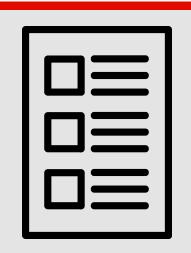


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N.	Title	Peer learning	Active Listening Empathy	Conflict transformation	Inclusion	Violence	Team building/social skills	Self esteem Personal development
L								
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HANDOUT N.1 ACTING OUT - THEATRE OF THE OPPRESSED (8)

### THEMES

Role-play, theatre, acting, role-play

### TARGET GROUP

Younger students

### AIMS & OBJECTIVES

- Students learn to resolve the conflicts by acting out different situations
- Develop and increase the function of all senses

### DURATION

45 minutes for each session (including debriefing)

MATERIALS & RESOURCES /

### STEP BY STEP DESCRIPTION OF THE ACTIVITY

### Preparation

The teacher explains that they are going to act in three different kinds of theatre. In every one of them, they are going to learn how to act in different conflicts or violent situations. This exercise will give the students the opportunity to be in the position of the one who is violent and in the position of the victim.

### **Implementation**

1) The Invisible Theatre:

The group choose an everyday conflict they come across at school. Two students are selected to act out the conflict only using their body language. One student is the aggressor, the other is the victim. Using any kind of word is not allowed. The rest of the group observes them. Before the conflict gets violent, the teacher stops it. All the students analyse the body language of the two studentsduring the conflict. They describe their feeling before the teacher stopped the role-play. They discover how the body positions itself during an unpleasant situation. Then the two students switch roles. The whole group should see both sides of a violent situation look.

All of the students get a chance to role-play. Choose different violent situations.

### 2) The Forum Theatre:

The main character is the oppressed person, who is not able to make their dreams come true. Two students are chosen to act out a situation, where the oppressed person wants to join a spot's team but the other does everything to stop it from happening. Other students join in the role-play, siding either with the oppressed person or the one who is trying to stop them. At the end of the role-play, try to analyse how many students join each of the sides and why. Who was the most passionate actor on both sides? After the analysis, decide on another situation and act it out.



### STEP BY STEP DESCRIPTION OF THE ACTIVITY

### 3) The Newspaper Theatre:

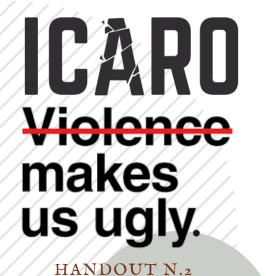
The teacher brings a newspaper article about teen violence in their country (or students find one on the internet). The students act it out. They try to imagine what exactly happened and what led someone to commit such violence. After that, analyse every part of the role-play. The students must concentrate on the feelings of both sides, state what they thing ad try to imagine themselves in that kind of situations.

### Debriefing and Follow up

After each role play, be aware of the importance to run a de-rolling and a debriefing of the experience in order to transform the experience in a learning process. Start from participants feelings, let them analyse what happened, try to let them link the situations with the reality, let them draw conclusions.

If relevant, you may consider to include a third actor as 'a saviour' in every role-play. The third actor tries to help both sides.





ALL BOUT ME

### THEMES

Self awareness, self esteem

### TARGET GROUP

Youth ages 11-16

### AIMS & OBJECTIVES

To encourage participants to list things that they may have never really thought about when it comes to themselves

### DURATION

20-30 minutes

# MATERIALS & RESOURCES

Pencils

Printed out activity sheet (annex 1)

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

Have the printouts and other material ready for the participants.

### **Implementation**

Have the participants sit down and take time to answer the questions. Using positive words to build themselves up.

### Follow Up

- Ask the participants how they feel after the activity.
- Ask them how they felt about themselves

### Annex 1

Activity sheet with these questions

l like myself because...

I'm an expert at...

I feel good about...

My friends would tell you I have a great...

My favorite place is...

I'm loved by...

People say I am a good...

I've been told I have pretty...

I consider myself a good...

What I enjoy most is...

The person I admire the most is...

I have a natural talent for...

Goals for my future are...

I know I will reach my goals because I am...

People compliment me about...

I feel good when I...

I've been successful at...

I laugh when I think about...

The traits I admire myself for are...

I feel peaceful when...

# Violence makes us ugly.

HANDOUT N.3 AN ALUMINUM FOIL

### THEMES

Interpersonal communication and team building.

### AIMS & OBJECTIVES

The activity serves as an Icebreaking, addressing the following issues: Team building; Problem solving; Communication skills; Facilitating understanding of abstract ideas, such as culture, diversity, conflict, cooperation, etc. It is a good exercise in the topic of feeling of success. Many participants may have a chance to discover their hidden talents;

### TARGET GROUP

Students of primary school, junior secondary school and secondary school. The activity can be done in group of 10-15 students.

### DURATION

The time needed to perform exercises depends on the teacher. The less time, the exercise becomes more difficult.

The minimum time needed to perform this exercise is approximately 30 minutes depending on the efficiency of the group and figures/model to do.

### MATERIALS & RESOURCES

First of all, it is necessary to have aluminium foil for baking – one roll per person should be sufficient, but extra roll would be good if the figure is large and complex.

The idea is to create shapes / models with aluminium foil for baking.

The aluminium foil can be replaced by some other material e.g. pasta, newspapers etc.

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

Before starting the exercise the teacher should organize the space in the classroom, there should be no barriers like benches, chairs etc. . and prepare the materials.

### **Implementation**

Instruction for the group: Please create a model depicting your group using aluminium foil.

### Follow Up

Discussion:

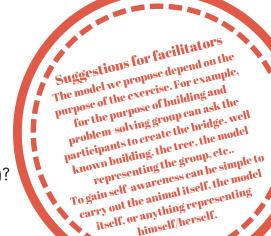
Did exercise were difficult to implement, if yes / no, why?

Tell us about your model / figure.

What helped and what bothered to do an exercise?

What would you change in your realization of this activity (if something)?

What emotions did you have?





HANDOUT N.4
ARE YOU IN AN ABUSIVE
RELATIONSHIP? (9)

### THEMES

Abuse, sexual violence,

recognizing violence

### AIMS & OBJECTIVES

Recognizing an abusing relationship

### TARGET GROUP

Older students

### DURATION

45 minutes for the implementation

# MATERIALS & RESOURCES

Questionnaire 1 (appendix 1)

Questionnaire 2 (appendix 2)

Suggestions for facilitators

Change the questions to fit your group

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

The teacher explains the nature of relationships and how they can turn for the worst. Amongst all types of violence, sexual abuse can be, according to research, commonly found in today's relationships. The teacher has to explain what sexual abuse is and how does one act when it comes to it.

### **Implementation**

The students first answer the questions on the questionnaire. Give a lot of space to each student and make them answer the questions truthfully. After answering all the questions, the teacher explains that if they answered two or more questions with yes, there is a slight possibility that they are or were in an abusive relationship. If the students are willing to share the answers, do a mind map of what an abusive relationship looks like. Try to find the reasons why someone can be abusive to the one they love and how the abused partner can save themselves from this kind of relationship.

If time allows, try to make a mind map of what a good relationship looks like.

### Debriefing and Follow Up

The students answer the second questionnaire. The teacher explains that if they answered two or more questions with yes, there is slight possibilities that are the abuser in their relationship. It is important that the teacher lets the students talk, express their emotions and views, and discuss the subject, relating the activity with their reality.

<sup>9 \*</sup>Aničić, K., Mugnaioni, D., Plaz, N., Dobnikar, T., Veselič Š., Zabukovec Kerin, K. (2002): Nasilje – nenasilje (Violence – Non-Violence), Založba Ljubljana, Ljubljana



# APPENDIX FOR THE HANDOUT N.4 ARE YOU IN AN ABUSIVE RELATIONSHIP?

### **APPENDIX 1:**

Questionnaire 1

Are you sometimes afraid of your partner's reactions when you don't agree with them?

Do you apologize for your partner when they are mean to you?

Did your partner ever threaten you?

Did your partner ever forbid you to see your friends?

Were you ever forced into sexual intercourse?

Are you afraid of saying no to sexual intercourse?

Do you need your partner's permission to see your friends?

### **APPENDIX 2:**

Questionnaire 2

Do you ever get jealous or possessive towards your partner?

Do you get angry quickly?

Do you often criticize your partner?

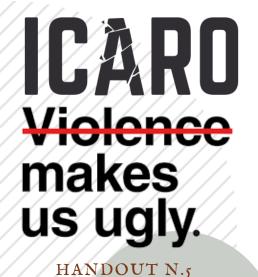
Do you get angry when you drink alcoholic beverages?

Do you throw thing when you are angry?

Have you ever physically hurt you partner or threatened him/her?

Have you ever followed you partner without them knowing it or check were they were?

Have you ever pushed you partner into having sexual intercourse?



BECOMING A PEER MEDIATOR (10) THEMES

Peer mediator, respect, learn to listen

TARGET GROUP

Older students

### AIMS & OBJECTIVES

- get familiar with the role of peer mediator
- learn to listen effectively
- learn the strategies to help peers in conflicts

### DURATION

45 minutes per session (can be divided into multiple lessons)

MATERIALS & RESOURCES

work sheets, black board

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

The teachers prepares all the materials found in appendixes. They also prepare the theoretical part of mediation and what it means to be a peer mediator.

First, the teacher has to explain the student all the theoretical part. Introduce the subject in a way that the students will understand how important this title is. Give them some background and a fast description what a peer mediator does and the conflicts he/she helps to solve.

### **Implementation**

- 1) Kinds of conflicts: we all can have a conflict or a violent confrontation in any given situation when we interact with other people. The students fill in the first work sheet (Appendix 1) and name different kinds of conflicts in different situations. Then discuss what the students have written. Allow them to express themselves.
- 2) Reactions to a conflict: what define us are our reactions to different things and situations. Give the students the second work sheet (Appendix 2) and let them express how they react during a tense situation. Discus their answers.
- **3)** Principles of resolving the conflict: the students need to be familiarized with some principles that will help them resolve a conflict. Use the third work sheet (Appendix 3) to help you explain the principles to students.
- **4)** Developing listening abilities: the students need to understand that in order to solve a conflict they must become a good listener. When they learn to listen affectively, they will be able to help. Use Appendix 4 to explain the procedures of listening affectively. Go through the stages and give multiple examples.



### HANDOUT N.5 BECOMING A PEER MEDIATOR

- 5) The talk about a recent conflict: give the students their fourth work sheet (Appendix 5) and let them write about their recent conflict that they had with someone. Let them use their own words and expressions. Discuss what they have written. Put emphasis on the fact, that we are all different but we all have similar problems (or had similar situations/conflicts). It will bring the group together.
- **6)** Being a mediator: peer mediators have to have specific qualities to become good at solving a conflict. Give the students the next work sheet (Appendix 6) and let them write down how other people see them and explain what qualities a good peer mediator needs. Discuss their answers. Present the good qualities on the black board.
- **7)** Mediation in action: explain and show how a peer mediator prepares him/herself for a mediation session. What do they think is important? Show them the agreement for both parties in a conflict to sign at the end of mediation session (Appendix 7).
- 8) Role-play: choose a common conflict that occurs amongst young people. Use all the things the students learned about and try to implement them into the process of mediation and resolving the conflict. Discus how successful the students were at resolving the tense situation.
- **9)** Resolving a conflict in a group: the conflicts can also occur in a group. Go through the stages of resolving a group conflict (Appendix 8).

### Follow up

Let the students think about all the conflicts that they could have solved if they were using the learned methods. If they want to share, let them and make other pay really close attention. Discuss what they have heard and learned and ask them for their opinion on where they would use this knowledge. Encourage them to think about organizing this kind of activity or service in their school/classroom.





# APPENDIX FOR THE HANDOUT N.5 BECOMING A PEER MEDIATOR

APPENDIX I;			
My conflicts			
Write at least two conflicts that you have been a part	t of in different sit	uations.	
1) At home (with parents)	2) At home (wit	h brothers and/a	or sisters)
3) In school (schoolmates)	4) In school (wi	th teachers, othe	er staff)
APPENDIX 2: Tick the boxes which are true for you. H	ow do you react v	vhen you are in c	a conflict with
someone?	Usually	Sometimes	Never
I yell or threaten the other person.			
I change the subject.			
I try to understand the other person.			
I tell an adult person.			
I scold the other person or use inappropriate words.			
I let the other person <mark>do what they w</mark> ant.			
I try to reach a compromise.			
I let an adult decide who is right.			
I resolve the situation with a conversation.			
l apologize,			
1 cry.			
l turn a tense situation into a joke.			
I pretend that I am not hurt by the conflict.			



APPENDIX FOR THE HANDOUT N.5 BECOMING A PEER MEDIATOR

### **APPENDIX 3:**

The procedure of mediation is formed on four principles of resolving a conflict:

### 1st Principle: Separate yourself from the problem

Every involved person will see the conflict in a different way. It is important that every party understands the points of views of others.

Emotions can get high in a conflict. It is important to stay calm and to sustain from reacting when the other party is explaining their feelings.

### 2nd Principle: Focus on the interests, not on the views

Find out what the interests and needs of both parties are. If you focus only on the views of the conflict, you will not be able to find a solution.

### 3rd Principle: Create opportunities for both parties

Think about why the parties are in a conflict. Instead of deciding who the 'winner' is, try to decide on a compromise.

### 4th Principle: Use objective criteria for reaching a compromise

If both sides agree on objective criteria of the compromise, they will find it easier to stick and see through all the things they have decided on.



### APPENDIX FOR THE HANDOUT N.5 BECOMING A PEER MEDIATOR

### **APPENDIX 4:**

To help both parties in a conflict, a good peer mediator uses these three communication skills:

- 1) Presence giving the feeling that you are really listening (nod your head, smile, use soft hand gestures ...).
- 2) Synthesising it means that we go through all the information and eliminate what is unnecessary and put emphasis on the points that matter.
- 3) Clarification clarify all the 'open' questions with both parties and gain additional information (if needed).

### **APPENDIX 5:**

### Talking about my recent conflict

Think about the last conflict you were a part of, and answer the questions below.

- 1) What happened that led to the conflict? Who was involved?
- 2) How did you feel of the occurred situation?
- 3) How did the other person feel in the conflict situation?
- 4) What were your reasons for the conflict?
- 5) What were the reasons of the other person?
- 6) How did you react?
- 7) How did the other person react?

# CARO Violence makes us ugly.

# APPENDIX FOR THE HANDOUT N.5 BECOMING A PEER MEDIATOR

### **APPENDIX 6:**

### Statements about me

Finish the statements.

- 1) My peers describe me as ...
- 2) The thing that upsets me is ...
- 3) I relax when ...
- 4) I am disappointed when ...
- 5) My parents describe me as ...
- 6) I get angry when ...
- 7) What I expect from my friend ...
- 8) I trust him/her because ...
- 9) I feel discriminated because/when ...
- 10) I show respect ...
- 11) I manage my ange<mark>r with ...</mark>
- 12) I feel best when ...
- 13) I am good at ...
- 14) I have prejudices ...
- 15) I think I am going to make a good peer mediator because ...

### **APPENDIX 7:**

### The agreement

Date:

Both parties willing attended the peer mediation. The achieved compromise is fair and it solved the conflict. If any conflict occurs in the future, both parties will attend the peer mediation again.

Name:	Name:		
l agreed on	l agreed on		
Signature:	Signature:		

Signature of the peer mediator:



# APPENDIX FOR THE HANDOUT N.5 BECOMING A PEER MEDIATOR

### **APPENDIX 8:**

Resolving a conflict in a group

1st Step: All parties must be consensus on solving the conflict (agree on the rules)

2nd Step: All parties explain their views

3rd Step: Focus on the interests of everybody involved

4th Step: Reach a compromise (a win-win situation)

5th Step: Decide on the criteria and evaluate the possibilities (Is the compromise in the framework of the rules? Is the group strong enough to take this compromise? Is the compromise fair to everyone in the group?)

6th Step: Form an agreement



HANDOUT N.6 BODY AS A RESOURCE

### THEMES

Using students' physical activity in order to improve their empathizing skills.

### AIMS & OBJECTIVES

Let students experience themselves disabled boundaries.

Making them reflect on a hands-on activity, express their own feelings and learn to listen to companions' point of view.

### TARGET GROUP

Students of a first year class where a bullying episode occurred or that know about a bullying espisode in the school

### DURATION

A two hour lesson

# MATERIALS & RESOURCES

- -The school gym
- A wheelchair

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

Let the students know that in a first class a bullying episode occurred: a disabled student had his wheelchair tyres punctured.

In order to share feelings about how does a person feel in wheelchair, teacherbring a wheelchair during a sport education class and to let students experience in turn how hard going and doing physical exercise with a wheelchair can be.

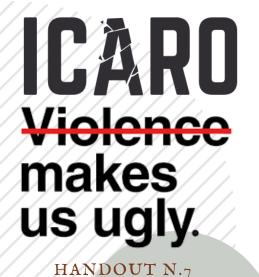
### **Implementation**

During 1 hour 30 minutes lesson, students in turn experience being bound to a wheelchair and looking at a familiar environment from another point of view.

### Follow Up

In the last 30 minutes the teacher asked students to sit in a circle and, if they liked, express their own feelings and what they learnt with a word or a short phrase.





BODY LANGUAGE

THEMES

Effective communication; Relational skills

TARGET GROUP

Second year students(15-16 aged)

### AIMS & OBJECTIVES

- Enabling students to interact with other people in a more effective
- Integrating Italian curriculum with an hands-on acquisition
- Being aware of the importance of non-verbal communication

### **DURATION**

Approximately 1 hour

### MATERIALS & RESOURCES

Theoretical frame of verbal, non verbal and para-verbal communication.

Suggestions for facilitators

It is important that teachers

experience this activity themselves before doing it with students.

### STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

The theme is introducted by referring to non-verbal, para-verbal (voice's tune, volume speed...) and verbal communication. (10')

### **Implementation**

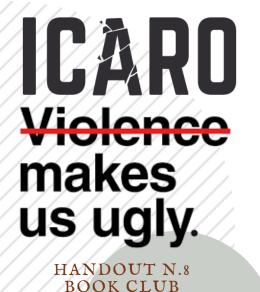
The teacher asks three students to be available for a demonstration. One of them is required to leave the classroom for a few minutes, as long as the others are given instructions, and to think about an event that happened to her/him and made her/him upset. The teacher gives the others an assignment: one of them will support the mate's opinion only verbally, but will act as if she/he does not agree and the other will assume the opposite behavoiur. The teacher suggests that they could assume the same body's posture as the speaker if they want to communicate their agreement and a completely different attitude if they do not. (15')

The student who left the classroom is called back and invited to tell his story. The others listen to his account following teacher's instructions. After 10' the teachers stops the demonstration and asks the teller how he felt and if he can understand on whom he might rely on the most. It regurarly happens that the speaker is confused by the contradictory messages he received.

