching services aimed at supporting the development of 21st century skills of youngsters aged 14-18 years old.

Our mission is to empower young people to find innovative solutions to the world's challenges. We do so by partnering with schools to make the shift towards acquiring practical skills, by adding them to the core content of the curriculum.

Our training and coaching programs are designed to encourage adolescents to reach their full potential and work with their undiscovered creativity and strengths in order to become responsible, well-educated and brave future leaders.

We provide a set of services that can nourish their capacities and add the missing parts of their puzzle-shaped personality, and help them find their own voice.

We help young people discover their strengths and use them wisely!

MEET THE TEAM

Tatiana LEVCEVA

Former diplomat, with 22 years of experience in European and national diplomacy. Debating and building a good argument has been part of her daily professional life. It continues to be so in her current occupation as a consultant in EU policies. She has two Master degrees and has specialised in International Relations and EU Policies at different universities in Europe. She speaks four languages. At the U Thrive Debate Club, she brings in the British and US debating traditions and adapts them to the contemporary young Europeans.

Aida PANA

Trainer and accredited ACC/ICF Coach specialised in working with teens and their families. She brings on board over 10 years of multicultural working experience in International Cooperation - educational projects - in a broad range of leadership functions. A strong believer in the primacy and value of emotional intelligence, she developed a strong expertise in understanding the complex functioning of the human brain. For the present training she uses the approach developed by R. Schwartz in the Internal Family System Theory, including elements from Attachment Theory (J. Bowlby) and CBT (A. Beck).

Rozana RADU

Actress who has been teaching improvisational theatre for 10 years and performing it for 12. She has more than 700 improv shows all over the world (Romania, Belgium, Holland, France, USA etc). She acted in classic and contemporary theatre plays, in artistic movies and TV series. She is a member of 3 improv groups (Improbubble & Rouge - Belgium, Improvisneyland - Romania) with whom she performs in 3 different languages.

Simona STATE

Administrative Manager who makes use of her 12 years of experience in sales in the corporate world to proactively ensure smooth and agile processes in our back office. She holds a bachelor degree in Mathematics and a master degree in International Management & Marketing. She speaks three languages.

Discover our training courses

Together, we will create a safe space, free of judgment. Each student will acquire practical life skills at their own pace and according to their own priorities. In this student-centered learning environment, using their own curiosity and courage, they will be able to strengthen skills like Communication, Critical Thinking, Creativity, Collaboration, Grit, Agency, Adaptability and Leadership.

DEBATE CLUB

Your Word is Your Power

The training focuses on empowering young people to function with skill and confidence both in their future private and professional lives: to make a point, to accept and manage different opinions, to learn to draw on their personal strengths and creativity, to speak in public, to work in a group and to interact with other people.

OBJECTIVES

The training objectives serve to teach the students to:

- Speak in front of an audience, both smaller (familiar) and wider;
- Learn to conduct research by using online and real-life resources;
- Learn to identify their personality and creativity traits that can be relevant for each debate;
- Plan, create and deliver an argument;
- Understand the basics of group dynamics and use it to prove their point.

OUTCOME

At the end of the course, the students will become more confident speakers, they will be equipped with a method to research any topic and construct an argument more easily. They should gain skills in communication, critical thinking and leadership. Their creativity, curiosity, confidence and camaraderie will grow stronger.

RELEVANCE

The debating skills should generally help the adolescents in the study process, especially in the time before graduation when the pressure for higher grades grows and the perspective of exams becomes palpable.

Even though an oral practice, the debate clubs usually have a positive impact on the written skills of the students too.

Those attending debate clubs tend to have higher grades in school and are more confident during their University studies. The reference to a debating experience in a CV can be an advantage when seeking a first job.

TARGET GROUP

The course will seek to gather students who are interested to build skills to consolidate an argument and present it publicly by entering into a constructive, yet competitive debate. This is the right place for those who want to gain confidence, to develop their creative and analytical capacity, to learn about - and enjoy - teamwork.

The Debate Club is suitable for students with two kinds of priorities:

- Those who aim at graduating with highest grades and joining prestigious universities. These students will profit from a deeper knowledge on a wide scope of topics and from a method to structure a presentation or a text.

- Those who want to improve their personal skills, to overcome shyness and learn to stand their ground.

TOPIC OUTLINE

The course will build on the British and US tradition of debating clubs in secondary schools and universities.

Occasionally, a guest-lecturer will be invited, in order to give a real-life perspective to the students and to share tips from a specific area or skill.

We can ensure professionals from relevant walks of life (diplomats, businessmen, academics). In addition, fellow-trainers from U Thrive can be invited, if the attending students demonstrate a need for targeted consultation, for example on overcoming anxiety, intellectual 'blockage', body language.

The students will debate in teams, on topics which they choose themselves. The debates during the first five classes will be informal (non-competitive). After that, the debates will become competitive. The most promising and motivated students will be encouraged to seek and participate in debating competitions outside the school.

In case the students show interest, an intra-school debating championship can be organised.

EMOTIONAL INTELLIGENCE

Unlimited in the Here & Now

The training focuses on the development of practical skills related to the ability to reason with and about emotions.