The teacher asks other students to explain why their companion feels this way and how the two others communicated their agreement or disagreement. (10')

### Follow Up

The teacher makes students reflect on the experience and comments on communication, listing all the body's expressions we can exploit to make our message clear.(10')



### THEMES

Students acting as a learning process key players

### TARGET GROUP

Students who freely chose to take part into the activity (does not matter the age)

### AIMS & OBJECTIVES

- Improving reading practice and pleasure
- Allowing students to acquire self-reliance in the learning process
- Training students in public speaking

### DURATION

A two hour meeting that can happen approximately every month.

# MATERIALS & RESOURCES

At least 2 teachers who act as facilitators and supporters

The school library; photocopies; a bookstand; cups; an electric kettle; cakes.

Suggestions for facilitators

Students like to be supported by adults but it is important that adults respect their independence and assist them only when young people ask for help

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

At the beginning of the school year, teachers encourage students to organize book club activities. In the previous meeting they chose a book which everyone read alone.

In turn some students supply the group with the necessary pieces of equipment of the meeting.

### **Implementation**

In each meeting, in turn, a group member makes an introduction to the author, the book itself and its themes, in addition to curiosities he/she discovered (15'). Students in turn read outloud the novel excerpt they liked most and explain why (60').

Teachers and students choose a book to read next month (10')

Teachers and students have a cup of tea all together leisurely chatting (20')

### Follow Up

At the end of the school year, the teachers in charge of the activity evaluate its effectiveness on the basis of the number of the meetings and of the read books.



HANDOUT N.9 BREAKING STEREOTYPES (11)

### THEMES

Stereotypes, nonviolent communication

Older students

TARGET GROUP

### AIMS & OBJECTIVES

- Overcoming the stereotypes (talking about them, how do they see them and what is expected of both sexes in the society)
- Expressing your feelings about stereotypes
- Learning how to communicate (non-violent communication)

### DURATION

20 - 30 minutes to implement the activity

# MATERIALS & RESOURCES

2 card board boxes, 40 small pieces of paper

### STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

The teacher prepares all the materials. The students sit in a circle. The teacher explains that they are going to do an exercise where they will check their beliefs.

### **Implementation**

The teacher puts 2 boxes in the middle of the circle and writes BOYS on one and GIRLS on the other. Every student gets 2 pieces of paper and writes BOYS on one and GIRLS on the other. Then, the teacher explains that all the students have to write three features for each sex or what does the society expects from them. When they are finished, the pieces of pare all put in the two boxes. After they all finish, he teacher reads what is on the all pieces of paper and tries to discuss with the students, using these questions:

How do you understand what has been written?

Where do these beli<mark>efs come from?</mark>

Do you agree with them?

What are the archaic stereotypes about the sexes? Did they change over time?

What can you do to change the stereotypes you dot like or don't agree with?

### Follow up

The teacher keeps all the pieces of paper and includes them in future situations when needed.

# Violence makes us ugly.

HANDOUT N.10 CREATING VOLUME - 3 COLOR COLLAGE IN 3D

### THEMES

Social skills

### AIMS & OBJECTIVES

- To foster a space for cooperation in the group
- To encourage creativity as well as self-esteem
- To acknowledge the value of each member of the group

### TARGET GROUP

Youngsters from 11 to 16 years old

Group size: 7 to 25 participants

Number of facilitators: minimum 2

### DURATION

60 minutes

# MATERIALS & RESOURCES

Closed and quiet space; tables and chairs; different types of

papers and colours: cardboard, silk paper, couched paper; scissors; glue and tape; an empty wall to put the art works from the group

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

Arrange the tables in the centre of the room.

The number of glue sticks, rolls of tape, and scissors will be smaller than the number of participants, and this way cooperation and interaction is further promoted because they will have to ask for some materials to the other peers.

### **Implementation**

Tell participants that they have to create a figure in 3D, using different papers of different textures and colours.

Tell the group that they can create the piece of art they wish, with total freedom.

### Follow up

When they finish they can stick their piece of art on the wall, using tape, choosing the place where they want to stick it and putting a title to it. When all pieces are finished, you can inaugurate the exhibition, facilitating the presentation of each piece of art. Each participant can then present their piece, say the title what it represents for them.

If there is someone that feels ashamed to show their piece in the group, you can encourage doing it without pressing the person.

Suggestions for
facilitators
What participants share helps the
facilitator to observe group dynamics,
facilitator to observe group dynamics,
facilitator to observe group dynamics,
the kind of relationship among the
the kind of relationship among the
participants, who asks for materials,
who doesn't and goes to take it
who doesn't and goes to take it
who doesn't. If during the exhibition
doesn't. If during the exhibition
participants make comments or give
participants make comments or give
feedback to the other people's pieces,
feedback to the other people is pieces,
supportive.

This activity flows in a relaxed and funny way. You as a facilitator should funny way. You as a facilitator should try not to intervene very much, your try not to intervene very much, and the group intervention is minimal, and the group intervention is minimal, and the group and the initiative to make an exhibition can to decide not to say it from the to decide not to say it from the beginning and wait for them to see what happens.



HANDOUT N.11
DE-GENERATION?

### THEMES

Gender violence

### AIMS & OBJECTIVES

### TARGET GROUP

Students from 11 to 16 years old Group size: 12 to 25 participants Number of facilitators: minimum 2

- Enhancing the importance of the relationship with others in a path of growth;
- To consolidate self-esteem and social skills in students as the ability to: relate to others, to manage anger and frustration, to be in the perspective of the other, to take on their own responsibilities;
- To promote within the group class dynamics of constructive relationship based on respect for gender diversity;
- Offer a space to listen and disseminate proposals from students on how to reduce within micro and macro contexts of gender-based violence among themselves and among adults

### **DURATION**

### MATERIALS & RESOURCES

100 minutes

Video, advertisment, newspapers

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

Choose the materials you want to use with your students (by specific theme or in relation to a specific context or in relation to a specific fact occured in students reality)

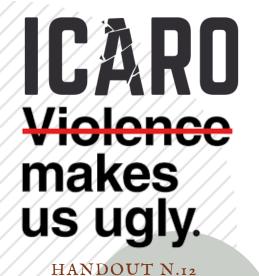
### **Implementation**

- 1) Introduce the day and the theme.
- 2) Brainstorm with the students the meaning of gender violence
- 3) Introduce the material you have chosen (one video, a setoff articles, news, advertisement)
- 4) Let them work on what they have seen, hear, observed, representing their feelings (in relation to what have seen, observed, listened to) as statues in a Museum. Ask participants to visit the museum in turns in order to observe all the statues.
- 5) Afterwards, ask them to work in groups, reflecting on:
  - How much the information influence their behaviours
  - How much gender violence is an issue in their realities
  - What can be done to prevent it

### Follow up

You may consider introducing the No hate speech movement and the local NGOs dealing with gender violence.





EMOTIONS COLLAGE

### THEMES

### TARGET GROUP

Emotional inteligence

Middle school and high school students

### AIMS & OBJECTIVES

### DURATION

To train students to identify emotions in others

45-60 minutes

# MATERIALS & RESOURCES

One copy of activity and one pencil for each participant.

Provide participants with scissors, paste, magazines, colored pencils, markers, and crayons.

### STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

Purpose of activity is to increase awareness of emotions in others and to be aware of facial expressions and body language.

### **Implementation**

Explain purpose of activity. Pass out supplies. Require participants to cut out pictures from magazines as described on annex 1 (MISSING). Paste pictures in appropriate space. Draw pictures if none can be found or if magazines not available.

### **Debriefing**

After the activity has been realised you may want to debrief with the following questions

- 1. What was the purpose of this activity?
- 2. What did you learn about yourself?
- 3. How could you tell what a person was feeling?
- 4. What facial expressions did you notice in pictures?
- 5. What types of body postures did you notice in pictures?
- 6. Why is it important to recognize body language?

### Follow up

Participants stand or sit in a circle. The facilitator asks a question, and a ball or other soft object is passed to a participant who would like to speak. Once that participant is done speaking, s/he passes the ball to another participant, who also answers the question.



HANDOUT N.12 EMOTIONS COLLAGE

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

### Examples of questions:

- What did you like best about this activity?
- What did you like least about this activity?
- What did you learn by participating in this activity?
- What are two or three words you can use to describe how you feel about this activity?
- What are some other related activities that you would like to do?
- Why was it important that we worked together to complete this activity?
- What, if anything, will you do differently at home because of the experiences you had while participating in this service activity?
- Would you like to participate in this activity again? Why or why not?
- If we did this activity again, what could we do to make it better?



# CARO Violence makes us ugly.

HANDOUT N.13 FOCUS ON CYBERBULLYING

### THEMES

Specific features of Cyberbullying

### TARGET GROUP

Students of two second year classes (15–16 aged)

### AIMS & OBJECTIVES

- Warning students about cyberbullying criminal consequences.
- Making them aware of the risks of sharing personal contents through technological devices and of the detrimental effects of using information technologies to defame and humiliate an individual.
- Promoting empathy towards bullying victims.

### **DURATION**

- 1 hour individual research
- 2 hour experience of creative writing and an 1 hour feedback
- 2 hour meeting with schoolmates and eventually NGOs or lawyers,
   activists and (in Italy) Postal service officers as follow up
- half an hour for a class briefing

MATERIALS & RESOURCES

/

### STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

Students are required by the facilitators to browse online articles about current events relating cyberbullying and to look up the meaning of specific correlated expressions (sexting, media stocks, right of oblivion...). This homework took approximately 1 hour.

### **Implementation**

Facilitators ask students to write a story, real or created by themselves, based on cyberbullying (two hours for writing activity, one hour for the teacher's feedback and to share the most interesting creations).

### Follow Up

You may organise an award ceremony, in the contest of a meeting about Bullying and Cyberbullying (two hours) in your school, in which participants tell their stories and all students select the most creative. Suggestions for facilitators

Creative writing is a good way of

Creative writing is a good way of

improving writing skills and students

improving writing skills and students

usually love it because it is a safe,

usually love it because it is a safe,

usually love it because it on

comfortable form of self-expression. In

comfortable form of self-expression. In

addition, it has a powerful educational

comfortable form of self-expression. In

comfortable form of self-expression.



HANDOUT N.14
FOUR EMOTIONS. LET
YOURSELF GO BY YOUR
FEELINGS

### THEMES

Personal development; social skills

### TARGET GROUP

Youngsters from 11 to 16 years old Group size: 12 to 25 participants Number of facilitators: minimum 2

### AIMS & OBJECTIVES

- To raise awareness about the personal inner emotional situation
- To facilitate self-perception of each person
- To create a trustful and respectful space in the group

### DURATION

100 minutes

# MATERIALS & RESOURCES

Close space; tables and chairs; A3 paper; pastels and crayons; music

### STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

Start the activity with a plenary round in order to find out how people feel here and now. Divide the room into four spaces: each space represents one emotion or state of mood.

### **Implementation**

The first space is called "relaxation" and when the participants enter in this space, they will sit on a chair, close their eyes, take a deep breath trying to connect with their breathing; invite them to let them go by the sensations that this state produces, trying not to think and not to feel anything else but relaxation. They have to stay in this space for at least five minutes. Once they have gone through the first they enter in the second space "Doubts and fears"; invite them to focus their thoughts towards the doubts they feel right now, to focus on their fears, here and now, where they come from, how they make them feel. They will stay in that space for about five minutes. When they have gone to the second space, they will change to the third, "Anger"; ask them to try to feel what makes them feel angry and invite them to try to get rid of it, maybe by screaming or stepping on the floor; they will stay in that space for about five minutes. The last space you will ask them to go to is "Happiness". Tell them to think about the things that make them feel happy and smile during their life: people that made/make them happy; the events that make them content. At this stage, you can play some happy music that invites dance and movement. Let them go free and following the rhythm, they will stay in this space for about five minutes.

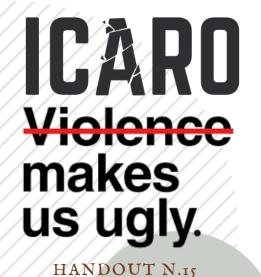


### STEP BY STEP DESCRIPTION OF THE ACTIVITY

After the four spaces ask them to choose the state that best represents how they feel here and now, tell them to go to that space and to explore where all those emotions, sentiments or perceptions come from when they are in that space. Finally, give each participant an A4 paper where they will have to draw a human silhouette in which they have to write: in the head, the thoughts that they had in that space; in chest, how they felt; in the hands, the tools they have to try to stay ok; and in the feet they will write the support they can count on (people, music, books, etc.).

### Follow up

Once they have finished the silhouette call everybody for a plenary round in which they will be invited to present their silhouette, talking about what was their inner process depending on the spaces they were.



GAUNTLET

THEMES

Self-awareness

TARGET GROUP

Middle school and high school students

### AIMS & OBJECTIVES

To help teens explore and develop a well-grounded sense of self-confidence

DURATION

20 minutes

MATERIALS & RESOURCES

/

### STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

Explain purpose of activity.

Purpose of activity is to help teens explore and develop a well-grounded sense of self-confidence

### **Implementation**

A gauntlet is a kind of a glove which is a part of a medieval armor. In this activity, two rows are formed with people facing each other. Since the passage between these rows is like a tube, the game is known as gauntlet. Every participant is made to walk through these rows. As he proceeds, the members of the row pat him on the back, hug or say kind words to him. The participant is advised to walk slowly so as to pay attention to every gesture.

### Follow up

Participants are asked to state one "rose," or good thing that happened for them, and one "thorn," or challenge that arose.

# Violence makes us ugly.

HANDOUT N.16 GEORGE AND EVELYN

### THEMES

Gender violence

### TARGET GROUP

Students from 11 to 16 years old Group size: 12 to 25 participants Number of facilitators: minimum 1

### AIMS & OBJECTIVES

To allow students to

- Identify the signs of gender violence in sentimental relationships.
- Understand the fact, that gender violence is a 'systematic' violence, and not a sporadic act.
- Discuss how the experiences of gender violence in sentimental relationships are different for boys and girls.
- Explore how violence in relationships can be seen as a romantic thing.
- Explore their reactions to gender violence in intimate relationships and identify the barriers that people often live in dealing with gender violence (lack of awareness, fear, conviction that we can deal with it in private).

### **DURATION**

60 minutes as follows:

Preparation: 15 minutes

Role-play: 15 minutes

Debriefing

& follow up: 30 minutes

# MATERIALS & RESOURCES

Copies of the annexes for the role play "actors"

Copies of the "scenario" for all students (after the end of the role

play)

Flipchart, markers, A4 papers

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

- 1) Present the activity and encourage students to participate voluntarily to interpret one of the roles in the role-play. We will need 6 volunteers for the following roles: George Evelyn Narrator
- 2) Describe the scenario to the actors, in advance. Give them a copy to read and to familiarize themselves with it. It would be better if the actors could practice their own scenes before acting in front of the group.
- **3)** Prepare a work space so that all students can sit in front of the actors and can observe all the interpretation in a clear way.
- **4)** While the actors prepare, start a group discussion with the rest of the students on what constitutes violence in relationships.



### HANDOUT N.16 GEORGE AND EVELYN

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Implementation**

- 1) Explain to the students that they will listen to a brief story of a couple and their relationship. Then there will be a discussion on the issues raised.
- 2) The actors will move to the center of the room and start acting. Once they're done, they'll leave the scene and sit down.

### After the role-play

3) Once the representation is complete, provide a copy of the story to all students so that they can review some steps.

### Debriefing and follow up

Ask the actors to deroll and the other students not to refer to the performance as such but to the story. Start the discussion with the following questions:

- How healthy is the relationship of the couple you have witnessed?
- What are the signs indicating that the relation is going to become violent?
- Which cases of violence/abuse can be identified? Please provide examples.
- Examples of threats, verbal abuse, acts of intimidation, control, humiliation and isolation.
- Is it possible to identify one of these episodes of violence, such as gender violence?Why/Why not?
- Any of the behaviors of perpetrators of violence have been justified or accepted? Why? • For example, jealousy is a sign of love and respect?

- Is it right to threaten someone to get what you want? Somehow, Evelyn did something to provoke the violence she suffered?
- Did Evelyn's response to violence be justified?Why?
- Is it expected that you should agree to the wishes of your partner so that you do not risk losing him/her?
- Is it justifiable to accept certain behaviours in order to maintain 'a kind of peace' in the relationship and to avoid the conflict? Do you think you have considered some behaviors as natural and ' predicted '?



HANDOUT N.16 GEORGE AND EVELYN

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

- Do you think Evelyn somehow idealized her relationship? How so?
- How did the violence in Evelyn's stories have been 'idealized'?
- Do we also strive to ideal violence? What? What are the risks?
- What do you think is the purpose of these violent behaviors within a relationship? What was the perpetrator trying to get with this behavior? •
- What would happen if the roles of the story were reversed? What would happen if Evelyn had the same control over George?
- Would you have the same perception of the actions? Could you classify them as violence? Or, your perceptions would be different because of the fact that Evelyn is a girl?







ANNEX FOR THE HANDOUT N.16 GEORGE AND EVELYN

### ANNEX 1.

Narrator: George and Evelyn have been together for nine months. There is a great complicity between them and they love you so much.

George: Wow Evelyn! You're gorgeous! You are beautiful, you have class, you have a great personality! I'm so lucky to be with you.

Evelyn: I think you're perfect too! You are very handsome, strong and cute, you are the sweetest and most caring person I know!

Narrator: It is Saturday night and Evelyn is getting ready to meet her girlfriends for an evening for 'sun' girls.

George: Are you going to the 'dreamers'?

Evelyn: Yes, didn't I tell you?

George: I read the message that Natalie sent you while you were making makeup.

Evelyn [really confused]: Oh... ok... I didn't know you read my messages.

George: I thought it was something important. You left your phone on the bar table when you went to the bathroom. [Change mood and speak in severe tone] So you really go out on your own, yet? And you leave me home completely alone? Aren't you sorry for me?

Evelyn [in joking tone]: Oh, you're great. You can do it!

that you will start to diminish the time you spend with your friends.

George [in angry tone]: I'm seriously talking Evelyn! I think you're spending too much time with your friends. I miss you and I always want to be with you! You have to start to decrease the time you spend with others and start spending more time with me. We agree that our history is the most important thing in our lives!

Evelyn: But we almost never go out for an evening of only girls! I don't see girls for 6 months!!

George: Anyway... I will let it run, for now... I don't want to ruin your good mood. But you have to promise

Evelyn [gives him a quick kiss on a cheek and smiles]: I go out now. I'll See you in the morning.



### ANNEX FOR THE HANDOUT N.16 GEORGE AND EVELYN

### ANNEX 1.

George: Wait a second! You going out like that? With that skirt and that top? Don't you think it's a little short and provocative? You don't understand, I'm just worried about you! The others might look at you and get a wrong idea of you. Please, go change! It would make me feel better!

Evelyn: I like my skirt, but I love you and I don't want to quarrel with you for such a silly thing. I'm going to change my clothes.

George: Perfect Girl! And then, now that you are fat, that skirt makes you look like a cow! I'm sure you wouldn't like anyone to see your fat legs!

Evelyn: Hmm... Maybe you're right... I should pay more attention to the way I dress, and choose clothes that enhance my body.

*Narrator:* Evelyn comes out with her friends. She's having a great time. While she is enjoying the evening, her phone rings; After a while it still rings. Check and realize that she has already received 5 missed calls from George. 1 2 3 4 5 to 32

Natalie (Evelyn's friend): Evelyn, your phone is still ringing. How many times is your George calling you? He has already called 15 times in an hour!!!! This guy's constantly checking you out!

Evelyn: Oh, he does it just because he loves me! He takes care of me and wants to make sure I'm okay.

Narrator: a boy who knows Evelyn is approaching Evelyn and her friends; Everyone starts talking and laughing together. While Evelyn is talking to the guy, she feels grasping her arm forcefully, dragging away. It was George, he came to look for her! George [with very aggressive tone] what the hell were you doing, are you talking to that guy? Who's that bastard?

Evelyn: is one of my friend. He's very friend of Natalie and we were talking about something very interesting.

George: As if you had ever had something interesting to say!!!! We all know you have very limited capabilities... Hah. Hah...

Evelyn [with angry voice]: look, I've had enough of your "jokes." Stop it, OK!!! It's not funny! You must have more respect for me!



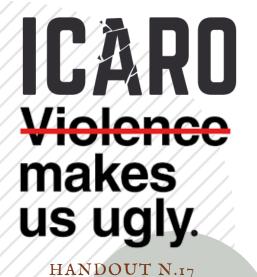
#### ANNEX FOR THE HANDOUT N.16 GEORGE AND EVELYN

George: so now you can't....? Why do I care for you and I want to protect you from bad people? Do you really like that guy? He probably just wants to get you to bed! [Really angry] Are you cheating, Evelyn????? I swear to God, Evelyn, if you're kidding me....

Evelyn: No, of course not! We were just talking. Nothing happened. You're the only guy I love. You must believe me!

Narrator: friends look at the couple without words. They don't know what to say or how to behave. The couple leaves the pub, friends are worried. They know there's something wrong with their relationship. George [While they on the taxi, headed home] I told you many times, Evelyn. You spend too much time with your friends. Isn't that enough for you? Don't we have so much fun together? You shouldn't trust your friends. I think they have a bad influence on you. And I don't like the way you talk to me after you've been with them. You behave so arrogantly, you make me angry and I yell at you. You're lucky that I'm still able to control my character, but I don't know how long I can resist that way.

Evelyn: I'm sorry you feel that way. I'll pay attention to my behavior. I don't want you to be unhappy. Narrator: Evelyn is not happy with how things go between her and George. In fact, he started to be afraid that, as he promised, he might become violent. In addition, he started to see her friends less and fewer. After a while, she won't see her friends anymore. Evelyn is worried about her relationship. She does not want to lose him and believes it is better to keep the "peace" in their relationship. But is there really "peace" in their relationship?



HELP YOUR COMMUNITY (12)

#### THEMES

Help people with different abilities, community work, productive members of society

#### TARGET GROUP

All students

#### AIMS & OBJECTIVES

- Expose the students to doing some community work in a sense of helping someone with disabilities

#### DURATION

45 minutes

MATERIALS & RESOURCES

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

Find an institution near your school that helps people with disabilities. Organize some workshops they can do with the students (arts & crafts, music lesson). Prepare the art materials.

If your school has special classes for special needs students, make arrangements for a visitation. Older students can even teach a lesson instead of the teacher (or just help the teacher during the lesson). If you do not have the possibilities to join these specific groups, you can also find animal shelters.

#### **Implementation**

Prepare your students for the activity. Tell them where they are going and let them know who they are going to meet. Ask them to organize the workshop.

Before going to the institution, remind the students of their behaviour amongst differently abled people. Teach them to be patient with them and not to mock them.

Let the student car<mark>ry out the workshop</mark>.

After the workshop, asses what they have done. Talk about what went wrong, what was fun and what did they learn from the people there.

#### Follow up

Students with violent tendencies can really gain from an activity like this. Give them the opportunity to repeat it.



# Violence makes us ugly.

HANDOUT N.18
HERE AND NOW - SHARE
WITH THE GROUP HOW YOU
ARE HERE AND NOW

#### THEMES

Personal development; social skills

#### AIMS & OBJECTIVES

- To help participants realize about the perception they have about themselves
- To create space of trust in the group and to help participants to get to know each other

#### TARGET GROUP

Youngsters from 11 to 16 years old Group size: 7 to 25 participants Number of facilitators: minimum 2

#### DURATION

100 minutes

# MATERIALS & RESOURCES

Close and quiet place; tables and chairs; A4 and A3 paper; pastels and crayons.

### Preparation

Arrange the tables in a circle or in the centre of the room. Another option is that the participants arrange the space in the way they wish.

STEP BY STEP DESCRIPTION
OF THE ACTIVITY

#### **Implementation**

Tell participants that they have to make a drawing about how they feel here and now. Explain briefly how the pastels and crayons can be used and how they can mix colours and create new ones from what they have. When the majority of the group has finished the drawings ask them to put a tittle to it. There are 2 options: when giving time to make the drawing, give the group 15 minutes or give them the time they need to finalize the exercise. Those who finish should wait in silence until the others have completed the task. To end up the activity, instruct the group to observe the drawing and to reflect what it says to them. Tell the group than when observing their drawing they can first check what is obvious that they perceive in it and then they can reflect on the emotions that the drawing reflects.

#### Follow up

You can have a plenary presentation where each person can show the drawing, the title, the description of the obvious, and the emotional elements that they perceive in the painting.

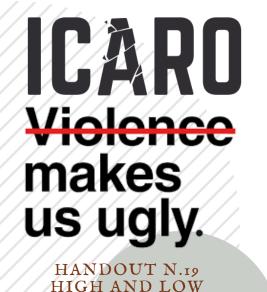
#### Suggestions for facilitators

The arrangement of the furniture gives you information about the attitude of the group to work together or to work on an individual basis.

In case they sit individually, in the debriefing during the presentation of the drawings you can arrange the chairs in a circle creating possibility for people to look at each other.

Participants usually do not have knowledge about art technics and most of them consider that they cannot draw. It is important to explain that they do not need that knowledge and that it is about exploring with the colours and the shapes.

It can happen that some participants are blocked in front of the white paper. In this case, allow some more time for them. In case they need some help you can support them by listening about the difficulty they are experiencing, encouraging that they start drawing in the paper (remind them that it is ok, it is just a paper and that if they do not like what they did, and they can always start again).



#### THEMES

How to listen and encourage one another.

#### TARGET GROUP

Youth 11-16

#### AIMS & OBJECTIVES

This activity will allow participants to be empathetic to each other

**DURATION** 

10-15 minutes

MATERIALS & RESOURCES

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# STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

Have each student partner up with one of his or her peers.

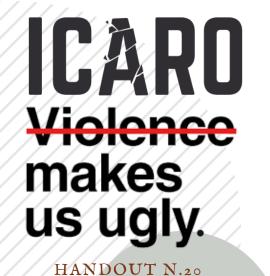
#### **Implementation**

Have them sit (or stand) and have them take turns talking about what was a high point of their week or low point of their week

#### Follow Up

Have the students talk about how they felt to have someone listen to them, and how that person reacted to their low points, and if they were encouraged after revealing their high points.





HIGH FIVE

THEMES

TARGET GROUP

Middle and high school students

#### AIMS & OBJECTIVES

Self-esteem

Building self-esteem in teens, to learn how to give and receive compliments.

#### DURATION

15 minutes

# MATERIALS & RESOURCES

Large sheet of colored construction paper (1 per participant); tape; colored marker or crayon.

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

You will need a large sheet of colored construction paper taped to the back of each person and a colored marker or crayon.

#### **Implementation**

Each person will move around the room and write at least one positive comment on every other person's paper. Comments should draw attention to that person's strengths. When finished, ask each person to remove the paper and read what others have said about him or her. Open discussion should follow based on the comments shared.

#### Follow Up

Participants stand or sit in a circle. The facilitator asks a question, and a ball or other soft object is passed to a participant who would like to speak. Once that participant is done speaking, s/he passes the ball to another participant, who also answers the question.

Examples of questions:

What did you like best about this activity?

What did you like least about this activity?

What did you learn by participating in this activity?

What are two or three words you can use to describe how you feel about this activity?

What are some other related activities that you would like to do?

Why was it important that we worked together to complete this activity? What, if anything, will you do differently at home because of the experiences you had while participating in this service activity?

Would you like to participate in this activity again? Why or why not?

If we did this activity again, what could we do to make it better?



HANDOUT N.21
I AM A LANDSCAPE: WHAT IS
MY INNER EMOTIONAL
LANDSCAPE LIKE?

#### THEMES

Personal development

#### TARGET GROUP

Youngsters from 11 to 16 years old Group size: 7 to 25 participants Number of facilitators: minimum 2

#### DURATION

15 minutes

# MATERIALS & RESOURCES

Closed space; A3 white cardboard; temperas; brushes; chairs and tables.

#### AIMS & OBJECTIVES

- To raise awareness about the personal inner emotional situation
- To create a trustful and respectful space in the group

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

Invite participants to sit in a circle and explain that they are going to take part in a guided visualisation. Start making a relaxation exercise. It is very important that their feet are in contact with the floor and while they are breathing, they feel their body in that moment. After the relaxation, participants make 3 deep breaths and little by little, they close their eyes.

#### **Implementation**

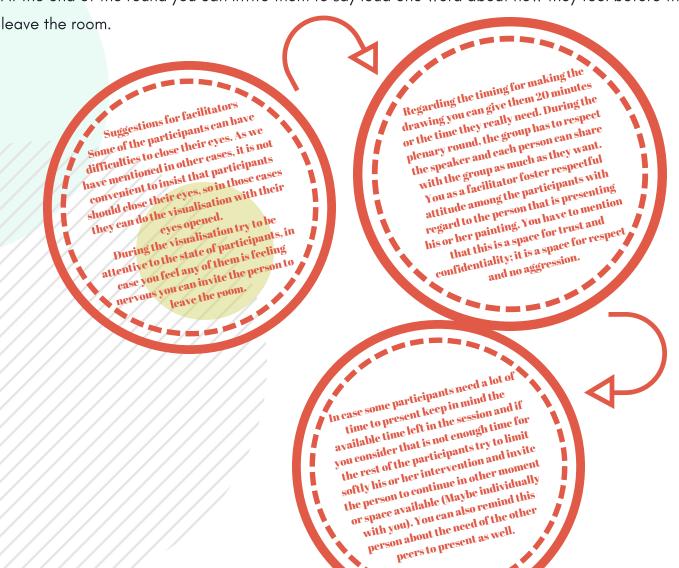
Then, start the guided visualisation; you can say this: "Imagine that you are in front of a road, you are walking in this road with your own pace, observing how it is, and it is a sandy path, rocky, made of asphalt... Feel how it is to walk in this road... Observe the world around you: how is the landscape? Are there plants? Which colours do you see? Is it sunny? Are there clouds? What is the temperature? What can you smell? How do you feel in that landscape? Gradually, continue walking and notice how the landscape changes... Observe how the landscape is, pay attention to the details, colours, smell, temperature, and how you feel in that landscape... Keep on walking and see how the landscape changes and ones more observe around you and check how you feel... Little by little, you can come back saying goodbye to the places you went through and step by step come back to this room... Take a deep breath 3 times and feel your body sitting on the floor, here and now". Without talking, ask participants to keep in contact with their inner state and invite them to sit in front of the table and draw one of the landscapes that caught their attention the most. That tittle of the drawing should be "I am a landscape ... and ..." and ask participants to add 2 adjectives to that sentence.

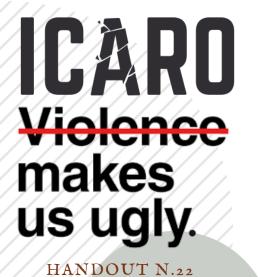


HANDOUT N.21
I AM A LANDSCAPE: WHAT IS
MY INNER EMOTIONAL
LANDSCAPE LIKE?

#### Follow up:

Later, in the plenary round, ask participants to present one by one their drawing saying the tittle, describing what they see in the painting in first person tense and how they feel in that landscape. At the end of the round you can invite them to say loud one word about how they feel before they





I AM SOOO ANNOYED

#### THEMES

Self-Management Activities on handle emotions

#### AIMS & OBJECTIVES

 To train students to regulate one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately

#### TARGET GROUP

Middle school and high school students

#### DURATION

30 minutes for the implementation

# MATERIALS & RESOURCES

Printed forms with questions (1 per participant), extra paper A4, index cards it two different colours (2 per participant), pens/pencils

#### STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

Purpose of the activity is to introduce emotions. Activity has two parts. The first part is a reading activity. It defines different emotions (ANNEX 1 MISSING). Second part is a conversation and discussion about questions.

#### **Implementation**

Explain the purpose of activity. Pass out supplies (see annex 2). Give them around 10 minutes to write answers on questions. Later they can share their responses in a group or pairs.

After sharing in couple, ask the group for general reflections on emotions.

#### Follow Up

Participants are given two index cards in different colours. On one card they are asked to write one thing they've learned. On the other card they are asked to write one question they (still) have.





#### ANNEX FOR THE HANDOUT N.22 I AM SOOO ANNOYED

- 5) The talk about a recent conflict: give the students their fourth work sheet (Appendix 5) and let them write about their recent conflict that they had with someone. Let them use their own words and expressions. Discuss what they have written. Put emphasis on the fact, that we are all different but we all have similar problems (or had similar situations/conflicts). It will bring the group together.
- 6) Being a mediator: peer mediators have to have specific qualities to become good at solving a conflict. Give the students the next work sheet (Appendix 6) and let them write down how other people see them and explain what qualities a good peer mediator needs. Discuss their answers. Present the good qualities on the black board.
- **7)** Mediation in action: explain and show how a peer mediator prepares him/herself for a mediation session. What do they think is important? Show them the agreement for both parties in a conflict to sign at the end of mediation session (Appendix 7).
- 8) Role-play: choose a common conflict that occurs amongst young people. Use all the things the students learned about and try to implement them into the process of mediation and resolving the conflict. Discus how successful the students were at resolving the tense situation.
- **9)** Resolving a conflict in a group: the conflicts can also occur in a group. Go through the stages of resolving a group conflict (Appendix 8).

#### Follow up

Let the students think about all the conflicts that they could have solved if they were using the learned methods. If they want to share, let them and make other pay really close attention. Discuss what they have heard and learned and ask them for their opinion on where they would use this knowledge. Encourage them to think about organizing this kind of activity or service in their school/classroom.





HANDOUT N.23 I AM, I CAN, I HAVE

#### THEMES

Building self - esteem

#### AIMS & OBJECTIVES

- Developing of self esteem among students
- Finding positive features in others

#### TARGET GROUP

Students of primary school, junior secondary school and secondary school.

The activity can be done in group of 10-25 students.

#### **DURATION**

30 minutes

### MATERIALS & RESOURCES

Sheets of paper (A4), adhesive tape, Pencils, markers.

#### STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

Before stating the exercise the teacher should organize the space in the classroom, there should be no barriers like benches, chairs etc. .

Teacher should prepare sheets of paper (A4) with printed three beginnings of sentences:

- I am...
- I can ...
- I have...

Teacher should also explain what it means "positive features, comments"

#### **Implementation**

We put piece of paper (A4) on the children's backs, on which are printed three beginnings of sentences:

- I am...
- -1 can ...
- I have...

Children walk around the room and complement each other with positive comments that actually fit the participant. When all the sentences are finished, the children take the cards off their back and read what others think about them. (Authors should remain anonymous).

#### Follow Up

Participants are given two index cards in different colours. On one card they are asked to write one thing they've learned. On the other card they are asked to write one question they (still) have.

Suggestions for facilitators

Suggestions for facilitators

Teacher should pay special attention to y

What is written on the papers – only

what is written on the papers – only

positive features!

positive features!

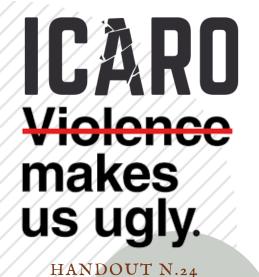
At the end of the activity, teacher may

asy to students, that they can read this

say to students, that they can read if they are in bad mood – it should

card if they are in bad mood – it should

give them the new positive energy!



I AM PROUD

#### THEMES

Building self - esteem

#### AIMS & OBJECTIVES

 Developing of self – esteem among students

#### TARGET GROUP

Students of primary school, junior secondary school and secondary school. The activity can be done in

group of 10-25 students.

#### DURATION

20 minutes

MATERIALS & RESOURCES

/

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

Before stating the exercise the teacher should organize the space in the classroom, there should be no barriers like benches, chairs etc. .

Participants should sit in a circle.

#### **Implementation**

Participants recall something positive, what they have learned, what they have done, something they can be proud of in recent times, for example in last week. Then they sit down in the circle and complete the beginning of the sentence in turn: "I'm proud of that ..." e.g.:

"I'm proud to have borrowed an eraser".