Emotional Intelligence (EI) is a form of intelligence that contains and connects feelings, thoughts and actions. Emotional Intelligence is the ability to recognise our behaviors, moods, and impulses, and manage them in a positive way so that we can communicate effectively, empathise with others, manage stress, overcome challenging situations and defuse conflict.

Emotional Intelligence is a flexible, dynamic and creative process and can be unlocked under certain conditions that this training will create.

OBJECTIVES

Emotional intelligence (EI) is not about being nice, nor is it about suppressing emotions; it is a proactive approach to managing emotions to achieve better bottom line results. Put simply, emotions drive behaviour and behaviour drives performance. The objectives of this training are:

- To define emotional intelligence (EI), to identify its benefits and to learn the four core skills required to practice emotional intelligence;
- To assess their own self-awareness and communication style;
- To define and practice self-management, self-awareness, self-motivation and empathy and to learn how to master tools to regulate and gain control of one's own emotions;
- To successfully learn how to communicate with others in a verbal and non-verbal manner and how to articulate their emotions using the right language;
- To develop skills in responding to feedback and emotional resilience to handle challenges;
- To balance optimism and pessimism.

OUTCOME

Despite being in the process of continuous brain development, teens are well equipped to develop their emotional intelligence. When they are conscious about their own emotions they will be able to gain much more. We expect that the following skills and abilities will be obtained by the students following this course:

- Realistic evaluation of personal strengths and limitations;
- Self-awareness & self-regulation on a daily basis;
- Good management of stress, frustration & anxiety, less impulsivity;
- Assertiveness;
- Increased body-mind-emotion communication;
- Resilience;
- Ability to read others' emotions and give appropriate responses;
- Recognising, identifying and clearing up misunderstandings;
- Increased likeability and respect from others;
- Boost of learning performance;
- Improved decision-making abilities;
- Building trust and operating in a paradigm of empowerment.

RELEVANCE

Studies show that teaching Emotional Intelligence – or more broadly called Social and Emotional Learning (SEL) – is the best predictor of a child's future achievement; better than IQ and technical skills combined. Emotional Intelligence skills can make a significant difference in the lives of teens.

This Emotional Intelligence training teaches teenagers to recognise and understand their emotions, feel empathy, make decisions and build and maintain relationships. Research has shown that incorporating Emotional Intelligence training into school life improves self-esteem, increases student engagement and attendance. It increases student responsibility and academic achievement, reduces anxiety, bullying and violence, offers better conflict management skills and strengthens friendships and connections with teachers.

Emotional intelligence programs for students lead quickly to improved mental health, social skills, and learning. According to research from UBC, University of Illinois at Chicago and Loyola University, the children continue to benefit from the acquired skills in the years after, into their adulthood.

Business leaders nowadays also recognise that how people manage their emotions matters to the society's economy. Nobel Laureate James Heckman writes that investment in the education of children's "non-cognitive" skills – like motivation, perseverance, and self-control – is a cost-effective approach to increasing the quality and productivity of the workforce.

TARGET GROUP

Emotional Intelligence training is designed for teenagers between 14-18 years old who experience any of the following:

- Feeling self-doubt or overwhelmed with their own emotions;
- Feeling rejected or having trouble coping with sadness;
- Denying or suffocating the expression of painful emotions;
- No 'volume control' over own emotional reactions and negative emotions bursting out with no restraint;
- Trivialising the importance of emotions & hiding behind a mask of security;
- Unawareness of the feelings of others;
- Giving into peer pressure or difficulties in reaching consensus when needed;
- Low energy and lack of drive;
- Issues in own personal life intrude on the school life.

TOPIC OUTLINE

Two key components: Intrapersonal Intelligence and Interpersonal Intelligence, with four modules:

Awareness of Self

- Measuring EI
- Emotions, feelings and moods
- Exploring emotions – brain & body physiology
- Basic emotions, related needs & related behaviour
- Recognising triggers & access different parts of own personality
- Reflecting on & interrupting automatic reactions
- Being in a state of mindfulness
- Myself & my own effect on others

Mastery of Self

- Expression of emotions: adequate, suppressing, exaggerating, substituting
- Possibilities & strategies of self-regulation
- Parts of the personality and the "inner team" (Richard Schwartz)
- Self-dialogue
- Self-leadership utilising inner resources
- Self-expression & assertiveness

Awareness of Others

- Benefits of understanding and responding to the emotional world of others
- Tools for discerning & recognising emotions: tracking & contact statements
- Common barriers to empathy
- Developing empathy: understanding the inner world and the experience of others
- Empathy and my personality parts

Mastery of Relationships

- Knowing the different personality styles and identifying my own
- Analysing various communication styles and recognising my own
- Active listening strategies
- Recognising and dealing with vicious circles
- Reflecting on the loop of reciprocal interaction
- Balancing assertion and empathy

IMPROTALE

Say YES to Your Unscripted Story

An improvisation class is like a white sheet of paper. It scares one with its smoothness and whiteness and with its infinite possibilities. It stretches the imagination, sparks spontaneity and can lead to unforgettable performances. Going "off script" and being in the NOW can sometimes offer a moment of magic that cannot be explained.
The process of overcoming doubts and fears is in fact the key to a better understanding of one's unknown, unmet needs. There is certain clarity in every improvisation game that gives the mind confidence and strength.