"I'm proud of not hitting Andrew when he made me upset, angry".

"I'm proud to learn to calculate without calculator".

#### **Debriefing & Follow Up**

At the end of the activity you may ask participants the following questions, while sitting in circle all together:

- Is it difficult to remember something positive?
- What generally do we like most in others?
- What could you try to do yourself (to be proud) in the future?



# Violence makes us ugly.

HANDOUT N.25
INFORMATION DAY AGAINST
THE INTERNET RISKS
DURING THE "SAFER
INTERNET DAY"

#### THEMES

Prevention of phenomenon of bullying and cyber bullying in the schools located in the Umbria region.

#### DURATION

1 Day

#### TARGET GROUP

Students of primary school, junior secondary school and secondary school.

The activity can be done in group of 10-25 students.

#### AIMS & OBJECTIVES

- The Information Day aims to propose solutions and procedures to be adopted when bullying and cyberbullying occurs in schools. Other objective is to help the students to have a civic culture and legality so to reduce the violent behaviors.
- Through the realization of Information Day, it promotes the cooperation among the public institutions, schools and families.

MATERIALS & RESOURCES

See http://www.umbriaon.it/perugiaassisi-protocollo-anti-bullismo/ in Italian

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

Prepare materials such videos, documents that can stimulate the debate among students.

#### **Implementation**

The conference began showing a video about the theme of bullying followed by a discussion about the violent behaviors in the school and how the students and teachers can identify them aiming to prevent this phenomenon.

The dicussions can happen in working groups in which teachers work with students and prepare policy recommendations.

Affter the end of the working groups, each group can present the results of the discussions and proposal for policy recommendations.

At the end a pannel of students and teachers can draw conclusions on the confernece and propose which ones of the recommendations can be taken into account since next days, while improving the way students and teachers live together in the school, as a safe environment.

#### Follow Up

Adoption of the recommendations by the schol director

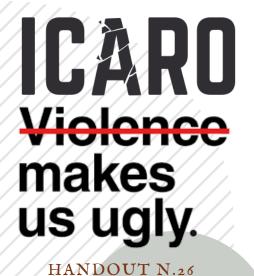




ANNEX FOR THE HANDOUT N.25 INFORMATION DAY AGAINST THE INTERNET RISKS DURING THE "SAFER INTERNET DAY"

#### Examples of questions:

- 1. What's the most annoying catchphrase or cliché you can think of?
- 2. What is something that your parents do (or a friend does) that annoys you?
- 3. Does it annoy you when people kiss in public? Why?
- 4. What annoys you about taking trains? (or a bus, tram, plane)
- 5. What annoys you about driving a car?
- 6. Does it annoy you when people snore?
- 7. What annoys you about yourself? Critical thinking: When someone does something that bothers (annoys) you; do you address them right away? Or, do you ignore the behaviour? Explain why or why not.



INTRODUCTION TO

DIFFERENT EMOTIONS

#### THEMES

TARGET GROUP

Expressing emotions effectively

Middle and high school students

#### AIMS & OBJECTIVES

To train students to express emotions openly and effectively

#### DURATION

25 minutes

MATERIALS & RESOURCES

Pencils,
Forms,
Index cards in different colours

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

Explain purpose of activity.

Purpose of activity is to practice observing and describing emotions about the followings difficult situations that you might experience. It requires participant to write times when he or she felt different emotions.

#### **Implementation**

Pass out supplies (materials and coies of the questions). Randomly select participants to read aloud questions. Allow participants to independently complete the activity.

#### Questions:

- 1) You feel ignored by a favorite teacher. She always seems to have time for other students.
- **2)** Your best friend was supposed to meet your for dinner. He is an hour late.
- 3) You come home late from the library. Even though you tell your mom where you've been, she grounds you for a week.
- 4) Your own example—any time when you needed to express your emotions to another person.

#### Follow up

Participants are given two index cards in different colours. On one card they are asked to write one thing they've learned. On the other card they are asked to write one question they (still) have. This can be used as a review of the previous session or as a closing for the current session.



# Violence makes us ugly.

HANDOUT N.27 IT MAKES ME ANGRY

#### THEMES

Recognizing reasons of aggression

#### AIMS & OBJECTIVES

- Learning to better self-understanding among students;
- Learning to better understand the events that trigger aggressive behaviour in me and other children.

#### **DURATION**

1 hour

#### TARGET GROUP

Students of primary school, junior secondary school and secondary school.

The activity can be done in group of 10-25 students.

# MATERIALS & RESOURCES

Sheets of paper (at least A4),
Crayons, markers, pastels, paint
(if students use paint we need
to equip them also with
containers for water, brushes).

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

Before beginning the exercise, the teacher should organize the space in the classroom, so every student has his/her own space for work, and prepare the materials.

It is also important to explain students (if they don't know) what are the aggressive emotions, give some examples.

#### **Implementation**

Students sit in a circle, on a piece of paper they paint situations that make them aggressive. After finishing work, everyone puts their invented pictures in the middle and the pictures are mixed. In turn, we discover individual drawings and the group tries to guess in which situation the authors are upset.

#### Debriefing and Follow up

This exercise can be followed by debriefing

- What are the general or the most often situations that makes people aggressive?
- What we can do in those challenging situations to keep calm?
- Ideas of dealing with aggressive emotions.





HANDOUT N.28 IT IS ALL IN YOUR HEAD

#### THEMES

#### TARGET GROUP

Self-esteem

Positive psychology

Middle and high school students

#### AIMS & OBJECTIVES

DURATION

 To teach students to identify good thoughts and to build their selfesteem

30 minutes

# MATERIALS & RESOURCES

Large sheet of colored construction paper (1 per participant); Tape;

Markers or crayons in different colours;

Index cards in 2 different colours.

#### STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

You will need a large sheet of colored construction paper taped to the back of each person and a colored marker or crayon.

#### **Implementation**

Instructions for students:

What does your brain contain? The picture of the head is divided into sections. In each section write or draw what you spend the most time thinking about. Optimism is the ability to look at the brighter side of life and to maintain a positive attitude, even in the face of adversity. Next, using a different color pen or pencil, write positive thoughts to fill your brain.

#### Follow Up

Participants are given two index cards in different colours. On one card they are asked to write one thing they've learned. On the other card they are asked to write one question they (still) have. This can be used as a review of the previous session or as a closing for the current session.



HANDOUT N.29 LIFE'S BLESSINGS

#### THEMES

Positive psychology

#### AIMS & OBJECTIVES

- To identify positives in life

#### TARGET GROUP

Middle school and high school students

#### DURATION

25 minutes

MATERIALS & RESOURCES

One copy of activity;
Pencil for each participant,
Beach ball

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

Explain the purpose of activity.

Purpose of activity is to increase awareness of positives in life. "Positives" are thoughts that we consider to be good, pleasurable, and enjoyable.

#### **Implementation**

Pass out supplies. Require participants to list as many activities as they can think of on the sheet. Collect all activity sheets after participants have completed them. Read answers allowed and have the group participant's guess which individual completed the activity sheet. Be sure to gain all individuals consent to read their answers aloud prior to sharing them to avoid embarrassing anybody.

#### Follow up

Before the activity, a facilitator writes a reflection question in each section of a beach ball.

The questions may be:

What was the purpose of this activity?

Do you think it is important to focus on the positives in life? Explain why.

What did you learn about yourself?

How does thinking of these "life blessings" affect your mood?

How can you go about doing these activities if you don't do them already?

Explain why it is good to focus on the positive instead of the negative?)

During the activity, the facilitator asks participants to sit or stand in a circle. After 3 "bumps" of the beach ball around the circle, the

participant who catches it next will answer the question that his/her

right thumb lands on.

Suggestions for facilitators

Suggestions for facilitators

Make copies on bright colored sheets to

Make copies on bright colored sheets to

enhance creativity

Allow use of colored pencils for

creativity.

Provide one-on-one assistance with

participants as needed.

Explain words as needed.

Explain words as needed.

Inform participants that focusing on

inform participants that focusing on

positive means to not dwell on the

negative, but this does not mean to

negative, but this does not means.

avoid or ignore facing life's problems.



ANNEX FOR THE HANDOUT N.29 LIFE'S BLESSINGS

1. Best things that have happened to me:
2. Most prized possession:
3. Best things about life:
4. Favorite food:
5. Favorite drink
6. Favorite place to be:



ANNEX FOR THE HANDOUT N.29 LIFE'S BLESSINGS

7. Places I want to go:
8. Hobbies:
9. Favorite sports:
//////////
10. Favorite television show/ movie:
//////// <del>/////////////////////////////</del>
11. Favorite book/ magazine:
12. Best physical feature:
/ <i>//////////////</i>



ANNEX FOR THE HANDOUT N.29 LIFE'S BLESSINGS

13. Best memory:
14. Past achievement:
15. Best talent:
<i>////////</i> /////
16. Best friend/ family member:
/ <i>/////////////////////////////</i>
17. Why is it important to focus on the positives?
18. What did you learn about yourself from this activity?
///////////////
/ <i>////////////</i>

# Violence makes us ugly.

HANDOUT N.30 MAKE A ROOM/MOVE YOURSELF

#### THEMES

Recognizing reasons of aggression

#### AIMS & OBJECTIVES

- Developing of skill of dealing with aggression;
- Developing of skill of defining own safety area (personal safety distance).

#### TARGET GROUP

Students of primary school, junior secondary school and secondary school.

The activity can be done in group of 10-25 students.

#### DURATION

30 minutes

# MATERIALS & RESOURCES

Music, CD player (or other equipment to play music)

#### STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

Before starting the exercise the teacher should organize the space in the classroom, there should be no barriers like benches, chairs etc.

#### **Implementation**

All participants are walking in the room (with appropriate music background). With their elbows, they make their way without touching anyone in reality, and they shout at the same time, "Make room, I come!"/ "Move yourself, I come!" On the teacher's signals they gradually increases their pace and their cries become louder. Finally, teacher interrupt them. On the signal from teacher everyone is standing still. On the new sign of teacher everyone is looking for a place or position where he/she will feel good and will not disturb anyone. From here, they begin a new walk through the room and smile at everyone they meet on the way.

#### **Debriefing & Follow up**

- After the exercise, we run a debriefing:
- How did you feel in the various phases of the activity?
- Did you have enough "space" for yourself?
- What had to change to make you feel good?
- How do you relate the activity with aggression?
- What happens in real life?





HANDOUT N.31
MEETING WITH ANTIVIOLENCE CENTRES'
OPERATORS

#### THEMES

#### TARGET GROUP

Violence in sentimental relationships Second and third classes students and emotional education (14–17 years old)

#### AIMS & OBJECTIVES

This activity is aimed at preventing young people from adopting violent behaviour in sentimental relationships and being familiar with activities and resources available in the Anti-violence centre in Follonica, which is managed by "Olympia de Gouges" Centre volunteers

#### **DURATION**

2 hours

# MATERIALS & RESOURCES

A blackboard

An interactive whiteboard to show slides and a video

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

The teacher who organizes the meeting is in charge of managing the relationship with the centre operators and gives them useful information in order to plan their speech in the most effective way

#### **Implementation**

The Centre operators tell students their experience and describe which ways they can help mistreated women and their children. In particular they let young people know a project which has implemented an effective nation-wide task force that involves psychologists, healthcare operators and police officers. (20')

- The volunteers ma<mark>ke students watch</mark> a video of a woman who succeeded in freeing herself from her violent partne<mark>r and gave herself</mark> a chance of a fresh start.(30')
- The operators answer students' questions (30') and give suggestions about how they should behave in order to enhance self empowerment and reduce the risk of being victim of mistreatment (30')

#### Follow Up

The day after students are required to do a brainstorming about the thing that impressed them most.(10') Centre's operators receive a photo of students brainstorming. Suggestions for facilitators

Suggestions for facilitators

This activity can be more effective if

This activity can be more effective if

teachers (for example focusing on Olympia
teachers (for example focusing on olympia
de Gouges' biography and her role in
de Gouges' biography and her role in
de Gouges' biography and her role in
french Revolution) create a specific path
French Revolution) create a specific path
are the operators' suggestions
the operators' suggestions

# makes us ug

HANDOUT N.32 MY MASK - I MAKE MY MASK AND I WALK WITH

#### THEMES

Personal development

#### TARGET GROUP

Youngsters from 11 to 16 years old Group size: 7 to 25 participants Number of facilitators: minimum 2

#### AIMS & OBJECTIVES DURATION

- To stimulate a playful attitude and creativity in the group
- To help participants to gain a perception of the self
- To generate a space for group trust and mutual understanding

90 minutes

#### MATERIALS & RESOURCES

Close and quiet space; tables and chairs; flipchart paper of different colour; pastels and crayons; scissors; glue and tape

#### STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

You can start the activity with a plenary round in order to allow participants to express how they feel in that moment, emotionally and physically.

Then arrange the materials in a big table in the centre of the room and put the chairs around.

#### **Implementation**

Invite the group to sit around and start preparing masks each person identifies with. They can use the materials for that. You may also want to make the masks using other type of materials such as clay; in that case, bear in mind that you will need some more time as well as other materials.

Once the masks are made, invite the group to do a parade with everybody wearing their own mask. Each participant will present his or her mask in the way of a fashion show. Each participant will walk in the catwalk and you can encourage and animate the process to make it more dynamic and fun for them. Invite them also to animate the process so that everybody contributes to the atmosphere of being in a real "catwalk show".

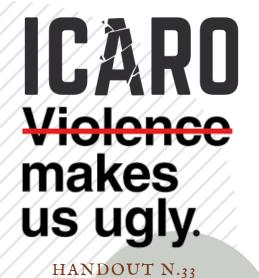
Once everybody went through the catwalk, you may want to invite

the whole group to go together again through it.

#### Debriefing and Follow up

After the activity you can run a debriefing of it. The participants can also get some minutes to write down individually or share in plenary how they felt with their mask, explain its characteristics and if they realized about something new about themselves.

Suggestions for facilitators Peers can also give feedback during the individual catwalks with the important remark of being respectful and avoid any kind of aggressive behaviour. Normally this activity happens in a funny and relaxed way and it invites people to play and have fun. You may want to use some percussion, done by one of the facilitators, adapting it to the movement of the participant and without being directive but just to adapt to the "walker".



OBSERVERS (13)

#### THEMES

Observers, their role

#### TARGET GROUP

All students

#### AIMS & OBJECTIVES

- Learn how to stop the violence as an observer
- The realization that an observer can help

#### DURATION

30-45 minutes

# MATERIALS & RESOURCES

Youtube videos

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

You can start the activity with a plenary round in order to allow participants to express how they feel in that moment, emotionally and physically.

Then arrange the materials in a big table in the centre of the room and put the chairs around.

#### **Implementation**

Expose your students to violent videos found on the internet (YOUTUBE channel). Before watching the video, give them a point to focus on. Those points can be: the observers, the victim, the aggressor ...

After giving this instructions, watch the video. Observe the reactions of the students.

When the video ends, let the students discuss what they have seen. Talk through every detail of the video. Ask them what they would do in different roles.

After discussing the videos, focus on the role of the observers. What do observers usually do? What they should do? When is it safe for an observer to help?

Give the students the information where they can turn for help (teacher, parents, police).

#### Follow up

Let students talk about their real experience. After receiving the above mentioned information, let them think about how would they react now.



# CARO Violence makes us ugly.

HANDOUT N.34
PAINTING EMOTIONS

#### THEMES

Reading/noticing aggressive feelings and expressing them

#### AIMS & OBJECTIVES

- Developing of skill of recognizing own emotions (negative and positive);
- Developing of skill of understanding own emotions(negative and positive);
- Developing of skill to change negative situation (emotion) into positive one.

#### TARGET GROUP

Students of primary school, junior secondary school and secondary school. The activity can be done in

#### **DURATION**

group of 10-25 students.

30-45 minutes

# MATERIALS & RESOURCES

Sheets of paper (at least A4), crayons, markers, pastels, paint (if students use paint we need to equip them also with containers for water, brushes etc.).

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

Before stating the exercise the teacher should organize the space in the classroom, so every student has his/her own space for work, and prepare the materials.

It is also important to explain students (if they don't know) what are the emotions, give some examples.

#### **Implementation**

- 1. Children paint or draw the feelings they experience when they lose control of themselves: rage, nervousness, fear, helplessness etc.. The willing students can make a comment on their pictures. It is important that the feelings refers to the student.
- **2.** The next step is to try to change this picture to a more positive one, e.g. by painting, adding other colors and shapes. Students have to try to change e.g. "aggression" into "friendship", "fear" into "self-confidence", etc.,

#### Follow up

After finishing the work we can ask students to present their works and discuss:

What was difficult for you in this exercise?

Do you find the negative emotions very easy?

Wheather it is easy to change the negative emotions in the positive ones.





HANDOUT N.35 PEER EDUCATION

#### THEMES

Potential of peer education project in 16-18 years old students acting as order to prevent students from

bullying

#### AIMS & OBJECTIVES

Exploiting peer education to create in classes a welcoming environment and constructive relationships

> MATERIALS & RESOURCES

#### TARGET GROUP

tutors towards 14-15 years old students

#### DURATION

Two hours meeting

Two teachers (as supporting the older students and preparing the class for the meeting) One spacious classroom

#### STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

At the beginning of every school year, two teachers may choose a group of students acting as facilitators in first year students' integration. In the first meeting students chose a thorny issue, prone to divide opinions, like capital punishment, emigration, euthanasia.

#### **Implementation**

Students divide the classroom in two areas: one for those supporting one opinion, the other for followers of the opposite one. It may be also the case that someone does not choose, so he/she stands in the middle.

Every group chooses a speaker who explains the reasons of their opinion and tries to persuade the others. Everyone can change his mind and go to the other side of the classroom. The ones in the middle can either make up their mind or remain indecisive.

Students are required to keep silent while others speak and respect their point of view.

#### Follow up

In the next meeting students are asked to evalute the debate and express their criticism in a respectful way.

Suggestions for facilitators

Teens often find peer educators more credible than adult educators, so they can play an important role in preventing or reducing risky sexual behaviours and substance or alcool abusing, provided that they are trained for an adequate amount of hours.



HANDOUT N.36 READING EMOTIONS

#### THEMES

Reading/noticing aggressive feelings and expressing them

#### AIMS & OBJECTIVES

The importance of nonverbal communication and body language; The importance of body language in reading and understanding emotions and reading the emotions of others.

#### TARGET GROUP

Students of primary school, junior secondary school and secondary school.

The activity can be done in groups of 10-30 students.

#### **DURATION**

30 minutes – 1 hour (depend on the size of group)

MATERIALS & RESOURCES

Cards with emotions (the emotions on cards can be written or drawn)

Every student should have a chance to demonstrate emotion.

demonstrate emotion.

Some of them might be willing to do it

#### STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

Before starting the activity teacher should prepare the cards with emotions. The number of cards should be at least the same as the number of students (or, there can be more cards than students).

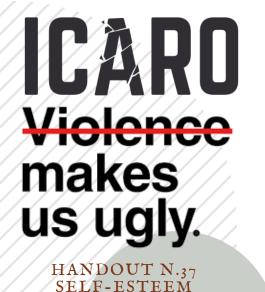
#### **Implementation**

Each student receives a card on which an emotional state has been written (frightened, offended, angry, cheerful, sad, etc.) and s/he must show this emotion to the group. It must be shown in nonverbal way, just using student's body and face expression. The students demonstrate emotions one after another. After each demonstration, the others try to guess what the feeling was expressed.

#### Follow up

Summing up is a common conversation during which we can ask following questions:

- How can you recognize different emotional states?
- What feelings are easier to show and recognize?
- What feelings are expressed in a similar way so that you have to be careful not to confuse them?
- What was the most difficult for you in this situation e.g. expressing emotion, showing in front of the group, finding idea how to show emotion, etc. ?



#### THEMES

TARGET GROUP

Individual features, skills, interests Second class students (15-16 aged)

DURATION

1 hour

MATERIALS & RESOURCES

A comfortable and spacious classroom.
A blackboard
Paper and pens

#### AIMS & OBJECTIVES

- Enhancing students awareness of their strengths and at the same time making them appreciate companions' features and character
- Improving listening skills

# Preparation OF THE ACTIVITY

The day before the teacher announces the activity, telling students its aims but not the methodology, in order to arise their curiosity and a positive expectancy.

STEP BY STEP DESCRIPTION

#### **Implementation**

Students are required to think about their personal interests, skills and features individually and write down some notes(10')

Then the teacher gives these istructions: students are supposed to work in pairs and telling each other what they like, how they are like and what they are able to do. She writes on the blackboard: "I am..., I am able to..., I like...."

Moreover, in order to encourage shy students, suggests to recognize some basic abilities ("I can ride my bike", "I can cook an egg" and similar ones) and, at first glance obvious, but anything but taken for granted, attitudes ("I am a honest person"). (10'). When a companion speaks, the other one only listens to, without commenting. Then they exchange their roles (10').

Sitting in circle, everyone who likes, tells what found difficult the most and the teacher gives students who felt uncomfortable some pieces of advice to improve his/her self-esteem (30')

#### Follow up

Everyone who likes tells with a word or a short phrase what learnt from this experience (5')





HANDOUT N.38 SELF ESTEEM ACTIVITY

#### THEMES

Self esteeem

#### TARGET GROUP

Youth ages 11-16

#### AIMS & OBJECTIVES

To help youth encourage and build each other up.

#### DURATION

20 minutes

# MATERIALS & RESOURCES

- Dry erase board - Markers

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

Have a dry erase board prepared with a chair in front of it

#### **Implementation**

Have a student sit down with the dry erase board behind s/he so they can't see what is going to be written behind them.

- Have the other students come up one by one to write something about the person sitting in the chair
- Have them write something positive about that person (hair, Personality etc.)
- At the end have the student turn around and read what their peers wrote about them.



#### Follow up

Repeat the activity with other students in turn





HANDOUT N.39 SPECIAL NEEDS (14)

#### THEMES

Getting to know each other; Students with special needs

#### TARGET GROUP

Younger learners

#### AIMS & OBJECTIVES

- Students become aware of the differences amongst them
- Learn to accept the differences
- Familiarization

#### DURATION

45 minutes to implement the activity

# MATERIALS & RESOURCES

Paper, coloured pencils, a yarn ball

#### STEP BY STEP DESCRIPTION OF THE ACTIVITY

This is an activity meant for younger students who are just getting use to school environment. Through this activity, the students realize that everyone is different in their own special way and hear that some of them might have the same problems. The activity also works in a classroom where there is a student with special needs. The whole group will be able to realize the differences and similarities between them.

#### **Preparation**

The teacher prepares all the materials. Every student should get some pieces of paper and coloured pencils.

#### **Implementation**

- 1) The students outline one part of their body (their hands, feet, ...) and then compare amongst each other. Let them first find the differences between their parts of the body and then the similarities. They will realize how different and similar they can be.
- 2) The teacher writes different questions on small pieces of paper (appendix 1). The students sit in a circle. The teacher should be the one to start, holding the yarn ball. The teachers picks a question and answers it then throws the yarn ball in a way, that he/she is holding the tread. All the students do the same. At the end, everyone is connected with each other by the thread. Everyone has learned something new about their classmates and feels connected to them.



# ANNEX FOR THE HANDOUT N.39 SPECIAL NEEDS

#### Questions:

What would you be if there were no obstacles in your life?

What animal would you change into?

My current biggest problem is ...

What am I really good at?

What are my three good qualities and three bad qualities?

What part of me is the best?

How would my mother, father, best friend introduce me?

My biggest wish is ...

I am afraid of/when ...



HANDOUT N.40 SUN & CLOUD

#### THEMES

Personal development; social skills

#### AIMS & OBJECTIVES

- To raise energy and dynamism within the group of participants;
- To create positive energy and atmosphere in the group;
- To allow participants to relax and have fun

#### TARGET GROUP

Youngsters from 11 to 16 years old
Group size: maximum 20
participants

#### DURATION

15 minutes

# MATERIALS & RESOURCES

Space to allow a group of 20 people to move freely

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

Tell participants to stand in a circle.

#### **Implementation**

Invite them to choose one person secretly in their mind; they should not say who they chose. Then ask them again to choose a second person (a different one). Once they are done with this, tell them that the first person will be their sun and that they must stay as close as possible to their sun (because it is warm and nice) but as far as possible from their cloud, which is the second person they chose.

#### Debriefing and Follow up

You can ask at the end how they felt and if they think it is possible to keep some equilibrium in the

group so it does not move constantly





HANDOUT N.41 THE BLIND PERSON

#### THEMES

Communication skills

#### AIMS & OBJECTIVES

The activity aims to develop the following competences:

- Team work and communication;
- Communication skills.

#### TARGET GROUP

Students of primary school, junior secondary school and secondary school.

The activity can be done in group of 4-30 students.

#### DURATION

1 hour

You may also foresee not to limit the time to complete this exercise. However, the less time, this exercise becomes more difficult.

#### MATERIALS & RESOURCES

For implementation of this activity, scarfs are needed to blindfold eyes and moving obstacles such as chairs, tables, benches for the room.

Exercise can be performed indoors and outdoors. Outside will be a natural terrain obstacles such as trees, shrubs, lanterns, etc.

#### STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

The teacher before the activity should create a space for the implementation of activity. This activity can be realized indoor or outdoor (if possible this option is recommended). If indoor teacher needs to prepare obstacles (like chairs, benches etc.) in the room. The room should be as big as possible.

#### **Implementation**

Students realize this activity in pairs.
Instruction for participants:

#### Step 1:

- Choose from among you (the pair) a person who will be blindfolded while performing exercises.
- The task of the guide is to advise a "blind man" by the obstacle course and only with words. You must not assist in any other way. You must get the "blind man" as soon as possible from start to the end, but in such a way that s/he does not get any harm.

#### Step 2:

- Students change their roles, so everyone can experience being "blind".



HANDOUT N.41 THE BLIND PERSON

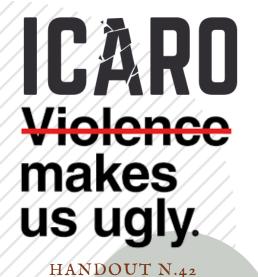
# STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### Follow up:

#### Discussion:

- Did exercise were difficult to implement, if yes / no, why?
- What helped and what bothered to do an exercise?
- What decided that you could / could not do exercises?
- Which of your instructions were helpful for the performance of exercises, which were not?
- How did the "Blind men" feel like?
- How did the people who were given instructions feel like?





THE CIRCLE OF LIFE

#### THEMES

Self-awareness, active listening

#### TARGET GROUP

14-15 years old students

#### AIMS & OBJECTIVES

#### - Improving students' self awareness and other people's influence in their life

- Promoting collaborative learning
- Enhancing active listening skills

#### DURATION

Two hours

#### MATERIALS & RESOURCES

Paper, markers, pens, blackboard

Suggestions for facilitators

Given that hands-on methologies change significantly relationships between teacher and students, it is important that teachers let the other members of the classboard know their approach and act in complete accord with them and that all teachers share their own experience and support each

#### STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

The day before the facilitator announces the activity, asking students to focus on the most significant moments in their own life.

#### **Implementation**

The teacher draws on the blackboard a cartesian coordinate system with years on x-axis and wellbeing degree on y-axis, with zero meaning a balance, and explains how significant people, events or educational agencies can influence our wellbeing.(15')

Students are required to work individually, copying the graph in a piece of paper and filling in it, referring to their own time-line and pinpointing what influenced their mood (10').

Everyone who likes it, can share his/her discoveries with companions (1 hour)

#### Follow Up

In the next workshop students are required to work in pairs and tell each other a story. The interlocutor listens without commenting on, but trying to understand companion's emotions, then he retells the other the same story. The companion gives a feed-back, expressing how does he/she feels to be understood. Then they exchange their roles (30'). Eventually, each one says what has learnt from this experience with a short phrase (5')



HANDOUT N.43
THE EMPTY CHAIR AND
THE TIRED MAN - WOULD
YOU GIVE YOUR SEAT TO A
TIRED PERSON?

#### THEMES

Social skills

#### AIMS & OBJECTIVES

To foster group building and improve the participants' ability to work in a team.

#### TARGET GROUP

Youngsters from 11 to 16 years old Group size: 7 to 25 participants (depending on the space and number of chairs available)

#### DURATION

30 minutes

# MATERIALS & RESOURCES

Chairs for every participant plus one for the facilitator ("tired person")

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

#### **Preparation**

Start introducing the scene. "Your group has shipwrecked and as a result you only have this floating piece of wood. Your task as a group is to stand all over the surface in such a way that you distribute your weight all over and the wood does stay balanced and you don't fall in the water"

#### **Implementation**

Say that you will allow 1 minute talk and then they will have to do the activity in silence. Once you clap hands they have to freeze in their place on the piece of wood and you will decide if the weight is well distributed, if everybody is in the right place or not. If not, you can give them a couple of chances to repeat the activity and see if they manage or not. Remind participants to permanently check where they are (each of them) and where the others are over the wood, until you clap hands.







HANDOUT N.43
THE EMPTY CHAIR AND THE TIRED
MAN - WOULD YOU GIVE YOUR SEAT
TO A TIRED PERSON?

# OF THE ACTIVITY

# Debriefing and Follow up

At the end of the activity you may want to ask the following questions:

- 1) How did you feel during the activity?
- 2) What happened?
- 3) Are you satisfied after with you achieved?
- 4) How was it to do the activity in silence? Was it difficult or not?
- 5) What strategies did you follow to accomplish your mission?
- 6) Did you notice any leader in the group?
- 7) What would you change from what you did?
- 8) What makes a group work efficiently?



# Violence makes us ugly.

HANDOUT N.44 THE HULA HOP

# THEMES

Ice-breaking/Team - work

# AIMS & OBJECTIVES

- Ice-breaking,
- team building,
- team work and cooperation,
- problem solving

A very good exercise at the beginning. It requires participants to basic trust and cooperation with each other. At the same time, it is fairly easy to implement and gives the feeling of success.

# TARGET GROUP

Students of primary school, junior secondary school and secondary school.

The activity can be done in group of 12-30 students.

### DURATION

10 - 30 minutes

# MATERIALS & RESOURCES

To complete the exercises at least 1 hula-hop is needed, but it may be necessary to have more.

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# **Preparation**

Before stating the exercise the teacher should organize the space in the classroom, there should be no barriers like benches, chairs etc.

# **Implementation**

Participants must stand in a circle and catch each other's hands. The teacher put the hula-hop on one of the participants hand, and participants must be caught again by the hand, so that there was no break in the circle.

The group's task is to move the hula-hop in a circle made up of participants.

This technique is optional – it is important that during the exercise participants are not allowed to break the circle of hands.

The exercise ends when hula-hop make whole circle. If the circle was stopped, participants begin to play from the beginning.

# Follow Up

Discussion:

- Does exercise was difficult to implement, if yes / no, why?
- What helped and what bothered to do an exercise?
- What emotions did you feel?
- How did you deal with your emotions?



For more integrated groups, you can also blind their eyes, forbid them also blind their eyes, forbid them talking or trigger element of talking or trigger element of competition by introducing a second group.



HANDOUT N.45 THE NET

### THEMES

Cooperation and team building

# AIMS & OBJECTIVES

- Ice-breaking;
- Team building;
- Team work and cooperation.

# TARGET GROUP

Students of primary school, junior secondary school and secondary school.

The activity can be done in group of 8-10 students. If the group is bigger we can divide it into smaller groups.

# MATERIALS & RESOURCES

Its implementation requires a long rope and 2 poles / trees to its formation.

Exercise requires a certain physical fitness and strength from participants.

# DURATION

1 hour - 1,5 hour

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# **Preparation**

The teacher before the activity should create a space for the implementation of activity. This activity can be realized indoor or outdoor (if possible this option is recommended). The teacher must prepare the NET (mabe using two trees) so that there are as many holes in it as the students.

# **Implementation**

Instruction to the participants:

Please stand all on one side of the network. Your task is to cross over the net, so that each person passes through different holes in the network.

While performing exercise, the rope can't be touched at any time.

If anyone touches the net while going through it, whole group must go back to first side and start all over again.



HANDOUT N.45 THE NET

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# **Debriefing and Follow up**

After completing the exercise, it should be organized a deberifing with the participants. Such questions can be asked:

- Did exercise were difficult to implement, if yes / no, why?
- What helped and what bothered to do an exercise?
- What decided that you could / could not do exercises?
- Where there any crisis moments during the performance?
- What did help in overcoming the crisis?
- How was the collaboration in teams?
- What emotions did yo<mark>u feel?</mark>
- How did you deal with your emotions?







HANDOUT N.46 THE SINKING BOAT

### THEMES

Social skills

### TARGET GROUP

Youngsters from 11 to 16 years old Group size: 7 to 25 participants

# AIMS & OBJECTIVES

To foster group building and improve the participants' ability to work in a team.

### DURATION

30 minutes

# MATERIALS & RESOURCES

A large piece of paper or cloth able to contain a large group of participants standing on it

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# Preparation

Start introducing the scene. "Your group has shipwrecked and as a result you only have this floating piece of wood. Your task as a group is to stand all over the surface in such a way that you distribute your weight all over and the wood does stay balanced and you don't fall in the water"

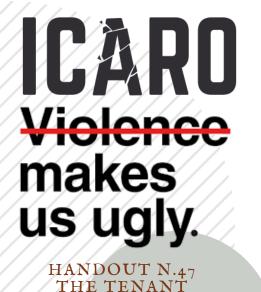
# **Implementation**

Say that you will allow 1 minute talk and then they will have to do the activity in silence. Once you clap hands they have to freeze in their place on the piece of wood and you will decide if the weight is well distributed, if everybody is in the right place or not. If not, you can give them a couple of chances to repeat the activity and see if they manage or not. Remind participants to permanently check where they are (each of them) and where the others are over the wood, until you clap hands.

# Debriefing and Fo<mark>llow up</mark>

At the end of the activity you may want to ask the following questions:

- 1) How did you feel during the activity?
- 2) What happened?
- 3) Are you satisfied after with you achieved?
- 4) How was it to do the activity in silence? Was it difficult or not?
- 5) What strategies did you follow to accomplish your mission?
- 6) Did you notice any leader in the group?
- 7) What would you change from what you did?
- 8) What makes a group work efficiently?



THEMES

Personal development; social skills

# AIMS & OBJECTIVES

- To raise energy and dynamism within the group of participants;
- To create positive energy and atmosphere in the group;
- To allow participants to relax and have fun

# TARGET GROUP

Youngsters from 11 to 16 years old
Group size: maximum 20
participants

### **DURATION**

25 minutes

# MATERIALS & RESOURCES

Space to allow a group of 20 people to move freely

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

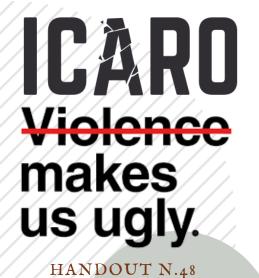
# **Preparation**

Explain that this activity will involve 3 basic and different roles. First role is the tenant, second is wall A, third is wall B. There is also an earthquake.

# **Implementation**

At your signal, people must form groups of 3, where one person will be wall A, another wall B and the third will be the tenant. Both wall A and B have to stand one in front of each other raising their arms and grabbing each other hands, leaving an empty space in between so that the tenant can go inside. Once the group gets the basic structure that each trio must always stay together you can instruct the group about how to play. You or one participant in each round will scream either "wall A!", "wall B!" "tenant!" or earthquake. If wall A is called, then the person in that role must change fast and go to another trio becoming wall A there. The same goes for wall B and for tenant. If the "earthquake!" is called, then all trios and tenant must change place.





THIS IS ME (15)

THEMES

TARGET GROUP

Present yourself in a different way, who am I

All students

# AIMS & OBJECTIVES

- Try to present yourself in a different way
- Building positive self-esteem

# DURATION

30 minutes to implement the activity

# MATERIALS & RESOURCES

Paper, magazines, art supplies, questionnaire

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# **Preparation**

The teacher prepares all the art materials and questionnaires. Every student sits at his/her own desk (if possible) to assure privacy.

# **Implementation**

Show the questions (Appendix 1) to the students. Give them a defined period of time to answer the questions. Explain that the answers will represent who they are and how the world around sees them. The students can answer the question just by writing the answers or they can create a collage about themselves. Give art supplies and additional paper and let the students be artistic. When they finish, ask them to present their work to others.