Every new improv challenge helps you welcome, accept and integrate your most feared inner wants and transform them in tools for a better self. Mistakes are truly allowed here, and they are the best way to master this form of art.

This encounter with improvisational theatre will bring many benefits due to its openness, playfulness and self discovery.

OBJECTIVES

- Develop attention, perception, imagery and fantasy, inner speech, memory, higher-level thought process, self-control, body image and sense of personal identity;
- Develop effective interpersonal communication skills, verbally and non-verbally. Develop creative problem solving abilities;
- Develop supportive teamwork skills that will make the students more interconnected. Focus easier on tasks by employing playfulness and enjoyment;
- Learn that mistakes can be overcome and transformed in tools to explore new territories;
- Access unexplored abilities by being specific when imagining and by revealing their own uniqueness;
- Raise the level of self-confidence by practicing being present in the "here and now";
- Adapt quicker to any change by learning to allowing themselves to trust their instincts more.

OUTCOME

At the end of the course, the students will:

- Improve their active listening skills;
- Increase their ability to form ideas and present them in a coherent, relevant manner;
- Ignite their own creativity and spontaneity;
- Believe in their authenticity;
- Show their true self;
- Get access to their hidden resources;
- Learn a new way of approaching themselves and others;
- Develop social skills and discover the joy of working in a team;
- Learn to fail gracefully, embrace it and use it as an advantage;
- Develop creative problem solving abilities by thinking “outside the box”;
- Experience the immense pleasure of accepting to step into the unknown;
- Live with a higher energy by learning to “switch on” energy and charisma;
- Have a lot of fun that will renew their energies.

RELEVANCE

The improv skills acquired through this training will be useful, not just on stage, but in everyday life, from assisting with job interviews, meeting new people, to expressing ones ideas openly and with confidence.

In particular, in times of transition and change, when one doesn't have a script, systems or procedures, when one is not in control, it is essential to be able to say Yes to one's own voice, to trust your gut instincts and improvise.

Improvisation gives one the freedom to experiment while requiring commitment to circumstances, letting go of the need to be in control and trusting your fellows.
In a competitive job market, the skills improvisation offers are extremely valuable. Active listening skills bring benefits for customer service, sales and management sectors. Concentration skills, flexibility in constantly reframing and adjusting, thinking on their feet and recognizing opportunities will be a competitive advantage for the future members of the workforce.

The skills that are acquired through improvisation help break down barriers to communication, strengthening diversity and integration of communities.

TARGET GROUP

ImproTale training is designed for teenagers between 14-18 years old who experience any of the following:

- Fear of showing your true self
- Lack of concentration
- Fear of failure
- Insufficient fun in learning
- Difficulties when communicating with others
- Issues with finding your place in a team
- Troubles with integration in a new environment

TOPIC OUTLINE

As a starting point we will use the short-form in which a scene is usually constructed from a predetermined game, exercise, structure or idea. It is a co-creation process. In the short-form the students will create collaboratively characters, time and place as the improvisation unfolds in present time. Each spoken word or action in the scene defines some element of the reality of the scene, it's an offer. Accepting an offer and adding a new offer (the "Yes, And..." rule) helps to refine characters and progress the action.

The training is divided in 7 main themes that help the student to gradually develop and understand the improvisation principles and enjoy the benefits.

Who am I? Who are you? Who are we?

Students get to know themselves and each other.

KEY ELEMENTS:

- This is a safe space. Reveal yourself and start from there
- Find your place in the group
- Great minds create alike

Focus is a funny tool

Students learn to concentrate naturally and effortless.

KEY ELEMENTS:

- Stay in the moment. What is happening now will be the key to discovery
- Play...Fail...Laugh...Play again!
- Challenge yourself to enjoy every step on the way

Imagine all the possibilities

Students learn how to open the door to their undiscovered imagination potential

KEY ELEMENTS:

- There are no bad ideas
- Follow the unexpected twist
- Allow your mind to wander free

Laughing all the way

Students use the fun factor as a tool of discovery and introspection

KEY ELEMENTS:
- Don't go for jokes
- There is nothing funnier than the truth
- Be honest

Stories build the world

Students work on how to create a story to help them understand more about harmony and teamwork

KEY ELEMENTS:
- Agreement is the only rule that cannot be broken
- Be specific. Avoid generalities.
- There are no mistakes. Everything is justified

Role playing

Students are placed in lifelike situations that will develop their abilities to interact fluently and more truthfully.

KEY ELEMENTS:
- Reveal yourself through your character
- Find your function or role in every game
- Treat others as if they are geniuses and artists and they will become one

The power of emotion

Students are encouraged to work with their emotions in a safe space, to express and understand them.

KEY ELEMENTS:
- Let your environment affect you
- Welcome the silences
- There is action in thought
- Respect choices made by others

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