# Debriefing and Follow up

The teacher asks follow-up questions:
How did you feel after your presentation?
Would you like to ask them about their presentations?

Do you know your classmates better now?





APPENDIX FOR THE HANDOUT N.48 THIS IS ME

I am ...

The thing I cherish the most about myself is ...

I am successful ...

I want to be ...

The person who taught me something important is ...

When I choose my friends ...

My family describes me ....

My teachers' opinion about me is ...

The way I feel right now,

I would like to be ...

I wish ...

My school is ...

When I have problems, I ...



HANDOUT N.49 THREE ROLES

### THEMES

Personal development; social skills

# AIMS & OBJECTIVES

- To raise energy and dynamism within the group of participants;
- To create positive energy and atmosphere in the group;
- To allow participants to relax and have fun

# TARGET GROUP

Youngsters from 11 to 16 years old Group size: maximum 20

participants

# DURATION

10 minutes

# MATERIALS & RESOURCES

Space to allow a group of 20 people to move freely

Suggestions for facilitators

Do it several rounds until you feel that the group is enough "energized".

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# **Preparation**

Instruct the group to form two lines of equal number of people, one in front of each other, then explain that the activity is based on the traditional game of "rock-paper-scissors" but that instead of doing any of those gestures they should choose between three different characters: The Granny, The Knight and the Tiger.

# **Implementation**

You need to explain how the three characters perform and who wins in each round.

The Granny is showed like an old, weak, cute woman that seems harmless but suddenly grabbing her dog she can hit the knight with. So the Granny wins over the Knight.

The Tiger does a scary roar and gesture of attacking with fingers like paws and he attacks the Granny. So, the tiger wins over the Granny.

The Knight stands still with his sword in front of his head. He stabs the tiger, so he wins over it.

The game starts by each person choosing one of those characters (without saying it loud who they chose) and performing it on in front of each other.

So, all in all, the winners are: Granny wins over the Knight. The Knight wins over the tiger. And the Tiger wins over the Granny.



HANDOUT N.50 TITLES OF ANGER

# THEMES

Recognizing reasons of aggression

# AIMS & OBJECTIVES

- Learning to better selfunderstanding among students;
- Learning to better understand the events that trigger aggressive behaviour in me and other children.

MATERIALS & RESOURCES

# TARGET GROUP

Students of primary school, junior secondary school and secondary school.

The activity can be done in group of 10–25 students.

# DURATION

1 hour

Sheets of paper (A4), Pencils, markers.

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# **Preparation**

Before starting the exercise, the teacher should organize the space in the classroom, so every student has his/her own space for work, and prepare the materials.

It is also important to explain students (if they don't know) what are the aggressive emotions, give some examples.

# **Implementation**

Participants split in pairs. Each participant remember a situation where he/she was very angry, considering the matching title for this event and writes the title down on the sheet of paper. Then the participants (in pairs) exchange their sheets of paper and each one wonders what the situation may be under the title and describes it in a few words, for example:

- Participant 1: "Bus"
- Participant 2: Mark was angry because he was late for the bus. For this reason, he arrived late for volleyball training and was not selected for the team that would play in the next match in the tournament.

# Follow up

Discussing the results of the activity, discussing the most common causes of anger and aggression.

- Were you surprised by the ideas developed by your colleagues or maybe they were right in their stories?
- What would you change in these stories?
- What are the causes of anger and aggression?
- Which one you could notice during the exercises?





HANDOUT N.51 YOGA IN CLASS (16)

### THEMES

# TARGET GROUP

Calming yourself down, relaxation of the body and mind

All ages

# AIMS & OBJECTIVES

- Develop flexibility and strength, increase concentration
- Role-play to encourage their imagination and express feelings
- Relaxation of the entire body through exercise
- Learn how to meditate

# **DURATION**

1.5 hours to implement the activity

# MATERIALS & RESOURCES

Yoga mats, radio, relaxing music

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# **Preparation**

The teacher explains why yoga is good for the body and soul. It relaxes all your muscles. Through meditated breathing, one can relax their thoughts. This kind of breathing can also help them to calm down when their emotions are hyphened.

The teacher can also show some historical background of yoga (appendix 1).

Students prepare the classroom (remove the tables and chairs), place the yoga mats on the floor. The yoga mats must face the teacher.

The music is chosen together with the students. It must be relaxing and instrumental.

# **Implementation**

- -The students lie on the yoga mat and listen to the teacher. The teacher guides them through different positions and controls their way of breathing (appendix 2).
- -At the end of the lesson, the teacher explain the students how to meditate and how to include meditation in their everyday life (appendix 3).

# Follow up

Role-play: the students act out a violent conflict (one is the aggressor and the other is the victim). The students try to use the learned techniques of breathing to calm down and to stop before the violence gets out of hand.



# ICARO

# Violence makes us ugly.

ANNEX 1 FOR THE HANDOUT N.51 YOGA IN CLASS

Yoga is a group of physical, mental, and spiritual practices or disciplines, which originated in ancient India. The exact history and origins of yoga is uncertain; however, there are pieces that have been connected and allow us to make some conclusions. It is known that yoga originated from the East.

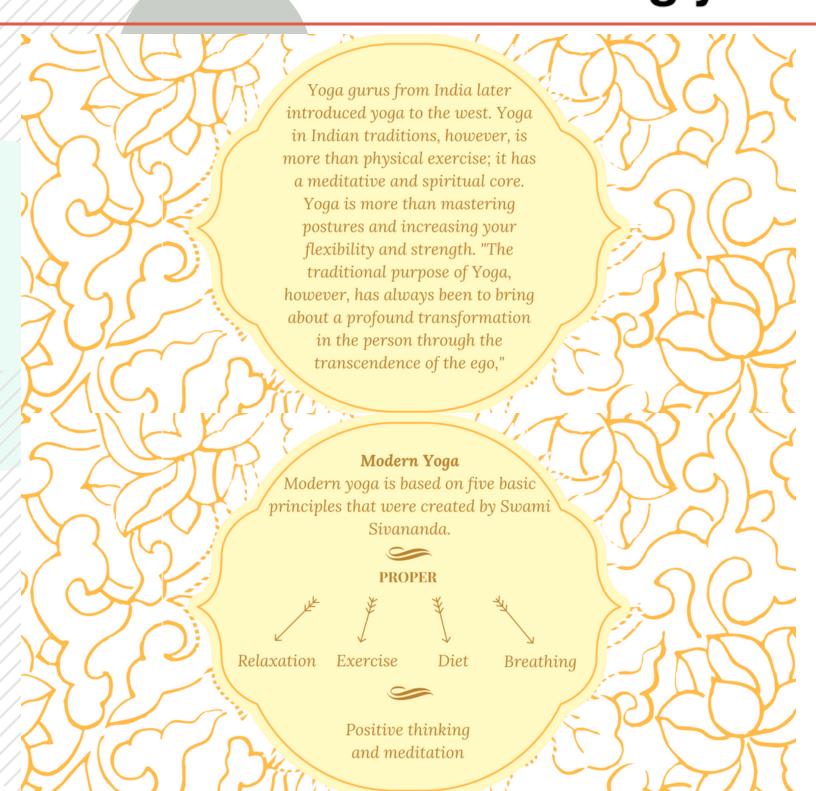
The earliest signs of yoga appear in ancient Shamanism. Evidence of yoga postures were found on artefacts that date back to 3000 B.C.. Evidence of yoga is found in the oldest-existing text, Rig-Veda. Rig-Veda is a composition of hymns. Topics of the Rig-Veda include prayer, divine harmony, and greater being.

Yoga gurus from India later introduced yoga to the west. Yoga in Indian traditions, however, is more than physical exercise; it has a meditative and spiritual core. Yoga is more than mastering postures and increasing your flexibility and strength. "The traditional purpose of Yoga, however, has always been to bring about a profound transformation in the person through the transcendence of the ego,"

# ICARO

# Violence makes us ugly.

ANNEX 1 FOR THE HANDOUT N.51 YOGA IN CLASS





ANNEX 2 FOR THE HANDOUT N.51 YOGA IN CLASS

# Yoga in class

- 1) Students are lying down and they are concentrating on their breathing (3 min).
- 2) The raise their heads and pull their bodies in a sitting position.
- 3) The Cat posture
- 4) The foetal posture to relax their backs
- 5) The mountain posture
- 6) The snake posture
- 7) Back into foetal posture and stay in it for 3 minutes. Deepen the students breathing.
- 8) After completing these postures, sit in a comfortable position, back must be straight

ANNEX 2 FOR THE HANDOUT N.51 YOGA IN CLASS

# Meditation

The teacher explains the basics of meditating. The students close their eyes, breathe deeply and try to relax. They try to concentrate on relaxing their thoughts (5min).

When the time is up, the students open their eyes and remain on their yoga mats. The teacher explains how they can implement meditation in their everyday lives and why it is a good relaxation method after a hard day.



HANDOUT N.52 YOU + ME= WE THEMES

TARGET GROUP

Middle and high school students

# AIMS & OBJECTIVES

Social Awareness Activities

To train students to be able to take the perspective of other persons and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources.

# DURATION

60 minutes

# MATERIALS & RESOURCES

- Bag of M&M's, 1 question for every colour of the M&M,
- Long sheet of paper (around1,5m; 1 for each pair),
- A4 paper;
- Pens and markers

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# **Preparation**

Purpose of activity is to increase social awareness and empathy. To recognize and appreciate individual and group similarities and differences.

# **Implementation**

You get one or more, depending on size of group, big bags of M&M's. You open them up and pass the bag around. Each person pulls out 1 M&M and passes the bag to the next person. You continue this cycle until you run out. When all M&M's are passed out, you begin to ask questions in a circle. Each M&M represents a question. (Red could be "Name one hobby" and blue could be "Name one of your favorite bands".) You pick which M&M to answer for; when you answer, you can eat the M&M. You must say your name before you answer a question.

Later explain purpose of activity.

Randomly form pair students (you can use different coloured sticks, or counting with numbers). Two students (eg. Tom and Jack) are randomly paired together and on a long sheet of paper. They get one long piece of paper (about 6 ft sheet), and take turns drawing one side (from a front view) of each other. Let's say Jack drew Tom's left side, so for the right side of the person, Tom draws Jack. When both or done drawing, they list random facts about each other in their side. They then show it to the rest of the group.

# Follow up

A facilitator asks participants to write down on an A4 paper a number of things that they learned about the activity (the "pluses") and a number of things that they would change about the activity (the "deltas). The facilitator then leads a discussion around first the sharing of things that were liked and then the things that could be changed.



HANDOUT N.53 WE ARE ALL MADE OF STARS

### THEMES

# TARGET GROUP

Social Awareness Activities

Middle and high school students

# AIMS & OBJECTIVES

To train students to recognize the similarities and differences between one another and to develop a working definition of diversity

### DURATION

45-60 minutes

# MATERIALS & RESOURCES

Blank; Five-pointed stars with space in the middle for students to write their names or draw/paste a picture (1 per participant); Markers Flipchart papers; Rope

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# **Preparation**

Explain purpose of activity.

Purpose of activity is to increase social awareness. To recognize the similarities and differences between one another.

# **Implementation**

- 1) Give each student a star to personalize. Have students either write their names and/or paste/draw a picture of themselves in the middle of the star.
- 2) Tell students that each point of the star represents a category. Tell students to write their answers for each category at the points of their star. Note: The categories should be the same for all students and should be decided upon in advance of the activity. They should be on a sheet of paper handed out to each student or written on the board. Suggested categories include: state or country where I was born, a hobby I enjoy, my strongest quality, my favorite school subject, my least favorite school subject, my intended career, my favorite sport, and so on...
- 3) After students have completed their stars, have them move around the room and find as many matches as they can with other students. Have students make a list of all the classmates with whom they have something in common.



# HANDOUT N.53 WE ARE ALL MADE OF STARS

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

- **4)** List the five categories on a piece of chart paper and elicit students' responses for each category. (Students could also be divided into groups and answer the following questions amongst themselves.) The questions could include:
- Are you surprised at the number of similarities that exist among the people in this class? Why or why not?
- How is recognizing these similarities important to how we work together?
- Could any of these similarities cause problems?
- What kinds of differences exist among people in this class?
- How is recognizing these differences important to how we work together?
- Could any of these differences cause problems? Explain your thinking.
- Why is it important to recognize the differences and similarities that exist among people?
- 5) Ask students to think about the meaning of the word diversity. Either as a whole group or in small cooperative groups, have students prepare a 'web' using the word "diversity." Have them include both their own general understanding of the word and as many examples as possible (for example, different races, religion, languages, family structure, etc...)
- **6)** Have the students work together to develop a working definition of diversity that takes into account all of their thinking. Write the class's definition on a piece of chart paper.
- **7)** End the lesson by asking students to reflect on why they think you have asked them to participate in this assignment and how having a class definition of diversity may be useful.
- **8)** Post student stars, the compilation of student responses, and the class definition of diversity in the classroom.

# Follow up

After the activity you can opt for continuing with the "Where do you stand activity"



HANDOUT N.54 WHERE DO YOU STAND? (AGREE AND DISAGREE)

### THEMES

Awareness on the hate speech on line: Causes and consequences

# TARGET GROUP

Students from 11 to 16 years old Group size: 12 to 25 participants Number of facilitators: minimum 1

# ES DURATION

30 minutes

# MATERIALS & RESOURCES

Sentences: each sentence can be written in one A4 paper (see annex 1); Rope

# AIMS & OBJECTIVES

Allow the students to

- Discuss about the ways "hate speech" appear online
- Explore how online violence has consequences on people lives

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# **Preparation**

Divide the room in 2 parts, with the rope.

Explain the students that they are supposed to take a position in respect to the sentences that you will read. They may agree or disagree. If they disagree that go on the left side of the room, if they agree they go on the right side.

# **Implementation**

The facilitator read one sentence. Let students choose their position (without speaking). Once they are situated in the part of the room that represents their opinion, they may express why they stand where they stand. They should try to convince the ones standing on the opposite side to reach them.

After 4–5 opinions, you may want to pass to the next sentence.

# Follow up

Once the debate finish, you may want to discuss with students about

- How easy/difficult was to take a decision
- Which kind of information they used to take a decision
- What does it tell this activity in relation to the ways we do communicate in presence and online
- What can we learn out of it.



ANNEX FOR THE HANDOUT N.54. WHERE DO YOU STAND? (AGREE AND DISAGREE)

Possible sentences to raise the debate:

- Hate speech online does not exist
- It is easier express my feelings online than in presence
- Online communication happens only through verbal communication
- Words are only words :only stones can break my bones.



HANDOUT N.55 WHERE DO YOU STAND (AGREE-UNSURE-DISAGREE)

### THEMES

Social Awareness Activities

# TARGET GROUP

Middle and high school students

# AIMS & OBJECTIVES

To train students to be able to take the perspective of and empathize with others; recognize and appreciate individual and group similarities and differences; recognize and use family, school, and community resources. To prompt reflection and discussion on youth opinions on social issues.

# DURATION

45-60 minutes

# MATERIALS & RESOURCES

Three large pieces of construction paper with the following words written in very large letters, one on each sheet of paper: "Agree," "Disagree," and "Unsure."

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# **Preparation**

At one end of the room post (or have students post) a large sign labeled "Agree" and at the other end post a large sign labeled "Disagree." In the center of the room post a sign labeled "Unsure."

# **Implementation**

- 1) Explain purpose of activity. Explain to the students that you are going to read several statements, none of which have a "right" or "wrong" answer. As each statement is read, tell them they are to take a position in the room based on whether they agree, disagree, or are unsure about the accuracy of the statement.
- **2)** Read some or all of the following statements and allow time for students to take a position following each one. Ask them to observe how people change positions from one topic to the next.
- A) School violence is a major problem in this country.
- B) Public schools should require all students to wear uniforms
- C) Parents should carefully monitor how their children use the internet.
- D) Video games make teens violent.
- E) Prejudiced people cannot be changed.



HANDOUT N.55 WHERE DO YOU STAND (AGREE-UNSURE-DISAGREE)

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

- F) Most young people do not respect adults.
- G) Most adults do not respect teenagers.
- H) Rap music makes teens violent.
- 1) Rap music glamorizes drug use.
- J) Jokes that focus on race, ethnicity, or sexual orientation reinforce prejudice. K) The media unfairly portrays certain groups of people.
- L) There is too much focus on diversity and multiculturalism in the school curriculum.
- M) If the Police sends you to prison, you definitely deserve to be there.
- N) Terrorists are evil.
- O) Anyone who wants to come to Poland should be allowed to enter
- P) Bullying is a normal part of life at school.

# Follow up

- 3) Ask students to make general observations about the activity and to explain how they felt sharing their opinions on some of the topics. Guide a whole-group discussion using the following questions. (Or have students self-divide into small groups and ask a student leader to ask the following questions):
- A) How did it feel to take a position on some of the topics?
- B) If there was a particular topic about which you were unsure about, what information would you need to in order to form an opinion?
- C) How did you feel when you saw others taking a completely different position from yours on a topic?
- D) Were any of your classmates' choices surprising to you? Explain.
- E) Was there a statement read where you were clearly in the minority in your position? Did you consider changing your position to conform to the majority? Why or why not?
- F) What was the purpose of this activity?



HANDOUT N.55 WHERE DO YOU STAND (AGREE-UNSURE-DISAGREE)

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

- G) How does the variety of beliefs and opinions people hold present challenges when people work and live together? How can different opinions be beneficial?
- H) Do you think people sometimes pretend to agree with another person in order to avoid conflict?
- I) Do you think people change their opinions on topics like the ones presented in this lesson? If so, what kinds of things are likely to cause opinions to change?
- 5) In the same small groups or in different small groups, have the students discuss the activity. Instruct them to consider the various ways that people come to hold their beliefs, opinions, and values and make a list on a piece of paper. After the groups have completed the discussion, prepare a composite list of their responses on a paper or the board.







HANDOUT N.56 WISHES

### THEMES

Conflict resolution

# AIMS & OBJECTIVES

- Conflict resolution without aggression
- A common compromise

# TARGET GROUP

Students of primary school, junior secondary school and secondary school.

The activity can be done in group of 10-25 students.

# **DURATION**

1 hour

# MATERIALS & RESOURCES

Sheets of paper (at least A4 and big papers),
Pencils, markers.

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# **Preparation**

Creation of space for work in group of three students e.g. one table and three chairs for every group, or sitting in group of three on the floor but in the distance to the other group (in order to not disturb each other).

# **Implementation**

We divide the group of students in the smaller groups of 3 people. Each group occupies a separate table with a large piece of paper and small papers and writing utensils. Participants write down (on a small paper) their wishes on the topic given by the teacher. Everyone has his/her own piece of paper. Then, each of the trio talks about these wishes. The group of three students must choose only one wish. After doing this task, all the children sit in the circle and the whole team discuss these wishes and then choose only one of them - the most important, accepted by everyone.

Topics to which wishes can be addressed include e.g.:

- Where would you like to go after school classes?
- What would you like to eat for dinner in the cafeteria?
- What kind of fun would you like to carry out in the next class?



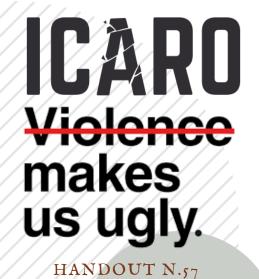
HANDOUT N.56 WISHES

# **Debriefing and Follow up**

After the activity, you may have a debriefing using the following questions:

- Was it difficult to choose one wish?
- Who could convince others and how?
- Was it difficult to convince others? Why yes or no?
- Is everyone satisfied with this solution?





WRINKLED

### THEMES

Awareness of use of verbal communication

# TARGET GROUP

Youth ages 11-16

# AIMS & OBJECTIVES

To explain to participants how words stick.

### DURATION

10-15 minutes

MATERIALS & RESOURCES

Paper (A4)

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# Preparation

Hand each of the participants a piece of paper

# **Implementation**

Once the participants gets their paper ask them the crumple it up.

- -After the crumple the paper up as them to smooth it out to be as straight as possible
- -After ask the participants to apologize to the piece of paper
- -Ask them if after apologizing if the paper got straighter or not.

# Follow up

- -Explain to students that no matter how much they apologize, words will stick and just like the paper won't be back and the creases and folded parts of the paper won't be back to normal no matter how hard they try to fix it.
- -For the last few minutes ask the participants to discuss with each other about words that they have heard or have been said to them that just sticks and still hurts a bit.
- -Also, have them interact with each other using positive words and see how their partners react to those words.



SUN & CLOUD

Personal development; social skills

THEMES

# AIMS & OBJECTIVES

- To raise energy and dynamism within the group of participants;
- To create positive energy and atmosphere in the group;
- To allow participants to relax and have fun

# TARGET GROUP

Youngsters from 11 to 16 years old Group size: maximum 20 participants

### DURATION

15 minutes

# MATERIALS & RESOURCES

Space to allow a group of 20 people to move freely

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# **Preparation**

Tell participants to stand in a circle.

# **Implementation**

Invite them to choose one person secretly in their mind; they should not say who they chose. Then ask them again to choose a second person (a different one). Once they are done with this, tell them that the first person will be their sun and that they must stay as close as possible to their sun (because it is warm and nice) but as far as possible from their cloud, which is the second person they chose.

# Debriefing and Follow up

You can ask at the end how they felt and if they think it is possible to keep some equilibrium in the

group so it does not move constantly





HANDOUT N.41 THE BLIND PERSON

### THEMES

Communication skills

# AIMS & OBJECTIVES

The activity aims to develop the following competences:

- Team work and communication;
- Communication skills.

# TARGET GROUP

Students of primary school, junior secondary school and secondary school.

The activity can be done in group of 4–30 students.

### **DURATION**

1 hour

You may also foresee not to limit the time to complete this exercise. However, the less time, this exercise becomes more difficult.

### MATERIALS & RESOURCES

For implementation of this activity, scarfs are needed to blindfold eyes and moving obstacles such as chairs, tables, benches for the room.

Exercise can be performed indoors and outdoors. Outside will be a natural terrain obstacles such as trees, shrubs, lanterns, etc.

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# **Preparation**

The teacher before the activity should create a space for the implementation of activity. This activity can be realized indoor or outdoor (if possible this option is recommended). If indoor teacher needs to prepare obstacles (like chairs, benches etc.) in the room. The room should be as big as possible.

# **Implementation**

Students realize this activity in pairs.
Instruction for participants:

# Step 1:

- Choose from among you (the pair) a person who will be blindfolded while performing exercises.
- The task of the guide is to advise a "blind man" by the obstacle course and only with words. You must not assist in any other way. You must get the "blind man" as soon as possible from start to the end, but in such a way that s/he does not get any harm.

# Step 2:

- Students change their roles, so everyone can experience being "blind".



HANDOUT N.41 THE BLIND PERSON

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# Follow up:

### Discussion:

- Did exercise were difficult to implement, if yes / no, why?
- What helped and what bothered to do an exercise?
- What decided that you could / could not do exercises?
- Which of your instructions were helpful for the performance of exercises, which were not?
- How did the "Blind men" feel like?
- How did the people who were given instructions feel like?





HANDOUT N.42 THE CIRCLE OF LIFE

### THEMES

Self-awareness, active listening

# TARGET GROUP

14-15 years old students

# AIMS & OBJECTIVES

- Improving students' self awareness and other people's influence in their life
- Promoting collaborative learning
- Enhancing active listening skills

### DURATION

Two hours

# MATERIALS & RESOURCES

Paper, markers, pens, blackboard

Suggestions for facilitators

Given that hands-on methologies change significantly relationships between teacher and students, it is important that teachers let the other members of the classboard know their approach and act in complete accord with them and that all teachers share their own experience and support each

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# **Preparation**

The day before the facilitator announces the activity, asking students to focus on the most significant moments in their own life.

# **Implementation**

The teacher draws on the blackboard a cartesian coordinate system with years on x-axis and wellbeing degree on y-axis, with zero meaning a balance, and explains how significant people, events or educational agencies can influence our wellbeing.(15')

Students are required to work individually, copying the graph in a piece of paper and filling in it, referring to their own time-line and pinpointing what influenced their mood (10').

Everyone who likes it, can share his/her discoveries with companions (1 hour)

# Follow Up

In the next workshop students are required to work in pairs and tell each other a story. The interlocutor listens without commenting on, but trying to understand companion's emotions, then he retells the other the same story. The companion gives a feed-back, expressing how does he/she feels to be understood. Then they exchange their roles (30'). Eventually, each one says what has learnt from this experience with a short phrase (5')



HANDOUT N.43
THE EMPTY CHAIR AND
THE TIRED MAN - WOULD
YOU GIVE YOUR SEAT TO A
TIRED PERSON?

### THEMES

Social skills

# AIMS & OBJECTIVES

To foster group building and improve the participants' ability to work in a team.

# TARGET GROUP

Youngsters from 11 to 16 years old Group size: 7 to 25 participants (depending on the space and number of chairs available)

### DURATION

30 minutes

# MATERIALS & RESOURCES

Chairs for every participant plus one for the facilitator ("tired person")

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# **Preparation**

Start introducing the scene. "Your group has shipwrecked and as a result you only have this floating piece of wood. Your task as a group is to stand all over the surface in such a way that you distribute your weight all over and the wood does stay balanced and you don't fall in the water"

# **Implementation**

Say that you will allow 1 minute talk and then they will have to do the activity in silence. Once you clap hands they have to freeze in their place on the piece of wood and you will decide if the weight is well distributed, if everybody is in the right place or not. If not, you can give them a couple of chances to repeat the activity and see if they manage or not. Remind participants to permanently check where they are (each of them) and where the others are over the wood, until you clap hands.







HANDOUT N.43
THE EMPTY CHAIR AND THE TIRED
MAN - WOULD YOU GIVE YOUR SEAT
TO A TIRED PERSON?

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# **Debriefing and Follow up**

At the end of the activity you may want to ask the following questions:

- 1) How did you feel during the activity?
- 2) What happened?
- 3) Are you satisfied after with you achieved?
- 4) How was it to do the activity in silence? Was it difficult or not?
- 5) What strategies did you follow to accomplish your mission?
- 6) Did you notice any leader in the group?
- 7) What would you change from what you did?
- 8) What makes a group work efficiently?





HANDOUT N.44 THE HULA HOP

### THEMES

Ice-breaking/Team - work

# AIMS & OBJECTIVES

- Ice-breaking,
- team building,
- team work and cooperation,
- problem solving

A very good exercise at the beginning. It requires participants to basic trust and cooperation with each other. At the same time, it is fairly easy to implement and gives the feeling of success.

# TARGET GROUP

Students of primary school, junior secondary school and secondary school.

The activity can be done in group of 12-30 students.

### DURATION

10 - 30 minutes

# MATERIALS & RESOURCES

To complete the exercises at least 1 hula-hop is needed, but it may be necessary to have more.

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# **Preparation**

Before stating the exercise the teacher should organize the space in the classroom, there should be no barriers like benches, chairs etc.

# **Implementation**

Participants must stand in a circle and catch each other's hands. The teacher put the hula-hop on one of the participants hand, and participants must be caught again by the hand, so that there was no break in the circle.

The group's task is to move the hula-hop in a circle made up of participants.

This technique is optional - it is important that during the exercise participants are not allowed to break the circle of hands.

The exercise ends when hula-hop make whole circle. If the circle was stopped, participants begin to play from the beginning.

# Follow Up

Discussion:

- Does exercise was difficult to implement, if yes / no, why?
- What helped and what bothered to do an exercise?
- What emotions did you feel?
- How did you deal with your emotions?

Suggestions for facilitators
The greater the number of people is,
The greater the number of people is,
number of hula-hop should be higher. At
number of hula-hop should be higher. At
number of hula-hop should be higher. At
the same time, the more hula-hop we
have, the exercise become harder to
have, the exercise become needed to perform. The time needed to perform. The time needed to exercises depends on the teacher. The
less time, the exercise becomes more
less time, the exercise becomes more
defficult. The minimum time needed to
fifticult. The minimum time of the group.
A great of the group.
But, there is no need to introduce a time
limit.

For more integrated groups, you can
For more integrated groups, you can
also blind their eyes, forbid them
talking or trigger element of
talking or trigger element of
competition by introducing a second
group.



HANDOUT N.45 THE NET

### THEMES

Cooperation and team building

# AIMS & OBJECTIVES

- Ice-breaking;
- Team building;
- Team work and cooperation.

### TARGET GROUP

Students of primary school, junior secondary school and secondary school.

The activity can be done in group of 8-10 students. If the group is bigger we can divide it into smaller groups.

# MATERIALS & RESOURCES

DURATION
1 hour - 1,5 hour

Its implementation requires a long rope and 2 poles / trees to its formation. Exercise requires a certain physical fitness and strength from participants.

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# **Preparation**

The teacher before the activity should create a space for the implementation of activity. This activity can be realized indoor or outdoor (if possible this option is recommended). The teacher must prepare the NET (mabe using two trees) so that there are as many holes in it as the students.

# **Implementation**

Instruction to the participants:

Please stand all on one side of the network. Your task is to cross over the net, so that each person passes through different holes in the network.

While performing exercise, the rope can't be touched at any time.

If anyone touches the net while going through it, whole group must go back to first side and start all over again.



HANDOUT N.45 THE NET

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# Debriefing and Follow up

After completing the exercise, it should be organized a deberifing with the participants. Such questions can be asked:

- Did exercise were difficult to implement, if yes / no, why?
- What helped and what bothered to do an exercise?
- What decided that you could / could not do exercises?
- Where there any crisis moments during the performance?
- What did help in overcoming the crisis?
- How was the collaboration in teams?
- What emotions did you feel?
- How did you deal with your emotions?







HANDOUT N.46 THE SINKING BOAT

### THEMES

Social skills

### TARGET GROUP

Youngsters from 11 to 16 years old Group size: 7 to 25 participants

# AIMS & OBJECTIVES

To foster group building and improve the participants' ability to work in a team.

# **DURATION**

30 minutes

# MATERIALS & RESOURCES

A large piece of paper or cloth able to contain a large group of participants standing on it

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

# **Preparation**

Start introducing the scene. "Your group has shipwrecked and as a result you only have this floating piece of wood. Your task as a group is to stand all over the surface in such a way that you distribute your weight all over and the wood does stay balanced and you don't fall in the water"

# **Implementation**

Say that you will allow 1 minute talk and then they will have to do the activity in silence. Once you clap hands they have to freeze in their place on the piece of wood and you will decide if the weight is well distributed, if everybody is in the right place or not. If not, you can give them a couple of chances to repeat the activity and see if they manage or not. Remind participants to permanently check where they are (each of them) and where the others are over the wood, until you clap hands.

# Debriefing and F<mark>ollow up</mark>

At the end of the activity you may want to ask the following questions:

- 1) How did you feel during the activity?
- 2) What happened?
- 3) Are you satisfied after with you achieved?
- 4) How was it to do the activity in silence? Was it difficult or not?
- 5) What strategies did you follow to accomplish your mission?
- 6) Did you notice any leader in the group?
- 7) What would you change from what you did?
- 8) What makes a group work efficiently?



HANDOUT N.47 THE TENANT

### THEMES

Personal development; social skills

# AIMS & OBJECTIVES

- To raise energy and dynamism within the group of participants;
- To create positive energy and atmosphere in the group;
- To allow participants to relax and have fun

### TARGET GROUP

Youngsters from 11 to 16 years old
Group size: maximum 20
participants

### DURATION

25 minutes

# MATERIALS & RESOURCES

Space to allow a group of 20 people to move freely

# STEP BY STEP DESCRIPTION OF THE ACTIVITY

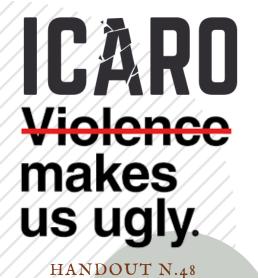
# **Preparation**

Explain that this activity will involve 3 basic and different roles. First role is the tenant, second is wall A, third is wall B. There is also an earthquake.

# **Implementation**

At your signal, people must form groups of 3, where one person will be wall A, another wall B and the third will be the tenant. Both wall A and B have to stand one in front of each other raising their arms and grabbing each other hands, leaving an empty space in between so that the tenant can go inside. Once the group gets the basic structure that each trio must always stay together you can instruct the group about how to play. You or one participant in each round will scream either "wall A!", "wall B!" "tenant!" or earthquake. If wall A is called, then the person in that role must change fast and go to another trio becoming wall A there. The same goes for wall B and for tenant. If the "earthquake!" is called, then all trios and tenant must change place.





THIS IS ME (15)

#### THEMES

TARGET GROUP

Present yourself in a different way,

who am I

All students

### AIMS & OBJECTIVES

- Try to present yourself in a different way
- Building positive self-esteem

### DURATION

30 minutes to implement the activity

### MATERIALS & RESOURCES

Paper, magazines, art supplies, questionnaire

### STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

The teacher prepares all the art materials and questionnaires. Every student sits at his/her own desk (if possible) to assure privacy.

### **Implementation**

Show the questions (Appendix 1) to the students. Give them a defined period of time to answer the questions. Explain that the answers will represent who they are and how the world around sees them. The students can answer the question just by writing the answers or they can create a collage about themselves. Give art supplies and additional paper and let the students be artistic. When they finish, ask them to present their work to others.

### Debriefing and Follow up

The teacher asks follow-up questions:
How did you feel after your presentation?
Would you like to ask them about their presentations?
Do you know your classmates better now?





APPENDIX FOR THE HANDOUT N.48 THIS IS ME

l am ...

The thing I cherish the most about

myself is ...

l am successful ...

I want to be ...

The person who taught me something

important is ...

When I choose m<mark>y friends ...</mark>

My family describes me ....

My teachers' opinion about me is ...

The way I feel right now,

I would like to be ...

I wish ...

My school is ...

When I have problems, I ...



HANDOUT N.49 THREE ROLES

#### THEMES

Personal development; social skills

### AIMS & OBJECTIVES

- To raise energy and dynamism within the group of participants;
- To create positive energy and atmosphere in the group;
- To allow participants to relax and have fun

### TARGET GROUP

Youngsters from 11 to 16 years old Group size: maximum 20

participants

### DURATION

10 minutes

### MATERIALS & RESOURCES

Space to allow a group of 20 people to move freely

Suggestions for facilitators

Do it several rounds until you feel that the group is enough "energized".

### STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

Instruct the group to form two lines of equal number of people, one in front of each other, then explain that the activity is based on the traditional game of "rock-paper-scissors" but that instead of doing any of those gestures they should choose between three different characters: The Granny, The Knight and the Tiger.

### **Implementation**

You need to explain how the three characters perform and who wins in each round.

The Granny is showed like an old, weak, cute woman that seems harmless but suddenly grabbing her dog she can hit the knight with. So the Granny wins over the Knight.

The Tiger does a scary roar and gesture of attacking with fingers like paws and he attacks the Granny. So, the tiger wins over the Granny.

The Knight stands still with his sword in front of his head. He stabs the tiger, so he wins over it.

The game starts by each person choosing one of those characters (without saying it loud who they chose) and performing it on in front of each other.

So, all in all, the winners are: Granny wins over the Knight. The Knight wins over the tiger. And the Tiger wins over the Granny.



HANDOUT N.50 TITLES OF ANGER

### THEMES

Recognizing reasons of aggression

### AIMS & OBJECTIVES

- Learning to better selfunderstanding among students;
- Learning to better understand the events that trigger aggressive behaviour in me and other children.

MATERIALS & RESOURCES

### TARGET GROUP

Students of primary school, junior secondary school and secondary school.

The activity can be done in group of 10-25 students.

#### **DURATION**

1 hour

Sheets of paper (A4), Pencils, markers.

### STEP BY STEP DESCRIPTION OF THE ACTIVITY

### Preparation

Before starting the exercise, the teacher should organize the space in the classroom, so every student has his/her own space for work, and prepare the materials.

It is also important to explain students (if they don't know) what are the aggressive emotions, give some examples.

### **Implementation**

Participants split in pairs. Each participant remember a situation where he/she was very angry, considering the matching title for this event and writes the title down on the sheet of paper. Then the participants (in pairs) exchange their sheets of paper and each one wonders what the situation may be under the title and describes it in a few words, for example:

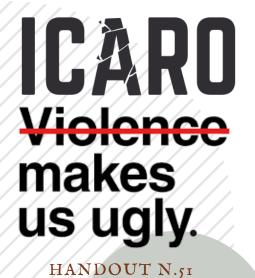
- Participant 1: "Bus<mark>"</mark>
- Participant 2: M<mark>ark was angry beca</mark>use he was late for the bus. For this reason, he arrived late for volleyball training and was not selected for the team that would play in the next match in the tournament.

### Follow up

Discussing the results of the activity, discussing the most common causes of anger and aggression.

- Were you surprised by the ideas developed by your colleagues or maybe they were right in their stories?
- What would you change in these stories?
- What are the causes of anger and aggression?
- Which one you could notice during the exercises?





YOGA IN CLASS (16)

#### THEMES

### TARGET GROUP

Calming yourself down, relaxation of the body and mind

All ages

### AIMS & OBJECTIVES

### Develop flexibility and strength, increase concentration

- Role-play to encourage their imagination and express feelings
- Relaxation of the entire body through exercise
- Learn how to meditate

### **DURATION**

1.5 hours to implement the activity

### MATERIALS & RESOURCES

Yoga mats, radio, relaxing music

### STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

The teacher explains why yoga is good for the body and soul. It relaxes all your muscles. Through meditated breathing, one can relax their thoughts. This kind of breathing can also help them to calm down when their emotions are hyphened.

The teacher can also show some historical background of yoga (appendix 1).

Students prepare the classroom (remove the tables and chairs), place the yoga mats on the floor. The yoga mats must face the teacher.

The music is chosen together with the students. It must be relaxing and instrumental.

### **Implementation**

- -The students lie on the yoga mat and listen to the teacher. The teacher guides them through different positions and controls their way of breathing (appendix 2).
- -At the end of the lesson, the teacher explain the students how to meditate and how to include meditation in their everyday life (appendix 3).

### Follow up

Role-play: the students act out a violent conflict (one is the aggressor and the other is the victim). The students try to use the learned techniques of breathing to calm down and to stop before the violence gets out of hand.



# ICARO

## Violence makes us ugly.

ANNEX 1 FOR THE HANDOUT N.51 YOGA IN CLASS

Yoga is a group of physical, mental, and spiritual practices or disciplines, which originated in ancient India. The exact history and origins of yoga is uncertain; however, there are pieces that have been connected and allow us to make some conclusions. It is known that yoga originated from the East.

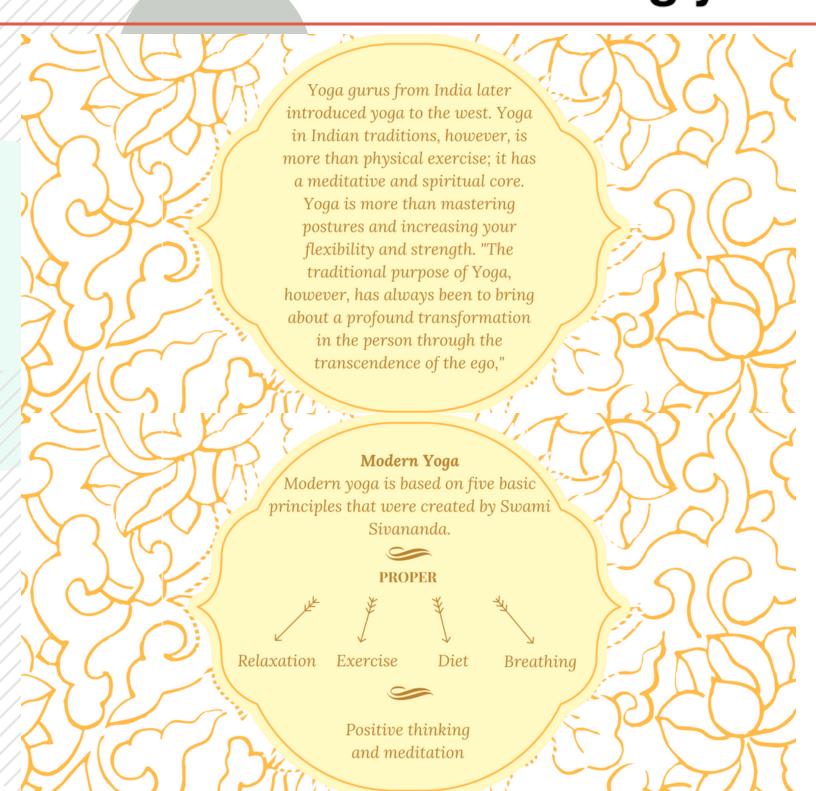
The earliest signs of yoga appear in ancient Shamanism. Evidence of yoga postures were found on artefacts that date back to 3000 B.C.. Evidence of yoga is found in the oldest-existing text, Rig-Veda. Rig-Veda is a composition of hymns. Topics of the Rig-Veda include prayer, divine harmony, and greater being.

Yoga gurus from India later introduced yoga to the west. Yoga in Indian traditions, however, is more than physical exercise; it has a meditative and spiritual core. Yoga is more than mastering postures and increasing your flexibility and strength. "The traditional purpose of Yoga, however, has always been to bring about a profound transformation in the person through the transcendence of the ego,"

# ICARO

## Violence makes us ugly.

ANNEX 1 FOR THE HANDOUT N.51 YOGA IN CLASS





ANNEX 2 FOR THE HANDOUT N.51 YOGA IN CLASS

### Yoga in class

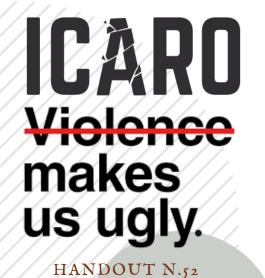
- 1) Students are lying down and they are concentrating on their breathing (3 min).
- 2) The raise their heads and pull their bodies in a sitting position.
- 3) The Cat posture
- 4) The foetal posture to relax their backs
- 5) The mountain posture
- 6) The snake posture
- 7) Back into foetal posture and stay in it for 3 minutes. Deepen the students breathing.
- 8) After completing these postures, sit in a comfortable position, back must be straight

ANNEX 2 FOR THE HANDOUT N.51 YOGA IN CLASS

### **Meditation**

The teacher explains the basics of meditating. The students close their eyes, breathe deeply and try to relax. They try to concentrate on relaxing their thoughts (5min).

When the time is up, the students open their eyes and remain on their yoga mats. The teacher explains how they can implement meditation in their everyday lives and why it is a good relaxation method after a hard day.



YOU + ME = WE

### THEMES

Social Awareness Activities

#### TARGET GROUP

Middle and high school students

### AIMS & OBJECTIVES

To train students to be able to take the perspective of other persons and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources.

### DURATION

60 minutes

### MATERIALS & RESOURCES

- Bag of M&M's, 1 question for every colour of the M&M,
- Long sheet of paper (around 1,5m; 1 for each pair),
- A4 paper;
- Pens and markers

### STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

Purpose of activity is to increase social awareness and empathy. To recognize and appreciate individual and group similarities and differences.

### **Implementation**

You get one or more, depending on size of group, big bags of M&M's. You open them up and pass the bag around. Each person pulls out 1 M&M and passes the bag to the next person. You continue this cycle until you run out. When all M&M's are passed out, you begin to ask questions in a circle. Each M&M represents a question. (Red could be "Name one hobby" and blue could be "Name one of your favorite bands".) You pick which M&M to answer for; when you answer, you can eat the M&M. You must say your name before you answer a question.

Later explain purpose of activity.

Randomly form pair students (you can use different coloured sticks, or counting with numbers). Two students (eg. Tom and Jack) are randomly paired together and on a long sheet of paper. They get one long piece of paper (about 6 ft sheet), and take turns drawing one side (from a front view) of each other. Let's say Jack drew Tom's left side, so for the right side of the person, Tom draws Jack. When both or done drawing, they list random facts about each other in their side. They then show it to the rest of the group.

### Follow up

A facilitator asks participants to write down on an A4 paper a number of things that they learned about the activity (the "pluses") and a number of things that they would change about the activity (the "deltas). The facilitator then leads a discussion around first the sharing of things that were liked and then the things that could be changed.



HANDOUT N.53 WE ARE ALL MADE OF STARS

#### THEMES

### TARGET GROUP

Social Awareness Activities

Middle and high school students

### AIMS & OBJECTIVES

To train students to recognize the similarities and differences between one another and to develop a working definition of diversity

#### DURATION

45-60 minutes

### MATERIALS & RESOURCES

Blank; Five-pointed stars with space in the middle for students to write their names or draw/paste a picture (1 per participant); Markers Flipchart papers; Rope

### STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

Explain purpose of activity.

Purpose of activity is to increase social awareness. To recognize the similarities and differences between one another.

### **Implementation**

- 1) Give each student a star to personalize. Have students either write their names and/or paste/draw a picture of themselves in the middle of the star.
- 2) Tell students that each point of the star represents a category. Tell students to write their answers for each category at the points of their star. Note: The categories should be the same for all students and should be decided upon in advance of the activity. They should be on a sheet of paper handed out to each student or written on the board. Suggested categories include: state or country where I was born, a hobby I enjoy, my strongest quality, my favorite school subject, my least favorite school subject, my intended career, my favorite sport, and so on...
- 3) After students have completed their stars, have them move around the room and find as many matches as they can with other students. Have students make a list of all the classmates with whom they have something in common.



### HANDOUT N.53 WE ARE ALL MADE OF STARS

### STEP BY STEP DESCRIPTION OF THE ACTIVITY

- **4)** List the five categories on a piece of chart paper and elicit students' responses for each category. (Students could also be divided into groups and answer the following questions amongst themselves.) The questions could include:
- Are you surprised at the number of similarities that exist among the people in this class? Why or why not?
- How is recognizing these similarities important to how we work together?
- Could any of these similarities cause problems?
- What kinds of differences exist among people in this class?
- How is recognizing these differences important to how we work together?
- Could any of these differences cause problems? Explain your thinking.
- Why is it important to recognize the differences and similarities that exist among people?
- 5) Ask students to think about the meaning of the word diversity. Either as a whole group or in small cooperative groups, have students prepare a 'web' using the word "diversity." Have them include both their own general understanding of the word and as many examples as possible (for example, different races, religion, languages, family structure, etc...)
- **6)** Have the students work together to develop a working definition of diversity that takes into account all of their thinking. Write the class's definition on a piece of chart paper.
- **7)** End the lesson by asking students to reflect on why they think you have asked them to participate in this assignment and how having a class definition of diversity may be useful.
- **8)** Post student stars, the compilation of student responses, and the class definition of diversity in the classroom.

### Follow up

After the activity you can opt for continuing with the "Where do you stand activity"



HANDOUT N.54 WHERE DO YOU STAND? (AGREE AND DISAGREE)

#### THEMES

Awareness on the hate speech on line: Causes and consequences

### TARGET GROUP

Students from 11 to 16 years old Group size: 12 to 25 participants Number of facilitators: minimum 1

#### DURATION

30 minutes

### MATERIALS & RESOURCES

Sentences: each sentence can be written in one A4 paper (see annex 1); Rope

### AIMS & OBJECTIVES

Allow the students to

- Discuss about the ways "hate speech" appear online
- Explore how online violence has consequences on people lives

### STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

Divide the room in 2 parts, with the rope.

Explain the students that they are supposed to take a position in respect to the sentences that you will read. They may agree or disagree. If they disagree that go on the left side of the room, if they agree they go on the right side.

### **Implementation**

The facilitator read one sentence. Let students choose their position (without speaking). Once they are situated in the part of the room that represents their opinion, they may express why they stand where they stand. They should try to convince the ones standing on the opposite side to reach them.

After 4–5 opinions, you may want to pass to the next sentence.

### Follow up

Once the debate finish, you may want to discuss with students about

- How easy/difficult was to take a decision
- Which kind of information they used to take a decision
- What does it tell this activity in relation to the ways we do communicate in presence and online
- What can we learn out of it.



ANNEX FOR THE HANDOUT N.54. WHERE DO YOU STAND? (AGREE AND DISAGREE)

### Possible sentences to raise the debate:

- Hate speech online does not exist
- It is easier express my feelings online than in presence
- Online communication happens only through verbal communication
- Words are only words :only stones can break my bones.



HANDOUT N.55 WHERE DO YOU STAND (AGREE-UNSURE-DISAGREE)

#### THEMES

Social Awareness Activities

### TARGET GROUP

Middle and high school students

### AIMS & OBJECTIVES

To train students to be able to take the perspective of and empathize with others; recognize and appreciate individual and group similarities and differences; recognize and use family, school, and community resources. To prompt reflection and discussion on youth opinions on social issues.

### DURATION

45-60 minutes

### MATERIALS & RESOURCES

Three large pieces of construction paper with the following words written in very large letters, one on each sheet of paper: "Agree," "Disagree," and "Unsure."

### STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

At one end of the room post (or have students post) a large sign labeled "Agree" and at the other end post a large sign labeled "Disagree." In the center of the room post a sign labeled "Unsure."

### **Implementation**

- 1) Explain purpose of activity. Explain to the students that you are going to read several statements, none of which have a "right" or "wrong" answer. As each statement is read, tell them they are to take a position in the room based on whether they agree, disagree, or are unsure about the accuracy of the statement.
- **2)** Read some or all of the following statements and allow time for students to take a position following each one. Ask them to observe how people change positions from one topic to the next.
- A) School violence is a major problem in this country.
- B) Public schools should require all students to wear uniforms
- C) Parents should carefully monitor how their children use the internet.
- D) Video games make teens violent.
- E) Prejudiced people cannot be changed.



HANDOUT N.55 WHERE DO YOU STAND (AGREE-UNSURE-DISAGREE)

### STEP BY STEP DESCRIPTION OF THE ACTIVITY

- F) Most young people do not respect adults.
- G) Most adults do not respect teenagers.
- H) Rap music makes teens violent.
- 1) Rap music glamorizes drug use.
- J) Jokes that focus on race, ethnicity, or sexual orientation reinforce prejudice. K) The media unfairly portrays certain groups of people.
- L) There is too much focus on diversity and multiculturalism in the school curriculum.
- M) If the Police sends you to prison, you definitely deserve to be there.
- N) Terrorists are evil.
- O) Anyone who wants to come to Poland should be allowed to enter
- P) Bullying is a normal part of life at school.

### Follow up

- 3) Ask students to make general observations about the activity and to explain how they felt sharing their opinions on some of the topics. Guide a whole-group discussion using the following questions. (Or have students self-divide into small groups and ask a student leader to ask the following questions):
- A) How did it feel to take a position on some of the topics?
- B) If there was a particular topic about which you were unsure about, what information would you need to in order to form an opinion?
- C) How did you feel when you saw others taking a completely different position from yours on a topic?
- D) Were any of your classmates' choices surprising to you? Explain.
- E) Was there a statement read where you were clearly in the minority in your position? Did you consider changing your position to conform to the majority? Why or why not?
- F) What was the purpose of this activity?



HANDOUT N.55 WHERE DO YOU STAND (AGREE-UNSURE-DISAGREE)

### STEP BY STEP DESCRIPTION OF THE ACTIVITY

- G) How does the variety of beliefs and opinions people hold present challenges when people work and live together? How can different opinions be beneficial?
- H) Do you think people sometimes pretend to agree with another person in order to avoid conflict?
- I) Do you think people change their opinions on topics like the ones presented in this lesson? If so, what kinds of things are likely to cause opinions to change?
- 5) In the same small groups or in different small groups, have the students discuss the activity. Instruct them to consider the various ways that people come to hold their beliefs, opinions, and values and make a list on a piece of paper. After the groups have completed the discussion, prepare a composite list of their responses on a paper or the board.







HANDOUT N.56 WISHES

#### THEMES

Conflict resolution

### AIMS & OBJECTIVES

- Conflict resolution without aggression
- A common compromise

### TARGET GROUP

Students of primary school, junior secondary school and secondary school.

The activity can be done in group of 10-25 students.

### **DURATION**

1 hour

### MATERIALS & RESOURCES

Sheets of paper (at least A4 and big papers),
Pencils, markers.

### STEP BY STEP DESCRIPTION OF THE ACTIVITY

### **Preparation**

The day before the teacher announces the activity, telling students its aims but not the methodology, in order to arise their curiosity and a positive expectancy.

### **Implementation**

Students are required to think about their personal interests, skills and features individually and write down some notes(10')

Then the teacher gives these istructions: students are supposed to work in pairs and telling each other what they like, how they are like and what they are able to do. She writes on the blackboard: "I am..., I am able to..., I like...."

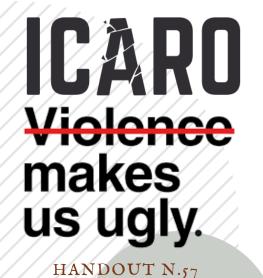
Moreover, in order to encourage shy students, suggests to recognize some basic abilities ("I can ride my bike", "I can cook an egg" and similar ones) and, at first glance obvious, but anything but taken for granted, attitudes ("I am a honest person"). (10'). When a companion speaks, the other one only listens to, without commenting. Then they exchange their roles (10').

Sitting in circle, everyone who likes, tells what found difficult the most and the teacher gives students who felt uncomfortable some pieces of advice to improve his/her self-esteem (30')

### Follow up

Everyone who likes tells with a word or a short phrase what learnt from this experience (5')





WRINKLED

#### THEMES

Awareness of use of verbal communication

Youth ages 11-16

TARGET GROUP

### AIMS & OBJECTIVES

To explain to participants how words

### **DURATION**

10-15 minutes

MATERIALS & RESOURCES

Paper (A4)

### STEP BY STEP DESCRIPTION

OF THE ACTIVITY

### **Preparation**

Hand each of the participants a piece of paper

### **Implementation**

Once the participants gets their paper ask them the crumple it up.

- After the crumple the paper up as them to smooth it out to be as straight as possible
- After ask the participants to apologize to the piece of paper
- Ask them if after apologizing if the paper got straighter or not.

### Follow up

- Explain to students that no matter how much they apologize, words will stick and just like the paper won't be back and the creases and folded parts of the paper won't be back to normal no matter how hard they try to fix it.
- For the last few mi<mark>nutes ask the par</mark>ticipants to discuss with each other about words that they have heard or have been said to them that just sticks and still hurts a bit.
- Also, have them interact with each other using positive words and see how their partners react to those words.



















### in collaboration with:

