



STRONG YOUNG MINDS

MANUAL DE ACTIVIDADES DE SAUDE MENTAL



Strong Young Minds

A seguinte publicação foi criada através de 6 Associações durante o projecto Strong Young Minds apoiado por 'Erasmus + Key Action 2'

Autores:



Scouts Valencians (Espanha): Javi Quilez

<http://www.scoutsvalencians.org>



Ha Moment (Portugal): Olga Kuczynska, Sérgio Gonçalves, José Branco

<http://www.hamoment.org>



Hugarafl/Mindpower (Islândia): Einar Björnsson, Fjóla Kristín Ólafardóttir, Sigurborg Sveinsdóttir,

Málfríður Hrund Einarsdóttir, Kristinn Heiðar Fjölnisson

<http://www.hugarafl.is>



Minte Forte Association (Romênia): Dumitrita Simion, Paula Nutas, Claudia Gageanu

<http://www.minteforte.ro>



ASK Yourself Association (Romênia): Arhire Alexandru, Oana Rizescu

<http://www.askyourself.ro>

Edição de design em espanhol: Javi Quilez - El Cubil Creativo

Tradução: Isabel Moisão Lopes e Joana Moisão Lopes

Testes em Portugal: Ha Moment

Data de lançamento: 31 de outubro de 2018

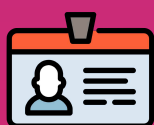
EL CUBIL CREATIVO



www.javiquil.com

O apoio da Comissão Europeia para a produção desta publicação não constitui um endosso do conteúdo, que reflete apenas a perspectiva dos autores, e a Comissão não é responsável pelo uso que possa ser feito das informações nele contidas.

- I. Introdução
- II. Saúde mental
- III Competências na adolescência e além
- IV. Educação não formal
- V. Assessoria de facilitação para o trabalho com adolescentes



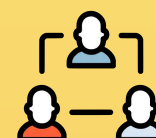
VI. IDENTITY

- 1. *Teach an alien*
- 2. *Strengths and weaknesses*
- 3. *Johari window*
- 4. *Most authentic person*
- 5. *Development paths*
- 6. *Ikigai*
- 7. *Wheel of Health*
- 8. *Detectives*
- 9. *Who wants to be healthier?*
- 10. *Highway to health*
- 11. *Eisenhower box - time management*



VII. EMOTIONS

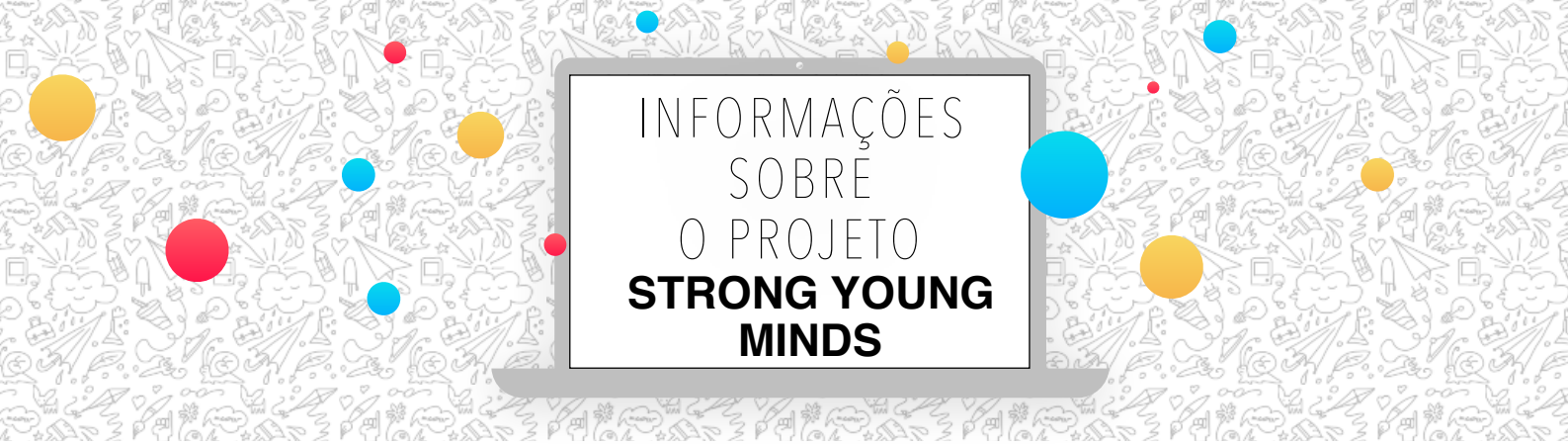
- 1. *What are emotions*
- 2. *Emotional taxi*
- 3. *Emotions in court*
- 4. *Courage street*
- 5. *Apps for a bad day*
- 6. *Battle of voices*
- 7. *Compassionate mind*



VIII. RELATIONS

- 1. *Speed friending*
- 2. *Languages of affection*
- 3. *Marble jar of trust*
- 4. *GPS of empathy*
- 5. *Non-violent communication*
- 6. *Conflict management*
- 7. *Wise breakup*
- 8. *Actors in my movie*
- 9. *The chair*
- 10. *Pick the peer pressure*
- 11. *Popular John Doe*

- IX. Quando você se deparar com um caso difícil
- X. Testemunhos
- XI Os parceiros do projeto
- XII Agradecimentos



INFORMAÇÕES SOBRE O PROJETO **STRONG YOUNG MINDS**

O que é o Strong Young Minds?

O Strong Young Minds foi um projecto de parceria estratégica que se focava na educação, proposto e delineado por cinco organizações da Islândia, Espanha, Portugal e Roménia, nos campos da saúde mental e educação, apoiado pelo programa Erasmus+ da Comissão Europeia.

O principal objectivo do projecto foi criar ferramentas e recursos para a educação sobre a saúde mental para adolescentes dos países participantes e para multiplicar os resultados entre os trabalhadores juvenis e educadores a nível local, nacional e Europeu.



Quais os objectivos do projecto?

1. Aumentar a capacidade das organizações participativas de lidar com as necessidades educacionais dos jovens das suas comunidades sobre a saúde mental;
2. Desenvolver um currículo de treino e um jogo de tabuleiro baseado na saúde mental, cujo objectivo é relacionar competências para jovens entre os 14 e os 18 anos, com diferentes origens socioeconómicas.
3. Facilitar o uso de ferramentas educativas sobre a saúde mental pelos trabalhadores juvenis na Europa.

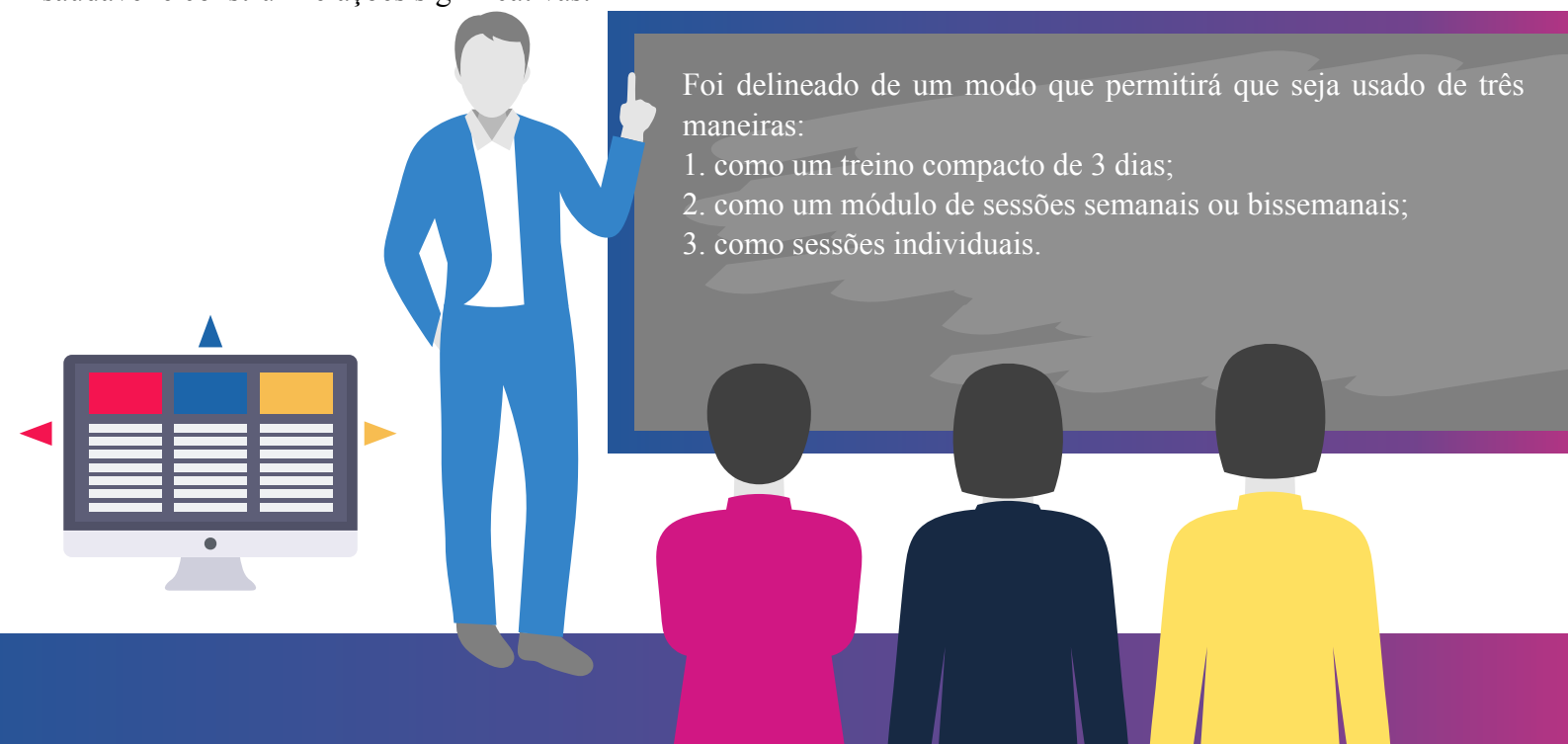


Na Islândia, em Portugal, Espanha e na Roménia, existiam muito poucas iniciativas dirigidas para promover a saúde mental entre os adolescentes, fossem elas implementadas em organizações de saúde mental, ou em escolas secundárias. Normalmente existiam apenas em forma de campanhas nos *media*, palestras para jovens no secundário, recursos *online*, eventos ocasionais sobre tópicos específicos, ou panfletos e brochuras. A diferença entre estas e a iniciativa deste projecto está no facto de que o seu objectivo era principalmente chamar a atenção, e não construir capacidades.

Do que sabemos, as ferramentas que este projecto desenvolveu (currículo de treino e o jogo de tabuleiro) são inovadoras na Europa, devido a algumas características únicas:

Compreensão, flexibilidade, metodologia não-formal e acessibilidade.

Comparada com a maioria dos projectos educacionais que são fragmentados no seu alcance temático, a abordagem destas ferramentas tem um alcance mais compreensivo, lidando com um conjunto de competências essenciais na saúde mental, como a construção de uma identidade pessoal, gestão de emoções, como manter um estilo de vida saudável e construir relações significativas.



A metodologia não-formal tem sido pouco utilizada na educação sobre saúde mental. Jogos de tabuleiro têm sido desenvolvidos com diferentes tópicos, como educação financeira ou gestão de conflitos, mas não no tópico de gestão de capacidades na saúde mental. Por isso, este projecto traz a aprendizagem não-formal e os jogos de tabuleiro ao campo da educação na saúde mental, apoiando-se no que foi conseguido anteriormente noutros campos com estes tipos de métodos e inventando uma abordagem única e criativa.

Também, devido ao facto de que estas ferramentas foram produzidas em 5 línguas, das quais uma é o Inglês, e o currículo de treino está incluído numa página da internet criada especialmente para este propósito, com a ajuda de vídeos instrutivos. O manual descrevendo o currículo foi vastamente difundido *online*, em plataformas de fontes abertas, têm-se tornado muito mais acessíveis do que qualquer outra ferramenta semelhante e é-lhes permitido atingir um maior número de trabalhadores juvenis e educadores.

O projecto produziu 4 Resultados Intelectuais:

- Um currículo formativo
- Um manual
- Um jogo de tabuleiro
- Uma série de vídeos instrutivos

Program for training course: Strong Young Minds

	Day 0 8.11	Day 1 9.11	Day 2 10.11	Day 3 11.11	Day 4 12.11	Day 5 13.11	Day 6 14.11	Day 7 15.11	Day 8 16.11
8:00	Arrival of the participants	Registration of the participants	Introduction to the training course	Testing the TC	Testing the TC	How to implement the methodology	Testing the TC	Testing the TC	Departure
9:00				Testing the TC	Testing the TC	Testing the TC	Testing the TC	Testing the TC	
10:00				Testing the TC	Testing the TC	Testing the TC	Testing the TC	Testing the TC	
11:00				Testing the TC	Testing the TC	Testing the TC	Testing the TC	Testing the TC	
12:00				Testing the TC	Testing the TC	Testing the TC	Testing the TC	Testing the TC	
13:00				Testing the TC	Testing the TC	Testing the TC	Testing the TC	Testing the TC	
14:00				Testing the TC	Testing the TC	Testing the TC	Testing the TC	Testing the TC	
15:00				Testing the TC	Testing the TC	Testing the TC	Testing the TC	Testing the TC	
16:00				Testing the TC	Testing the TC	Testing the TC	Testing the TC	Testing the TC	
17:00				Testing the TC	Testing the TC	Testing the TC	Testing the TC	Testing the TC	
18:00				Testing the TC	Testing the TC	Testing the TC	Testing the TC	Testing the TC	
19:00				Testing the TC	Testing the TC	Testing the TC	Testing the TC	Testing the TC	
20:00				Testing the TC	Testing the TC	Testing the TC	Testing the TC	Testing the TC	
21:00				Testing the TC	Testing the TC	Testing the TC	Testing the TC	Testing the TC	
22:00				Testing the TC	Testing the TC	Testing the TC	Testing the TC	Testing the TC	
23:00				Testing the TC	Testing the TC	Testing the TC	Testing the TC	Testing the TC	

01 – A Formação

O currículo formativo tem-se focado no desenvolvimento de competências mentais essenciais para adolescentes, como: construir uma identidade pessoal equilibrada, gestão emocional, manter relações significativas, ter um estilo de vida saudável. Os conceitos teóricos subjacentes foram tirados da última pesquisa científica em psicologia, educação e estilo de vida.

O currículo tem uma estrutura coerente mas flexível que permitirá que seja usado pelo menos de três maneiras:

1. como uma formação compacta de 3 dias;
2. como um módulo de sessões semanais ou bissemanais;
3. como sessões autónomas individuais.

A metodologia utilizada nas actividades do currículo apoia-se nos princípios da educação não-formal, e seguindo um ciclo de aprendizagem baseado na experiência. Os métodos mais adequados aos tópicos específicos referidos em cada sessão foram escolhidos e vastamente testados. Métodos diversos foram incluídos de modo a dar resposta aos vários estilos de aprendizagem dos jovens. Os métodos vão desde o trabalho em grupo, *role plays*, utilização das artes, simulações, espaços abertos, etc. sendo o limite das possibilidades dado apenas pela criatividade dos membros da equipa do projecto. Acreditamos que qualquer actividade se possa tornar uma actividade de educação não-formal, desde que tenha um objectivo claro por detrás, que seja relevante ao tópico e seguida por um *debriefing* (discussão/avaliação) eficaz.

O desenvolvimento do currículo formativo começou a partir dos dados recolhidos nas análises de necessidades, através de um grupo focado com adolescentes e trabalhadores juvenis.

De acordo com as necessidades específicas identificadas, a equipa do projecto criou uma primeira versão da formação, que foi revista muitas vezes, após cada actividade de teste que se seguia: dois testes locais com adolescentes e um teste de formação internacional com trabalhadores juvenis. Duas reuniões transnacionais da equipa do projecto e trabalho de equipa local foram utilizados para avaliar, definir e refinar todas as componentes do currículo.



02 – Manual sobre o currículo formativo



O manual descreve as actividades do currículo formativo, os objectivos de aprendizagem por detrás de cada actividade, os métodos para guiar a reflexão e o *debriefing* da aprendizagem e alguns conceitos teóricos que definem a base para as actividades. Está disponível em formato pdf. Depois de ter sido definida a versão final do curso de formação, os parceiros escreveram juntos as diferentes partes do manual e traduziram-nas para as suas línguas.



03 – Jogo de tabuleiro

O jogo de tabuleiro trabalha à volta dos mesmos tópicos do currículo formativo. É um jogo dinâmico, cheio de conteúdo informativo. Foi desenhado para jogadores múltiplos. As instruções do jogo estão disponíveis nas cinco línguas do projecto.

Um primeiro protótipo do jogo foi desenhado e produzido após a primeira reunião transnacional e foi testado e adaptado várias vezes, após cada actividade de teste que se seguia: dois testes locais com adolescentes e um teste de formação internacional com trabalhadores juvenis. As últimas duas reuniões transnacionais da equipa do projecto e da equipa local foram usadas para avaliar, definir e refinar todas as componentes do jogo.

Cada parceiro forneceu a tradução das instruções e dos elementos do jogo (cartas, características e instruções na sua língua).

A produção do jogo foi feita pela Produções Fixe, uma companhia social em Portugal que produziu já jogos de tabuleiro de qualidade: Plan B – ver a revista de trabalhadores juvenis Coyote no 10 – e jogos de outras KA2 Borderline Boardgames: Mission Z e Real Ideal.



04 – Vídeos instrutivos

04 – Vídeos instrutivos

Foram criados vídeos para várias actividades do currículo formativo, ilustrando como o método deve ser introduzido, o desenvolvimento da actividade e os passos mais importantes do *debriefing*. Os vídeos são colocados na página de internet do projecto e no canal de Youtube:

https://www.youtube.com/channel/UCmej3_TOBrjGYt4Vn1v-ljg/videos e são complementados com descrições escritas das actividades.

Durante a primeira reunião transnacional, foi feito um plano para definir como a filmagem seria organizada, como seria filmado, os momentos que teriam de ser filmados.

A maior parte das filmagens foram realizadas durante o Curso de Formação que teve lugar na Roménia, por 8 dias durante a fase de teste do currículo com participantes de cada país parceiro envolvido. Isto foi filmado no meio do projecto, por isso algumas das actividades apresentam ligeiras mudanças nas últimas versões do manual, embora ambas as versões funcionem da mesma maneira e tenham obtido o mesmo nível de satisfação dos participantes e dos que as testaram, mas incluímos estas mudanças de modo a torna-las mais claras aos facilitadores que não estejam habituados aos métodos não-formais.



Para quem é este projecto?

Nos dias de hoje há uma falta de educação sobre a saúde mental na sociedade, especialmente entre os jovens, onde têm de enfrentar desafios múltiplos diários para os quais podem não estar preparados e os educadores à sua volta (professores, família, trabalhadores juvenis, tutores...) podem não ter uma abordagem fácil e sustentável, ou recursos que lhes permitam enfrentar essas situações.

Por isso, este projecto é para todos os que estejam interessados em ajudar outros na sua compreensão de assuntos relacionados com a saúde mental e em dar poder aos jovens para uma travessia mais segura da vida a níveis bastante diversos que afectam a saúde mental.

Quem desenvolveu este projecto?



♥ 12k Likes

22 especialistas



Psicólogos, educadores, educadores não formais e especialistas em saúde mental.

+15.000jovens



Da Islândia, Roménia, Portugal e Espanha participaram nas fases de teste.



De modo a tratar convenientemente o propósito do projecto, a selecção de parceiros foi obrigatória. A intenção era equilibrar a equipa entre psicólogo, educadores, educadores não-formais e especialistas em Saúde Mental para que os resultados fosse de alta qualidade e tivessem um impacto nos receptores.



II. Salud Mental

Cuando hablamos de la salud mental, normalmente utilizamos el término para describir condiciones mentales de salud como la depresión, ansiedad, esquizofrenia o desorden bipolar. Eso no es la salud mental. La salud mental se describe como un estado de bienestar en el que todo individuo se da cuenta de su propio potencial, puede lidiar con los niveles normales de estrés de la vida, trabajar de manera productiva y fructífera, y además es capaz de realizar una contribución a su comunidad. (De acuerdo con la Organización Mundial de la Salud).

Diferentes investigaciones enseñan que los altos niveles de salud mental se asocian con el incremento del aprendizaje, la creatividad y productividad, un comportamiento más pro-social y relaciones sociales positivas, y con una mejorada salud física y expectativa de vida. Es importante tener en cuenta que todo lo que podamos hacer para fomentar las destrezas que se necesitan para tener una buena salud mental son vitales para nuestro bienestar, como las cosas que hacemos para mejorar y mantener nuestra salud física. La salud mental trata de la salud cognitiva, emocional y social – la manera en que pensamos, sentimos y desarrollamos las relaciones – y no meramente la ausencia de una condición de salud mental.

¿Por qué es importante la salud mental de los jóvenes?

La adolescencia es un periodo crucial en la vida de toda persona. Las transformaciones que suceden en el cerebro durante los 13 y 20 años de edad llevan consigo cambios significativos en las áreas cognitivas, emocionales y sociales de la vida del adolescente.

Estas transformaciones hacen que el adolescente se encuentre emocionalmente más activo, socialmente más involucrado, especialmente con sus compañeros, buscando la autonomía, cuestionando el estatus quo y buscando la innovación. Todos estos aspectos de la experiencia adolescente tienen un gran potencial tanto para el equilibrio, crecimiento y la salud, como para la confusión, la crisis y el desequilibrio.

En términos de funcionamiento emocional, las desventajas son tormentas emocionales y malestar; mientras que la ventaja es una pasión poderosa de vivir plenamente, de capturar la vida en su máximo esplendor.

El compromiso social emerge a la vez que los adolescentes se inclinan más hacia los compañeros que hacia los padres, siendo la parte negativa presa fácil para la presión de los amigos simplemente por ser miembro de un grupo, y la parte positiva viene por el hecho de tener relaciones importantes de apoyo en nuestras vidas. Las relaciones son el factor clave asociado con la salud médica y mental, la longevidad e incluso, la felicidad.

La mayoría de los adolescentes experimentan una salud mental positiva, pero uno de cada cinco ha sufrido desórdenes mentales en algún momento de su vida. La adolescencia es un periodo para el asentamiento de comportamientos y condiciones que no sólo nos afectan a la salud en ese momento, sino que conllevan a desórdenes en el periodo adulto. De hecho, la mitad de los problemas mentales comienzan a los 14 años.

Cuando se dejan sin tratar, los desórdenes mentales pueden llevar a serios – e incluso mortales – consecuencias. La depresión, otros problemas mentales, y el abuso de sustancias son los factores



III. Competências nos adolescentes e mais além

Muita da nossa capacidade como seres humanos para nos adaptarmos e funcionarmos provém maioritariamente das nossas competências. O principal objectivo dos projectos de Erasmus+ é, também, reforçar as ‘competências chave’ – conhecimento, capacidades, e atitudes necessárias a todos para nos sentirmos realizados pessoalmente, para a empregabilidade, inclusão social e uma cidadania activa. Das competências chave delineadas pela Comissão Europeia, este currículo e o jogo de tabuleiro apontam para competências pessoais, sociais e de aprendizagem – sob a alçada – termo das competências sociais e cívicas.

As competências sócio emocionais referem-se à capacidade que as pessoas têm de gerir tarefas de desenvolvimento de um modo apropriado. Sempre que um problema ou uma exigência surge no ambiente (ex. é pedido a um adolescente que faça os trabalhos de casa; o adolescente testemunha *bullying* ou é vítima deste; o adolescente separa-se dos amigos; o adolescente experiencia frustração pela falha, etc.), existe uma certa expectativa social que ele ou ela encontrarão que exigirá que enfrentem esse problema de uma maneira adaptativa, oportuna e razoável (ex. o adolescente faz os trabalhos de casa a tempo e razoavelmente bem feitos, o adolescente apoia o amigo que sofreu *bullying* ou defende assertivamente, o adolescente sofre a separação dos amigos, mas encontra novas fontes de conforto; o adolescente lida com as emoções negativas intensas e tenta de novo ou reavalia o objectivo, etc.). Este resultado desejado depende das competências do adolescente – o grau de conhecimento, das capacidades e habilidades que consegue convocar de acordo com as exigências da vida e com os problemas diários. Assim, resultados negativos surgem quando estas exigências e problemas se expandem ou sobrecarregam as competências do adolescente; isto é, quando os adolescentes poderão experienciar emoções negativas intensas (ex. medo paralisante, tristeza isolada, fúria e birra, dissociação, etc.) e comportamentos inter- e intrapessoais disfuncionais (ex. violência, automutilação, abstinência, abuso de substâncias, outras formas de auto-sabotagem, etc.). Por outro lado, uma adaptação bem-sucedida e ser capaz de funcionar apesar das exigências da vida significa que houve sobreposição adequada entre a situação e as competências necessárias.



u m a

Por esta razão, existe uma grande necessidade de desenvolver as competências socio emocionais na adolescência, pois as estratégias da adaptação e resolução de problemas que se formam neste período de tempo podem tornar-se padrões habituais de reacção e funcionamento e podem-se expandir bem para além da adolescência, afectando e influenciando ainda mais o desenvolvimento enquanto adulto. As secções seguintes sublinham e descrevem as principais competências visadas pelo currículo do Strong Young Minds e pelo jogo. Note-se que a parte da pesquisa do projecto investigou as necessidades específicas dos adolescentes nos dias de hoje no que toca às principais áreas do desenvolvimento humano: emocional (referindo especificamente o estilo de vida), social e de identidade. Por isso, a nossa apresentação aqui é também inspirada no que encontrámos através dos grupos de foque. Os grupos de foque escolheram dos principais conflitos, exigências e problemas que os adolescentes enfrentam e também dos resultados negativos que surgem sempre que estes conflitos, exigências e problemas não podem ser resolvidos adequadamente por via de competências internas existentes. Desta análise, tirámos as necessidades/objectivos de aprendizagem a ser trabalhados pelos nossos *outputs* intelectuais.



1. Competências emocionais



Descritas em algumas fontes como inteligência emocional (ver Daniel Goleman), as competências emocionais são o conhecimento, as capacidades e as atitudes internas que permitem à pessoa navegar pelos diferentes tipos de emoções, tanto no dia-a-dia como quando enfrenta grandes desafios na vida; positivas, emoções agradáveis, e negativas, emoções desagradáveis.

As emoções são o modo que o nosso organismo encontra para nos dizer como estamos a ir no mundo: estamos seguros ou não? Estamos conectados com os outros ou não? Temos acesso aos recursos necessários ou não? Podemos ir ao encontro das nossas necessidades ou não? O resultado dos eventos é o esperado ou não? Dependendo da resposta a estas questões, poderemos sentir emoções positivas, que nos informam que estamos a ir bem – felicidade, alegria, entusiasmo, calma, conforto, afecção, tranquilidade, orgulho, etc. – ou poderemos sentir emoções negativas, que nos informam que está algo errado ou em falta, dentro ou fora – medo, fúria, aversão, tristeza, luto, vergonha, embaraço, culpa, etc. Com base nas questões “Este evento é relevante para mim ou não?”, a emoção que sentimos pode ser mais ou menos intensa. Então, as emoções não são boas ou más por si só – na maior parte, a sua expressão ou manifestação no comportamento pode, às vezes, parecer problemática (ex. quando o medo leva a evitar algo cronicamente; a fúria à violência ou a um conflito interpessoal; a vergonha à ansiedade social, etc.) A nossa falta de competências no que respeita às emoções poderá, também, fazer com que tentemos suprimir ou inibir algumas emoções ‘indesejadas’, o que leva à nossa incapacidade de processar experiências e a um sentido do ‘eu’ incoerente (já que a autoconsciência está intimamente ligada à experiência emocional). Isto é especialmente problemático na adolescência precoce (12-16), quando existe uma alta propensão a emoções intensas, tanto positivas como negativas, e uma baixa capacidade para regular a sua expressão (perceber as consequências dos seus actos, inibir alguns comportamentos para manifestar outros, compreender a perspectiva do outro, etc.). A nossa esperança é que a exposição ao processo de grupo possa catalisar o desenvolvimento das competências necessárias.



Competência	Capacidades, Conhecimento, Atitude	Actividade em currículo
Emoções compreensivas e válidas	Atitude positiva para com as emoções; Conhecimento geral e específico sobre as emoções, explicação para as emoções, função adaptativa das emoções, efeito das emoções, ligação com o comportamento, ligação com causas específicas (‘o que me faz sentir...’); Capacidade em reconhecer as emoções em si mesmos e nos outros, em validar emoções	What are emotions? Emotional Taxi Emotions in court
Expressar emoções adequadamente	Atitude positiva para com a vulnerabilidade emocional com indivíduos de confiança (expressar emoções adequadamente para com pessoas em quem confiem, não é bom esconder, evitar ou agir em oposição à emoção) Conhecimento de alternativas à expressão emocional (não apenas uma, resposta automática), alternativas à expressão emocional, como ter em consideração as necessidades dos outros e as exigências da situação; sobre o ciclo vicioso de expressar emoções de um modo disfuncional Capacidade em comunicar emoções eficazmente	Emotional taxi Emotions in court
Regular emoções	Poder para mudar e regular as emoções; Conhecimento de estratégias na regulação emocional (funcional e disfuncional), alarmes. Conhecimento de como os pensamentos influenciam as emoções	Apps for a bad day Courage street Battle of voices Compassionate mind





2. Competências do estilo de vida

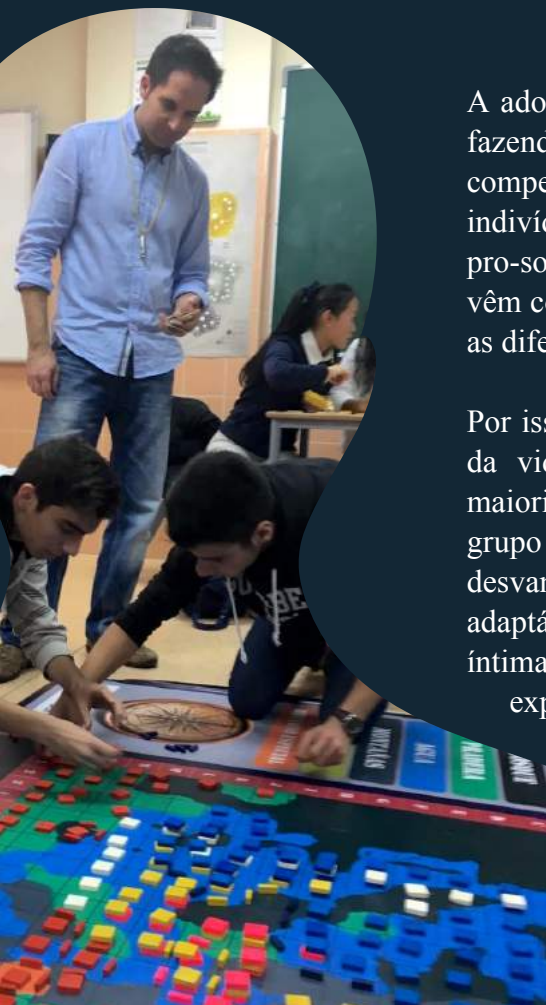
Competencia	Destrezas, Conocimiento, Actitud	Actividad en el currículo
Consciência do hábito	Conhecimentos sobre um estilo de vida saudável e o seu impacto na saúde mental (comer, dormir, fazer exercício, passatempos); como reconhecer maus hábitos (ex. tempo de ecrã)	Wheel of health Who wants to be healthier?
Regulação do hábito	Como mudar hábitos de acordo com as necessidades	Detectives Highway to health
Gestão do tempo	Resolução de problemas, criar prioridades e organizar tarefas	Caixa de Eisenhower



3. Competências sociais

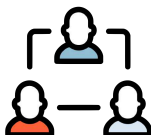
A adolescência é muito sobre a interacção com os outros – na escola, em família, fazendo desporto, praticando passatempos, a sair com os amigos, em festas, etc. As competências sociais entram em jogo sempre que há uma exigência social sob um indivíduo e uma expectativa que ele ou ela se comportará de um modo adequado, pro-social e harmonioso. Para os adolescentes, existem imensas exigências novas que vêm com a idade: envolvimento em relações românticas, fazer parte de grupos, gerir as diferenças e os conflitos na presença de reacções emocionais intensas, etc.

Por isso, são necessárias novas competências para enfrentar essas exigências sociais da vida. Estratégias sociais para a adaptação e funcionamento são aprendidas maioritariamente através da observação e imitação de um ‘modelo’ – seja da família, grupo de amigos, pares ou mesmo média em massa/social. Uma possível desvantagem poderá existir quando as competências necessárias, saudáveis e adaptáveis, estão em falta no ambiente - educação parental pobre, falta de amizades íntimas, pares anti-sociais, média em massa/social de baixa qualidade. Novas experiências são, portanto, necessárias às vezes para expor o adolescente a diferentes conhecimentos, a capacidades e atitudes, esperando que ele ou ela vejam as vantagens relativas de uma acção pro-social. Competências positivas emergentes devem, também, ser reforçadas e encorajadas para que, com tempo, se tornem normas de comportamento dentro dos grupos.



Dedicámos uma quantidade razoável do currículo e de alguns elementos do jogo de tabuleiro (maioritariamente nas ideias de cooperação e algumas tarefas que envolvem negociação, empatia, adopção de perspectiva, etc.) para desenvolver competências sociais.

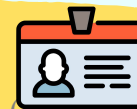
Abaixo encontra-os listados:



Competências sociais

Competência	Capacidade, Conhecimento, Atitude	Actividade no currículo
Eficácia em atingir os objectivos interpessoais	Equilibrar as próprias necessidades com as dos outros Comunicação assertiva Comunicação de necessidades Ter a responsabilidade pelo comportamento, perceber como este afecta os outros	Non-violent communication Assertiveness Wise breakup GPS of empathy
Construir relações	O que faz uma verdadeira amizade (valores semelhantes, confiança, intimidade) Desenvolver coragem, curiosidade, uma atitude amigável, ter uma mente aberta Uma atitude positiva e aprender como ter um comportamento proactivo para com conhecer novas pessoas (procura de eventos, oportunidades, encontrar terrenos comuns, saber os próprios limites)	Non-violent communication Assertiveness Conflict management Languages of affection Marble jar of trust GPS of empathy Actors in my movie
Manter e melhorar relações	Atitudes a desenvolver nas relações: confiança, paciência, perdão, empatia. Compaixão, respeito; Perceber que o autoconhecimento é importante nas relações	Eisenhower box Languages of affection
Terminar relações	Compreender que é normal que as relações acabem, que algumas pessoas podem ser incompatíveis (e podemos identificar com quem somos realmente compatíveis). Identificar sinais de que uma relação está a acabar. Como acabar com amigos ou parceiros românticos de um modo respeitoso e empático. Como lidar com o término	The chair Actors in my movie Wise break-up

4. Competências relacionadas com a identidade



De acordo com a teoria de Erikson sobre o desenvolvimento psicossocial, a adolescência (12-18 anos de idade) é o quinto estágio do ego, girando em torno da identidade vs. confusão de papéis, o que significa que é esta a altura para explorar a independência e de desenvolver um sentido do 'eu' ('Quem sou eu?'). Compreensivelmente, a maior fonte para o desenvolvimento da identidade neste estágio vem na forma de relações sociais. É normal os adolescentes sentirem algum grau de insegurança e confusão no que toca às suas próprias características e ao seu lugar na sociedade. A maneira como as pessoas lidam com este estágio (às vezes visto como uma 'crise') tem, então, um grande impacto no futuro desenvolvimento do seu mundo interior e exterior. O insucesso na formação de um 'eu' pode levar a uma confusão de papéis, que pode ser vista como uma espécie de 'derivação' mais tarde na vida: descontentamentos com relações ou empregos, não saber o que realmente quer, desilusão, ressentimentos, etc.

Põe-se muito valor aqui, no processo de explorar o 'eu' – Em que é que sou bom? De que é que gosto? O que é que não serve para mim? O que é que é mais importante para mim? Como sou o mesmo e o que me torna diferente dos outros à minha volta? Como é que as pessoas me vêem? Como é que me sinto comigo mesmo? O que quero fazer no futuro? Como posso viver às custas daquilo em que sou bom e/ou do que gosto? Basicamente, responder a estas perguntas leva a uma 'história sobre o eu' coerente. A experiência tende a ser o melhor guia, se for bem reflectida – por exemplo, muito pode ser aprendido com as falhas e os erros, mas esta aprendizagem pode ser inibida se os adolescentes reagirem com emoções negativas paralisantes a estes eventos.

O jogo de tabuleiro foi desenhado de modo a chamar a atenção a como os nossos traços pessoais influenciam a maneira como reagimos e respondemos às exigências da vida: os desafios que podem ser degraus que levam a novas experiências, as oportunidades que decides aceitar ou não, as coisas que acontecem sem que tenhas qualquer controlo sobre elas e que te incitam a agir. Através de uma interacção divertida e envolvente com outros no jogo, os adolescentes aprendem a reflectir nas escolhas e nos eventos que acontecem através da lente de atributos que mudam – por exemplo, ser egoísta significa que escolhes não ajudar alguém, o que, na volta, significa que perdes benefícios. Esta experimentação e reflexão permite-lhes depois compreenderem-se um pouco mais objectivamente e a perceber o grau de escolha que têm sobre a sua identidade.



As competências necessárias nesta área estão descritas abaixo:



Competência	Capacidades, Conhecimento, Atitude	Actividade em currículo
Autoconhecimento e auto-aceitação	Conhecimento sobre a complexidade da identidade humana (pontos fortes e fracos e como dá forma à identidade). Confiança para pedir <i>feedback</i> Atitude de aceitação para com a imperfeição	Johari window Teach an alien Strengths and weaknesses
Auto-expressão	O que é a pressão de pares e como se podem agarrar aos seus talentos únicos, características, inclinações, capacidades (identifica-los, dar-lhes valor, pô-los em prática, obter <i>feedback</i> sobre eles, encontrar apoio dos pares, etc.)	Pick the peer pressure Popular John Doe
Viver uma vida que valha a pena (de acordo com os valores)	Como o autodesenvolvimento é um processo vitalício; como seguir os valores Como escolher uma carreira com base nos interesses, capacidades e valores	A pessoa mais autêntica Caminhos de desenvolvimento Ikigai

Como as pessoas me veem?

O que as coisas me dão?

Como você acha que eu sou?

O que me faz diferente?

IV. Educação Não-Formal



Conceptos básicos y métodos

Conceitos e métodos básicos

A nossa aprendizagem é composta por 3 modos diferentes, que foram primeiramente introduzidos por Coombs com Prosser & Ahmed em 1973, e mais tarde conhecida como Coombs Typology (Tipologia de Coombs).

Definição (1) Educação Informal: ‘...o verdadeiro processo vitalício pelo qual todo o indivíduo adquire atitudes, valores, capacidades e conhecimento de experiências quotidianas e influências e recursos educativos no seu ambiente – da família e vizinhos, do trabalho e tempos livres, do mercado de trabalho, da biblioteca e dos *media* de massas...’

Definição (2) Educação Formal: ‘...o hierarquicamente estruturado, cronologicamente qualificado “sistema educacional”, em curso desde a escola primária até à universidade e incluindo, para além dos estudos gerais académicos, uma variedade de programas e instituições especializados para formação técnica e profissional a tempo inteiro.’

Definição (3) Educação Não-Formal: ‘...qualquer actividade educacional organizada fora do sistema formal estabelecido – seja operada separadamente ou como uma característica importante de alguma actividade mais geral – que tem o propósito de servir clientela e objectivos de aprendizagem identificável.’ Em Coombs et al 1973

Fonte: <http://infed.org/mobi/what-is-non-formal-education/>

A educação formal está ligada à escola e às instituições de formação; não-formal aos grupos comunitários e a outras organizações; e a informal cobre o que resta, ex. interações com amigos, família e colegas de trabalho.

As principais diferenças entre estes métodos são:



**Educação
Informal**



**Educação
Formal**



**Educação Não-
Formal**

Itinerário
Avaliação
Estrutura
Metodologia
Custo
Tempo
Motivação
Reconhecimento

Percurso livre	Plano a seguir	Precisa de participantes centrados
Imensurável	Qualificações/Avaliação	Auto-avaliação
Destruturado	Estruturado	Estrutura flexível
Auto-direccionado	Uma direcção (professor para alunos)	Participativo
Grátis	Com custos (maioritariamente)	Depende dos casos
Sem limites de tempo	Tempo condicionado	Adaptável
Auto-motivação	Obrigatório	Participação activa
Sem reconhecimento	Certificado/Diploma	Certificado de participação

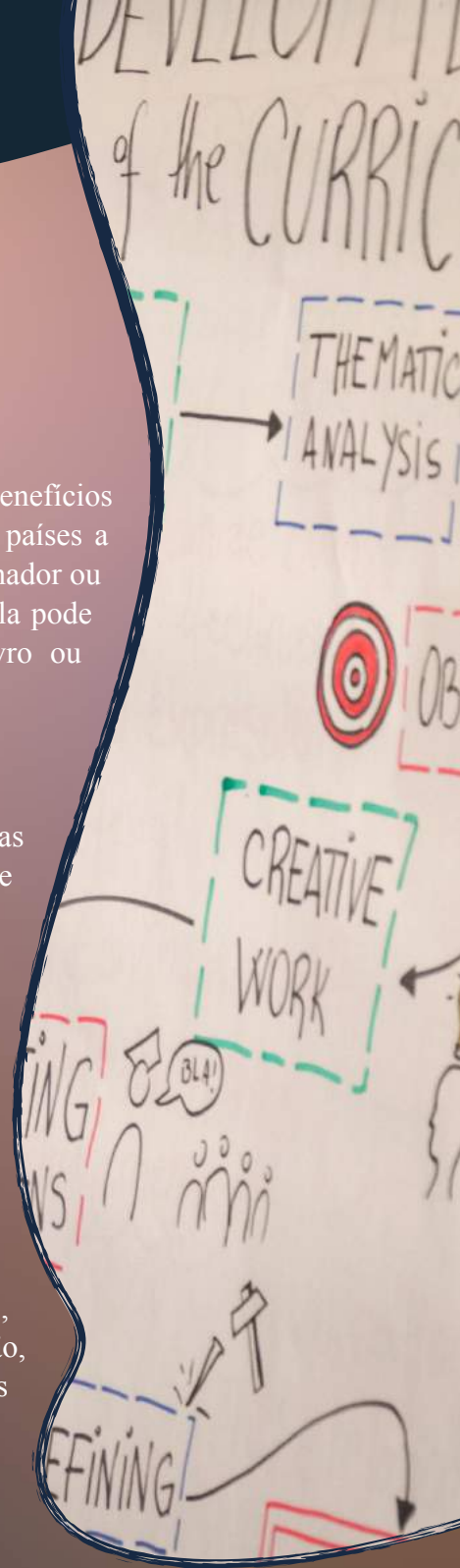
IV. Educação Não-Formal

Todos têm pontos bons e pontos fracos. Muitas vezes são combinados e trazem benefícios ao aprendiz. Cada pessoa terá de encontrar o seu método (ainda que em muitos países a educação formal seja obrigatória até um certo nível), e também cada professor, treinador ou educador poderá utilizar as diferentes abordagens. Um professor numa sala de aula pode usar métodos de educação não-formal e pedir aos alunos para lerem um livro ou conversar com alguém, mais experienciado em certo tópico, no seu tempo-livre.

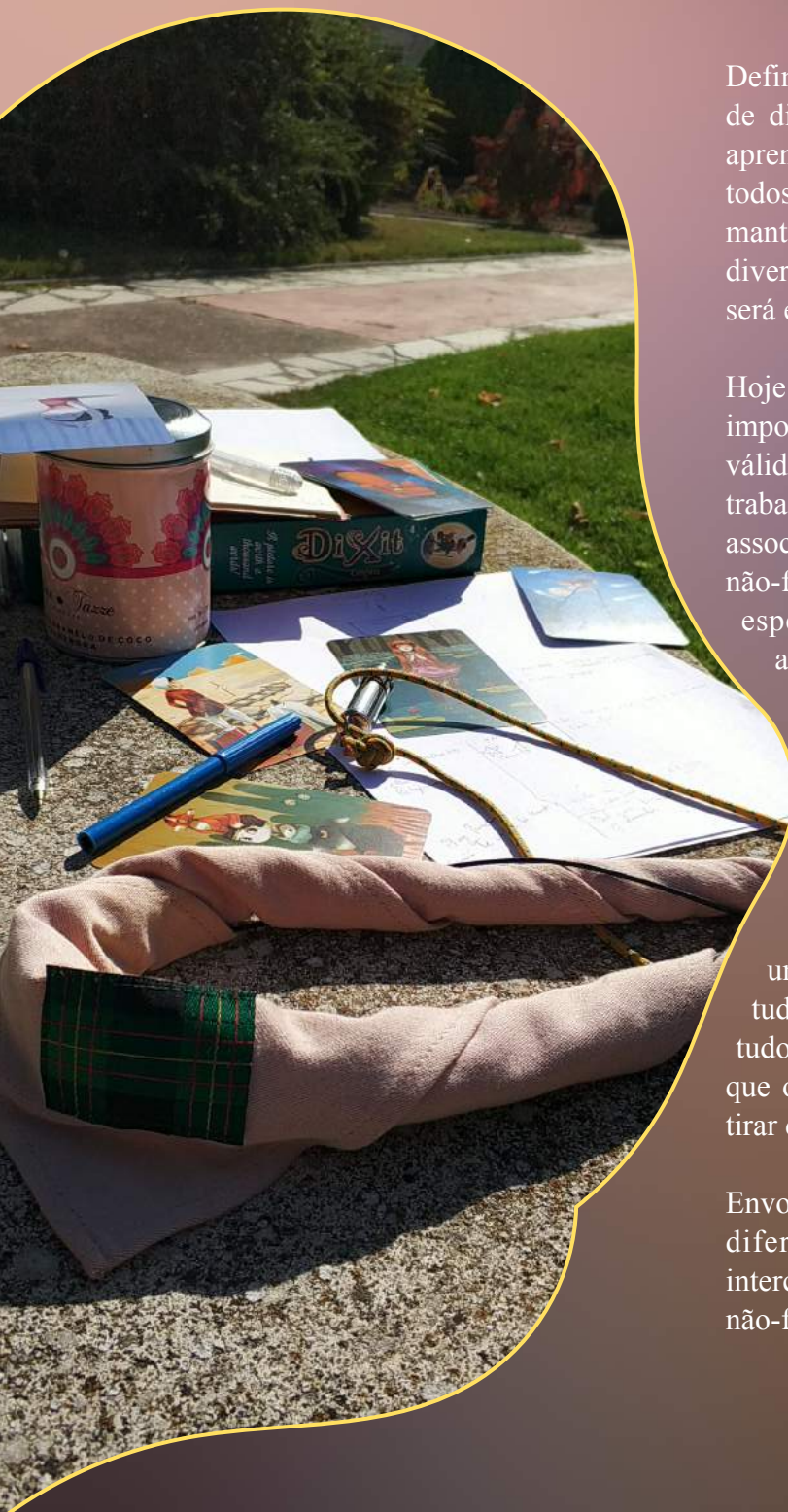
A importância da educação não-formal

A educação é uma parte da vida e sua constante. Nem sempre vemos todas as coisas com que nos educamos e aprendemos coisas novas, mas isso ajuda-nos a aumentar e a desenvolver capacidades novas e a lidar com situações diárias.

Educação não-formal é uma educação à parte das instituições formais. É uma educação maioritariamente fornecida em seminários, *workshops*, intercâmbios, cursos de formação e cursos diferentes, nos quais se aprende fazendo, observando e trabalhando com diversos métodos. Esta variedade de abordagens na educação não-formal assegura que os participantes adquiram competências e capacidades cognitivas, emocionais e específicas, ajuda-os a identificar e a confiar nos seus instintos e desenvolve também a confiança no seu processo de aprendizagem único. Os métodos mais utilizados são: *ice breakers* (apresentação), *energizers* (exercícios de energia), trabalho em grupo, discussão, apresentações, *role plays* (assumir uma identidade diferente), *brainstorming*, jogos de simulação, actividades de aquecimento, actividades no interior e no exterior, palestras interactivas...



IV. Educação Não-Formal



Definir educação não-formal não é fácil, e é usualmente descrita de diversas maneiras. Na minha opinião, é um movimento de aprendizagem que contém muitos valores e importância para todos, do sistema de educação formal. Ajuda-nos a adquirir e a manter capacidades e habilidades de uma maneira nova e divertida. Dá-te uma experiência completamente nova que nunca será esquecida.

Hoje em dia, esta educação está a obter cada vez mais importância desde que os seus benefícios são reconhecidos e válidos em todo o mundo. É especialmente válida para quem trabalha com jovens durante diferentes projectos. Na minha associação, eu e os meus colegas trabalhamos com a educação não-formal durante os nossos cursos de formação, *workshops* e especialmente durante intercâmbios de jovens. É uma abordagem com a qual os jovens estão dispostos a trabalhar e, ao mesmo tempo, dá-nos – aos trabalhadores juvenis, uma conexão e uma abordagem nova, e à juventude – ajuda-os a aprender coisas novas e a acreditar neles mesmos, nos seus valores e possibilidades.

É difícil encontrar jovens interessados numa educação adicional pois estão já a aprender na escola e na universidade. Acham que a educação formal é já suficiente, e tudo o resto muito aborrecido mas, com a educação não-formal tudo muda e se torna um desafio, excitante e divertido – algo que os jovens gostam, divertirem-se, a participar activamente e tirar disso benefícios.

Envolveres-te em programas de associações de jovens, ires a diferentes seminários, cursos de formação, *workshops*, intercâmbios e experienciar algo novo – o poder da educação não-formal, vai de certeza mudar e enriquecer a tua vida.

Técnicas de Facilitação

As técnicas de facilitação na ENF são caracterizadas por promoverem experiências interactivas como veículo ao processo de aprendizagem. Num método de ENF a principal regra é passar o conteúdo educacional da maneira mais eficiente possível, por isso, as técnicas de facilitação devem incitar a participação, igualdade e reflexão, devem ser abertas a diferentes níveis de envolvimento enquanto asseguram a participação de todo o grupo.

Desta maneira, é comum haver em ENF actividades como aquecimentos/exercícios para criar ligações, exercícios de concentração, interpretação de diferentes papéis, diferentes tipos de jogos, apresentações teóricas utilizando métodos desafiadores, estímulos para trabalho e *feedback* individual e em grupo, reflexões e avaliações de grupo.

Durante as actividades é comum dispor as cadeiras em círculo onde todos os participantes e o facilitador encontram uma posição igualitária para se dirigirem ao grupo. É também comum em situações de exposição o uso de um *flipchart* (cavelete) para apresentar informação sobre os tópicos e também distribuição de ferramentas de suporte. Algumas técnicas como parafraseamento (utilização de palavras próprias para dizer o que se acha que o outro disse), clarificação (tentar obter uma compreensão mais profunda de uma opinião) ou encorajamento (tentar encontrar opiniões alternativas) podem ser usadas para estimular discussão de grupo.

De *Capacidades e Métodos de Facilitação na Educação de Adultos – Um Guia para Educação Cívica*: O que é Facilitação? Facilitação significa trabalhar com pessoas com o objectivo de as tornar capazes. Facilitação eficaz é sobre assistir indivíduos ou grupos com as suas interacções e discussões de modo a realizarem uma tarefa específica ou atingir um certo objectivo. É um método que encoraja as pessoas a partilharem ideias, recursos e opiniões e a serem críticas e construtivas ao mesmo tempo. Na educação de adultos, os facilitadores da formação são responsáveis por guiar os participantes através do conteúdo e por estimular o processo de aprendizagem. Mais do que apenas providenciar especialização, o facilitador bebe do conhecimento já existente dos participantes e assiste-os na construção a partir desse conhecimento dando *input* e formação para colmatar lacunas identificadas. A formação e o processo de aprendizagem deverão ser baseados na participação activa, interacção de grupo e discussão. Ou seja, o facilitador estará igualmente preocupado com o QUE está a ser aprendido e COMO está a ser aprendido.

Capacidades Comunicativas:

A comunicação é essencial em qualquer interacção entre pessoas. É um processo bidireccional de envio e recepção de sinais e informação. Para a comunicação funcionar, tanto o remetente como o receptor têm de estar conscientes e de compreender o método de comunicação. No entanto, a comunicação pode ser intencional ou não. A comunicação pode falhar se o remetente e o receptor interpretarem a mensagem de maneiras diferentes, levando a mal entendidos ou mesmo conflitos.

Boas capacidades de comunicação são essenciais a uma facilitação eficaz. São necessárias para estabelecer uma interacção frutífera entre o grupo e o facilitador e para garantir que as necessidades, preocupações e interesses das pessoas estão a ser ouvidos e tratados. A comunicação pode ser verbal ou não-verbal. Interacção verbal envolve as palavras ditas mas também o tom de voz, o volume e entoação, escolha de linguagem e estilos retóricos. Comunicação não-verbal pode, por exemplo, incluir expressões faciais, linguagem corporal, posturas, gestos ou contacto visual. Estes têm frequentemente um papel importante ao indicar sentimentos subjacentes ou emoções por detrás das palavras. Mensagens não-verbais podem também estar relacionadas com a identidade e o *background* da pessoa, por exemplo, em termos de assunções ou percepções relativas ao género, etnicidade ou classe social.

Capacidades Auditivas:

Escutar eficazmente é fundamental para uma boa comunicação e, por isso, uma boa facilitação. Escutar eficazmente é escutar “activamente”. Isto significa que o facilitador deve, não só, ouvir bem o que está a ser dito, mas também ser sensível ao tom e aos gestos que os participantes usam para se expressarem. Também requer que o facilitador se certifique sempre de que o que está a ser dito está a ser compreendido correctamente por todos e que os participantes confiem que estão a ser ouvidos. Escutar activamente fará com que os participantes se sintam envolvidos e torná-los-á mais abertos e participativos. Ajuda a criar um espírito de interacção aberta no qual os participantes sentem que são uma parte importante do grupo. Para minimizar barreiras à escuta eficaz, o facilitador precisa de assegurar um bom ambiente (meio confortável, privacidade, barulhos e distrações mínimos), evitar atitudes de julgamento e comentários críticos, e ser aberto ao que recebe dos participantes em vez de estar constantemente preocupado com o que deveria ser o resultado da sessão.



Melhoria da Participação:

Como foi visto acima, uma das tarefas mais importantes do facilitador é garantir a participação eficaz da parte de todos os indivíduos no curso de formação. Os objectivos de aprendizagem podem ser melhor alcançados se todos os aprendizes forem encorajados a estar envolvidos activamente. Não é o papel do facilitador forçar as pessoas a participar e ele/ela não é também responsável pelo que um participante decide dizer ou reter da sessão de formação. No entanto, é da responsabilidade do facilitador criar um ambiente e uma atmosfera que permita e encoraje as pessoas a envolverem-se activamente. Isto inclui também minimizar interferências negativas e comportamentos desafiantes que inibam a participação eficaz de todos.

Métodos de Facilitação

De modo a assegurar um processo de aprendizagem eficaz e participativo, o facilitador deve aplicar uma mistura de métodos apropriados. As sessões de formação devem ser criadas de modo a atender às necessidades dos diferentes tipos de aprendizes adultos através de uma diversidade de métodos. O conteúdo de cada sessão regularmente determina que métodos são aplicáveis. Alguns tópicos e áreas necessitam que o facilitador tenha um papel mais activo e muito *input* central, enquanto que outros são melhor conduzidos envolvendo todos os participantes mais activamente. A sequência da sessão deve levar em consideração quais os métodos que podem ser aplicados e em que altura, para que os participantes possam apreciar uma mistura interessante de métodos e exercícios, e tempos longos sem envolvimento activo são evitados.

Brainstorming

Plenário

Grupo Pequeno

Painel de Discussão/

Tarefas de grupo

Role Play

Caso de Estudo

Formação de Capacidades

Jogos

Brainstorming



Brainstorming é um modo rápido de recolher as ideias, pontos de vista e sugestões dos participantes de uma maneira aberta. É usado para encorajar os participantes a partilhar livremente o que lhes vem à mente quando pensam num certo tópico, desafio ou problema. O princípio mais importante do método do *brainstorming* – que precisa sempre de ser enfatizado pelo facilitador – é de que não existem contribuições certas ou erradas. No estágio inicial do *brainstorming* todas as contribuições são recolhidas, independentemente se fazem sentido ou acrescentam valor. É possível haver uma segunda ronda de *input* da parte dos participantes onde as ideias escolhidas são discutidas mais a fundo ou desenvolvidas. O *brainstorming* é um método útil para aumentar a participação pois dá a todos uma oportunidade de contribuir e permite expressar muitas ideias em pouco tempo. Ajuda a estimular o pensamento rápido, a criatividade e a imaginação entre os participantes. É importante que o facilitador não deixe o exercício de *brainstorming* ser dominado por certos indivíduos e encoraje todos os participantes a contribuir.

As contribuições devem ser idealmente capturadas, por exemplo, escrevendo-as num *flipchart*. É importante que o facilitador garanta que as contribuições sejam tratadas de forma igual. As contribuições não devem ser criticadas, avaliadas ou censuradas no estágio de *brainstorming*.



Plenário:

Numa discussão plenária todos os participantes se juntam para discutir um certo tópico e partilhar as suas ideias e opiniões. O método permite que os participantes interajam abertamente entre si e que, não só expressem as suas perspectivas, mas também que respondam e reajam às contribuições dos outros. Ajuda o facilitador a compreender melhor os participantes e a perceber as suas opiniões e percepções. O desafio é que uma discussão destas num grupo grande pode levar demasiado tempo e perde facilmente o foco. Alguns participantes poderão dominar a discussão enquanto que outros terão uma atitude mais passiva e se aborrecerão. É então importante que o facilitador estabeleça regras base claras (ex. respectivamente à gestão do tempo e respeito mútuo durante as discussões) e que providencie direcção e redireccione a discussão se esta sair do tópico.

Discussão. Particularmente se o grupo for muito grande, poderá fazer sentido dividi-lo em grupos mais pequenos para a discussão. Isto dá a cada participante melhores oportunidades e mais tempo para contribuir. Discussões em grupos mais pequenos podem ser mais intensas, focadas e orientadas para os resultados. É importante assegurar que as discussões de grupo são bem organizadas e estruturadas, por exemplo, aconselhar o grupo a escolher um representante ou moderador, alguém que controle o tempo e um secretário.

Grupo Pequeno

Painel de Discussão/Debate

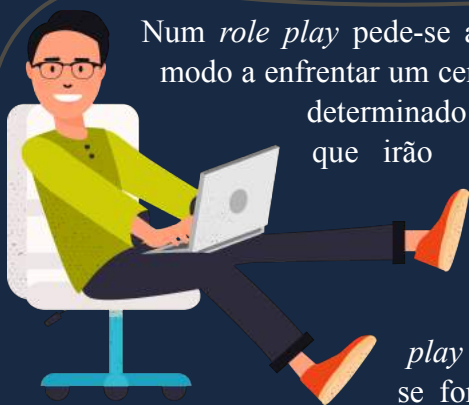
Outro formato de uma discussão é um painel. Nele, alguns participantes seleccionados – ou mesmo especialistas externos – formam um painel que discutirá um certo tópico. Cada membro do painel terá a oportunidade de dar a sua contribuição no seu tempo e de reagir e responder às contribuições dos outros membros. O painel de discussão pode então ser aberto à interacção da parte dos outros membros de modo a que os participantes possam dar *feedback* ou fazer perguntas aos membros do painel. O membro do painel poderá ter tempo de preparar a sua contribuição sobre o tópico.



Tarefas de grupo

Formar grupos mais pequenos para trabalhar em certas tarefas ou tópicos é um método popular que faz parte da maioria das actividades de formação. Aumenta a participação e a interacção, ajuda os participantes a conhecerem-se melhor, a construir relações e a aprender a cooperar e a pôr em prática as suas capacidades. Os grupos podem trabalhar na mesma tarefa ou tópico ao mesmo tempo ou cada um pode ter uma função diferente. Esta última abordagem é particularmente útil se muitos subtópicos têm de ser tratados num curto período de tempo. As funções/instruções podem ser claramente definidas para que o grupo tenha de trabalhar num formato pré-definido. Em alternativa, a função pode ser deixada mais em aberto, dando ao grupo a oportunidade de trabalhar no tópico à sua maneira, explorando a sua própria criatividade. De modo a que o grupo trabalhe de forma organizada e coordenada recomenda-se aos grupos que assumam certos papéis, ex. um representante e um secretário. Depois do trabalho de grupo, cada um pode apresentar (e discutir) os resultados num plenário. Recomenda-se que se tenha uma mistura equilibrada de participantes nos grupos e deve-se evitar que os participantes formem grupos com base apenas nas relações já existentes. O facilitador pode então utilizar métodos para a formação de grupos aleatória, por exemplo, contando e dando um número de grupo aos participantes.

Role Play



Num *role play* pede-se aos participantes que encarnem uma situação específica da vida de modo a enfrentar um certo desafio ou problema e sugerir modos de lidar com isso. É dado um determinado papel aos participantes, com informações sobre a pessoa/personagem que irão representar. Um *role play* pode ajudar a despoletar uma discussão ou reflexão e permite uma mudança de perspectivas. É uma ferramenta eficaz para praticar as capacidades, mudar os papéis, experimentar outras opções, ser confrontado com estereótipos e desenvolver uma percepção mais vasta de outras perspectivas. O *role play* pode ser feito como uma demonstração em frente a todo o grupo ou, se for um grupo grande, em simultâneo por vários grupos pequenos. É importante que os participantes envolvidos no *role play* sejam bem informados de antemão e que depois haja um *debriefing* e uma reflexão com o grupo para que as impressões e lições dele tiradas possam ser discutidas. Os participantes devem ter a oportunidade de dizer como se sentem, o que observaram, o que aprenderam, e o que fariam diferente na próxima vez. É também importante que depois do *role play* os actores não sejam mais associados ao papel que assumiram. O exercício de *role play* pode ser potencialmente sensível pois pode levar a mal entendidos ou despoletar emoções. Desta maneira o facilitador deve explicar claramente o exercício e moderar a subsequente reflexão de um modo sensível. A participação num *role play* deve ser voluntária.

Caso de Estudo

Num caso de estudo o facilitador apresenta uma situação da vida real (ou um cenário inventado) ao grupo, ex. contando uma história ou mostrando imagens. Será pedido então aos participantes que enfrentem os desafios, problemas ou dilemas sublinhados em cada caso de estudo. Este é um método útil para relacionar o tópico da sessão de formação a uma situação da vida real, que encoraja os participantes a desenvolver ideias mais concretas.

Formação de Capacidades:

Formação de capacidades significa que os participantes têm a oportunidade de aplicar na prática as suas capacidades recém-adquiridas e de obter *feedback* de outro participante, do grupo ou do facilitador sobre a sua performance.



Jogos:

Os jogos podem ter múltiplos objectivos no programa de uma formação e podem, portanto, ter várias formas. Podem entreter de modo a tornar a aprendizagem mais agradável e às vezes podem ser simplesmente usados para quebrar a monotonia de um processo de aprendizagem ou para dar energia aos participantes através de actividade física. Também podem ajudar os participantes a conhecer e a confiar mais uns nos outros e a desenvolver um melhor espírito de equipa. Um elemento competitivo nos jogos pode também estimular o interesse e o estado de alerta entre os participantes. Se os jogos puderem ser ligados ao conteúdo da formação, podem ajudar a que a informação e as capacidades sejam retidas e a aumentar o efeito de aprendizagem através de elementos práticos.



V. O processo de um grupo

Para que sejam aplicados os métodos deverá ser entendido o processo de Grupo

O QUE É UM GRUPO?

Nas ciências sociais, um grupo foi definido como duas ou mais pessoas que interagem uma com a outra, partilham características semelhantes, e têm um senso colectivo de unidade. No entanto, existem várias outras definições de grupo que mencionam elementos diferentes que decidem se uma colecção de pessoas pode ser chamada de grupo.

É importante verificar se pessoas num chamado grupo fazem:

- Passam tempo juntas
- Interagem umas com as outras
- Têm uma história comum
- Têm normas abertas e escondidas
- Criam uma estrutura, distinguem-se papéis de grupo que mudam com o tempo
- Têm um objectivo comum que evolui e é transformado em novas tarefas
- Coordenam os seus esforços para atingirem um objectivo comum
- Decidem o seu nível de envolvimento nas actividades do grupo
- Comunicam entre si de acordo com o modelo comum
- Têm um sentido distinto de pertença a outras pessoas, grupos
- Criam um fenómeno chamado dinâmicas de grupo

Num contexto de formação e *workshops*, as pessoas que se acabaram de conhecer criam laços entre si com o objectivo comum de aprenderem. Este facto junta pessoas diversas e torna-as num grupo. Para os treinadores e facilitadores

é importante reconhecer que este grupo é um corpo novo que necessita da atenção e do ambiente que vai permitir que cada indivíduo se sinta seguro e pronto para aprender.



O QUE É UM PROCESSO DE GRUPO?

Um processo de grupo é o todo das acções, comportamentos e emoções experienciados pelos participantes que afecta as interacções entre eles e a produtividade do grupo. A dinâmica do grupo resulta das consequências psicológicas de pertencer ao grupo.

(definição de um encontro Pracownia Spotkanie, Poznan Polónia)

Processo de grupo = Vida do grupo = Dinâmicas de um grupo

O processo de grupo é afectado por:

1. Normas – formais e informais
2. Contexto do curso de formação /workshop
3. Estrutura sociométrica
4. Objectivos de grupo
5. Objectivos pessoais
6. Qualidade da comunicação
7. Ritmo de desenvolvimento, aprendizagem
8. Atitude em relação às mudanças
9. Fases de desenvolvimento e crises
10. Papéis de grupo

CONTEXTO

Antes de se começar a trabalhar com um grupo devemos prestar atenção ao contexto no qual este trabalho se vai desenvolver. A experiência profissional, institucional, de grupos passados dos participantes, o sítio e o tempo, ou o modo em como as pessoas foram seleccionadas, têm, em muitos casos, uma enorme, ainda que às vezes subestimada, influência no que acontece dentro do grupo.

O formado deve ter em conta:

1. Composição dos grupos

- Quantidade, idade, sexo dos participantes
- Necessidades e motivações dos participantes

2. Ambiente físico

- Local
- O modo como estão sentados durante os *workshops/formações*
- Condições físicas
- Duração e horas do *workshop/formação*

3. Contexto individual

- Experiência prévia em trabalho de grupo
- Situação familiar
- Momento de desenvolvimento na sua vida

4. Contexto institucional

- Quem é o cliente desta formação
- As necessidades do cliente e as necessidades do grupo
- Formação no local de trabalho

DESENVOLVIMENTO DO GRUPO

Cada grupo desenvolve-se ao seu ritmo, e durante a sua existência existem vários processos entre os participantes. Cada grupo é uma entidade única e não há dois grupos iguais. No entanto, o desenvolvimento do grupo segue geralmente o mesmo padrão. Esse padrão pode ser classificado em categorias mais abrangentes, distinguindo as quatro fases do desenvolvimento de grupo:

I. **Formação**

- Orientação
 - Conhecerem-se entre si
 - Afirmação
 - Integração
 - Pesquisa
- Infância do grupo

II. **Tempestade**

- Revolta
- Conflito
- Relação
- Diferenciação
- Confrontos
- Crise
- Maturação do grupo

III. **Representação**

- Cooperação
- Trabalho construtivo
- Trabalho em equipa
- Idade adulta do grupo

IV. **Adiamento**

- Fase terminal
- Envelhecimento
- Despedida do grupo



FUNÇÕES NO GRUPO

A função no grupo é tida como um conjunto de regras que definem como uma pessoa numa certa posição se deve comportar, ou um conjunto de deveres e privilégios relativos a essa posição.

Estas funções são universais, ou seja, aparecem em qualquer grupo independentemente das suas características. Delegação e tomada de funções individuais é uma parte importante da dinâmica de um grupo. Pode seguir duas direcções distintas: o grupo reconhece as características e qualidades da pessoa predisposta para aquele papel específico e, simultaneamente, a pessoa “encontra a sua função” pois permite a percepção dos desejos e necessidades conscientes e inconscientes. É um processo bidireccional. É importante notar também que este processo começa no momento de formação do grupo, quando um líder activo está em emergência, quem lidera a tarefa, mas ganha *momentum* na fase de *storming*, na qual se pode observar as mudanças mais dinâmicas e dramáticas nas funções. Contrariamente, a fase de *performance* é normalmente caracterizada por uma maior estabilidade nos papéis, o que, entre outras coisas, habilita uma colaboração eficaz com os outros membros, uma vez que cada participante sabe o que é esperado de si.

De acordo com *Benne e Sheats' Group Roles*, podemos observar:

Funções nas tarefas

Estas são as funções relacionadas com a efectiva realização do trabalho. Representam os diferentes papéis necessários que levam o projecto, passo-a-passo, da concepção inicial até à acção. (Os participantes podem realizar muitas destas funções durante todo o projecto.)

Contribuinte – Propõe ideias originais ou formas de abordagem de problemas ou objectivos do grupo. Esta função enceta debates e insere o grupo em novas áreas a explorar.

Investigador de informação – Está relacionado com a clarificação da adequação factual. Procura informação especializada ou factos relevantes para o problema. Determina que informação está em falta e necessita de ser obtida antes de se avançar.

Fornecedor de informação – Fornece informação factual ao grupo. É tido como uma autoridade no assunto e, quando relevante, relaciona com a sua experiência pessoal.

Investigador de opinião – Clarifica os valores, atitudes e opiniões dos membros do grupo. Verifica que sejam dadas perspectivas diferentes.

Fornecedor de opinião – Expressa a sua opinião sobre o assunto a ser discutido. Normalmente, exprime opiniões sobre o que o grupo “deveria” fazer.

Elaborador – Pega nas ideias iniciais de outros e constrói-as com exemplos, factos e dados relevantes. Também examina as consequências que certas ideias e acções poderão vir a ter.

Coordenador – Identifica e explica a relação entre ideias. Consegue juntar ideias diversas e fazê-las coesas.

Orientador – Revê e clarifica a posição do grupo. Fornece um resumo do que foi alcançado, notas sobre onde o grupo se desviou do objectivo e sugestões de como voltar ao foco inicial.

Avaliador/Crítico – Avalia propostas contra um padrão predeterminado ou objectivo. Aufere a razoabilidade de uma proposta e procura ver se é baseada em factos e passível de ser utilizada como solução.

Energizer – Utiliza a energia do grupo para avançar. Desafia e estimula o grupo a tomar acções futuras.

Técnico Processual – Facilita a discussão em grupo ao lidar com as preocupações logísticas tais como quais os locais de encontro e que ferramentas irão ser necessárias.

Registador – Age como secretário ou supervisor de tempo. Regista ideias e fiscaliza o que acontece em cada reunião/encontro.



Funções Pessoais e/ou Sociais

Estas funções contribuem para o funcionamento do grupo.

Incentivador – Assevera, apoia e elogia o esforço dos colegas de grupo. Demonstra entusiasmo e providencia uma atitude positiva nas reuniões.

Pacificador – Concilia as diferenças entre os participantes. Procura formas de reduzir a tensão e resolver conflitos ao fornecer explicações ou usar o humor.

Compromiser(Comprometedor?) – Poderá mudar a sua posição no grupo para um melhor funcionamento. Está disposto a ceder a posição ou encontrar um meio-termo.

Gatekeeper/Expediter – Regula o ritmo de comunicação. Assegura que todos os membros se possam expressar, ao encorajar os mais tímidos a contribuir com as suas ideias. Restringe os que dominam a conversa e pode sugerir funções de grupo ou normas que garantem que todos os participantes têm a oportunidade de se expressar.

Observador/Comentador – Providencia *feedback* ao grupo sobre como este está a funcionar. Aparece normalmente quando o grupo quer estabelecer, avaliar ou mudar as suas normas e processos.

Seguidor – Aceita o que os outros membros dizem e decidem mesmo que não tenha contribuído para a decisão ou exprimido os seus pensamentos quanto ao assunto. É percebido como um ouvinte e não um contribuinte.

Funções Disfuncionais e/ou Individualistas

Estes papéis perturbam o progresso do grupo e enfraquecem a sua coesão.

Agressor – Faz ataques pessoais ao fazer comentários mesquinhos e insultuosos, como por exemplo, “Essa é a ideia mais ridícula que eu alguma vez ouvi.” As suas acções são, normalmente, uma tentativa de diminuir o *status* de outro membro.

Blocker (Bloqueador?) – Opõe-se a qualquer ideia ou opinião que é expressada, mas recusa-se a dar a sua própria sugestão, por exemplo, “Isso não é uma boa ideia.” Isto resulta num bloqueio no grupo, uma vez que este não consegue ultrapassar o entrave.

Procura Reconhecimento – Utiliza as reuniões de grupo para obter atenção. Gaba-se dos seus sucessos passados ou relata histórias irrelevantes que glorificam a sua pessoa. Por vezes tem brincadeiras infantis para atrair atenção, como fazer barulho excessivo, ou distrair os colegas da tarefa a realizar.

Auto-Confessor – Utiliza as reuniões de grupo como forma de expor sentimentos ou problemas pessoais. Tenta referir-se a eles de maneira disfarçada, como se tivessem relevância para o assunto em mãos, como, “Isso lembra-me de quando.” Pode relacionar actividades de grupo com a sua vida pessoal. Por exemplo, se dois membros discordam um do outro sobre um assunto, o Auto-Confessor poderá dizer, “Vocês discutem como eu e a minha mulher.”

Disruptor/Playboy ou Playgirl – Utiliza as reuniões de grupo como divertimento e forma de fugir do trabalho. Distrai os outros participantes ao contar anedotas, pregar partidas, ou até ler informação não relacionada.

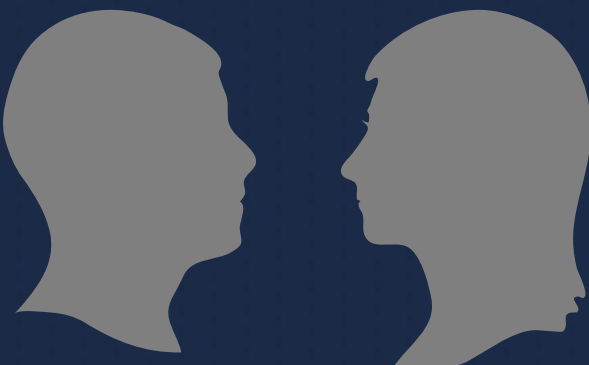
Dominante – Tenta controlar a conversa e dita o que os outros devem fazer. Exagera o seu próprio conhecimento sobre um assunto e monopoliza todas as conversas, afirmando que sabe mais sobre a situação ou que tem uma solução melhor do que a de todos os outros.

Procura Ajuda – Procura empatia ao expressar sentimentos de inadequação. Age de forma desamparada, auto depreciadora e incapaz de contribuir. Por exemplo, “Não te posso ajudar, estou demasiado confuso e inútil com isto.”

Pleader de Interesse Especial – Faz sugestões baseadas no que os outros poderiam pensar ou sentir. Evita revelar o seu lado e opinião ao usar uma posição estereotipada, por exemplo, “As pessoas na Administração não devem gostar dessa ideia.” Ou “Sabem o quão avarentos os nossos fornecedores são, eles não vão aceitar.”

Fontes:

*Functional Roles of Group Members, Authors: Kenneth D. Benne, Paul Sheats
Group processes. Intragroup and intergroup dynamics Brown R,
Groups Oyster C.K,*



III. Informe final y reflexión

3. Debriefing e reflexão

Na educação não-formal, a aprendizagem foca-se no aprendiz e depende do próprio para se consciencializar e atingir os seus objectivos de aprendizagem. De maneira a apoiar esse processo, é normal haver sessões específicas com reflexão e *debriefing* individual e em grupo.

Debriefing:

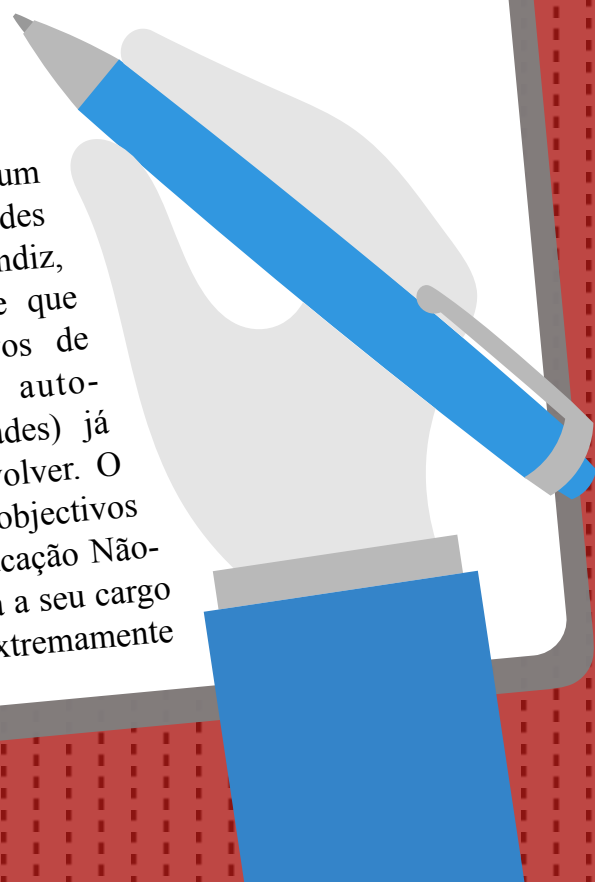
Debriefing é a conclusão de uma actividade em que o grupo de aprendizes reflecte no que aconteceu durante a actividade e o que aprendeu com ela. É liderada por um treinador ou facilitador que apoia o processo, fazendo perguntas específicas e conduzindo o grupo a alcançar as conclusões desejadas e ir mais além. Isto é crucial pois, em muitas actividades, especialmente em exercícios de estímulo, os participantes não estão conscientes da aprendizagem em si até pensarem realmente sobre isso e debaterem o assunto com os outros participantes. Normalmente, é nesta altura em que ocorrem os momentos Aha, quando o aprendiz se consciencializa do processo de aprendizagem e dos objectivos alcançados.

É o *debriefing* que faz a diferença entre o método Não-formal e um simples jogo. Nenhum método está completo sem esta parte importante.

De modo a melhor entender o *debriefing*, pode visitar:
<https://facilitatorsurvivalkit2.webnode.es/training-course/debriefing/> <http://experience.jumpfoundation.org/what-is-debriefing-and-why-should-we-debrief/>

Reflexão:

É usual nos cursos de formação da educação não-formal, dar tempo e espaço aos aprendizes para fazer reflexões individualmente ou em grupo sobre o seu próprio processo de aprendizagem. É um momento para avaliar o que foi feito, que actividades foram implementadas e o que elas trazem para o aprendiz, tal como a sua própria curva de aprendizagem e que oportunidades tem para mudar os seus objectivos de aprendizagem. O aprendiz apercebe-se das auto-competências (conhecimento, atitudes e capacidades) já desenvolvidas e quais as que ainda faltam desenvolver. O importante é o aprendiz e a consciência dos seus objectivos de aprendizagem alcançados. Uma vez que na Educação Não-Formal não há avaliação dos participantes, esta fica a seu cargo e é por isso que os momentos de reflexão são extremamente importantes.



Como dividir o grupo

Alguns métodos requerem uma divisão no grupo. Há diversas maneiras de como o dividir em equipas diferentes. Alguns desses métodos são:

Cartas de Jogo

Decide quantos grupos se quer e qual o seu tamanho. Por exemplo, se quisermos ter 5 grupos de 5 e coloca-los aleatoriamente em grupos, então tiramos 5 Reis, 5 Ás, 5 2's, 5 Valetes e 5 Rainhas (obviamente será necessário mais do que um baralho de cartas) e baralhamos as cartas. Distribuímos e juntamos quem teve os Reis, quem teve as Rainhas, etc.

Quinta dos animais

É dado um papel com um nome de um animal (vaca, gato, galinha, cavalo, etc.) a cada participante. O número de animais utilizado vai depender de quantos grupos se quer formar. Aquando do sinal, os participantes devem movimentar-se pela sala, imitando o som do animal que lhes calhou. Após ouvir alguém da mesma categoria animal que eles, os participantes unem-se, até todos os “animais” terem encontrado os seus irmãos. Não é permitido comunicação “humana” nesta actividade.

Puzzles

Corta-se imagens de uma revista no mesmo número de grupos que se quer formar. Se houver um tema, tenta-se encontrar imagens relacionadas com ele. Corta-se cada imagem em mais pedaços (o número deverá ser igual ao número de participantes que se quer em cada grupo) e junta-se todos os fragmentos num chapéu.

Cada pessoa tira um pedaço e quem tiver as peças que formam a imagem completa junta-se.

Contagem

A maneira mais clássica de dividir grupos é pôr os participantes a contar. Se quisermos 5 grupos, eles contarão até 5. Quando cada pessoa disser um número de 1-5, têm de encontrar os outros que disseram o mesmo número.

De forma a tornar as coisas mais interessantes, pode-se contar em línguas diferentes ou fazer barulhos distintos. A primeira pessoa irá decidir o som e os outros terão de o repetir na mesma ordem. Também se pode usar frutas, animais, cores, etc.

O meu objecto

Pede-se aos participantes para escolher um objecto que tenham com eles (pode ser uma pulseira, um telemóvel, um sapato, etc.) e coloca-los num saco. De seguida, divide-se os objectos de acordo com quantas equipas se quer formar. Organiza-se os objectos em pilhas diferentes, certificando-se de que há tanto objectos femininos como masculinos (garantindo o equilíbrio de género).

Energizers

Aqui é possível encontrar uma lista com alguns *energizers* que podem ser utilizados no início das sessões, de forma a capturar a atenção dos participantes.

Quem é o líder?

Os participantes sentam-se em círculo. Uma das pessoas voluntaria-se para sair da sala. Após o voluntário sair, o grupo escolhe um “líder”. Este deve fazer várias acções, como bater palmas, bater com o pé, etc., que são copiadas por todo o grupo. A pessoa que saiu, volta e tenta adivinhar quem está a liderar.

O grupo protege o líder, não olhando para ele/ela. Este deve mudar de acção a intervalos regulares, sem ser apanhado. Quando a pessoa que saiu da sala identifica o líder, junta-se ao círculo e quem estava a liderar toma o seu lugar, ou seja, sai da sala para que o grupo escolha um novo líder.

Dragões e Escudos

As pessoas escolhem alguém que está na sala para ser a sua pessoa “dragão” e a sua pessoa “escudo”. Não há nenhum critério específico na selecção – está inteiramente à escolha do indivíduo.

Após toda a gente ter escolhido, as pessoas movem-se pela sala certificando-se de que têm sempre a pessoa “escudo” entre elas próprias e a pessoa “dragão”. Podem mover-se com rapidez, mas não podem agarrar ninguém. Depois de alguns minutos, os participantes param e percebem quem era o seu Dragão e o seu Escudo, pondo a mão na pessoa que era o seu Dragão. De seguida, eles devem colocar a mão na pessoa que era o seu Escudo. É possível ver quem é o “maior dragão” e o “escudo mais forte” ao contar o número de mãos. Também se pode perguntar como é que a pessoa se sentiu naquele papel.

O Simon diz

O facilitador diz ao grupo que eles têm de seguir instruções quando o facilitador começa a instrução ao dizer “O Simon diz...” Se o facilitador não começar a instrução com “O Simon diz”, então o grupo não deve seguir as instruções! O facilitador começa dizendo algo do género “O Simon diz para baterem palmas” enquanto bate palmas. Os participantes imitam. O facilitador acelera o ritmo, dizendo sempre “O Simon diz” antes da acção. Após um tempo, “O Simon diz” é omitido. Os participantes que seguem a instrução na mesma, erradamente, têm de saltar 3 vezes. O *energizer* pode continuar enquanto for divertido.

Isto não é uma garrafa

Coloca-se uma garrafa de água no meio da sala. Apresenta-se a garrafa ao dizer-se “Isto não é uma garrafa”. Cada participante deve pegar no objecto e utilizá-lo de modo a que este se pareça com algo diferente, ou seja, fazer uma acção com o objecto que seria atípica dele. O grupo tem de adivinhar que objecto é. Por exemplo, a pessoa pode cantar para a garrafa como se esta fosse um microfone, usá-la como um taco de baseball, como um chuveiro, etc.

Cores

O facilitador nomeia uma parte do corpo e uma cor que pode ser encontrada na sala. Os participantes devem correr e colocar a parte do seu corpo mencionada pelo facilitador na cor também referida. Por exemplo: narizes na cor azul. Toda a gente deve manter a posição até que outra cor e parte do corpo seja dita. Os participantes também podem sugerir partes do corpo e cores.

Olá John

Divide-se os participantes em grupos de 8 pessoas no máximo. As pessoas dentro do mesmo grupo têm de se cumprimentar, uma por uma. A pessoa A começa e fala com a pessoa B. A pessoa B responde. A pessoa A apresenta-a à pessoa C. O diálogo deve ser o seguinte:

Pessoa A: Olá John.

Pessoa B: Olá John.

Pessoa A: Prazer em conhecer-te John.

Pessoa B: Prazer em conhecer-te também John.

Pessoa A: Diz olá ao John, John. – introduz a pessoa C.

O diálogo prossegue com a pessoa B a falar com a pessoa C.

Cada vez que a pessoa se engana, terá de mudar o seu nome. A partir daí, os outros participantes terão de se referir a ela por esse novo nome.

O *energizer* continua até a maior parte dos nomes tiver mudado.

Contacto visual

Os participantes reúnem-se em círculo. Cada pessoa faz contacto visual com a pessoa à sua frente no círculo. As duas pessoas atravessam o círculo e trocam de lugar com a outra, mantendo sempre contacto visual. Vários pares podem trocar de lugar ao mesmo tempo, e o grupo deve assegurar de que todos no círculo estão incluídos na troca de lugar. Começa-se por fazer isto em silêncio e depois cada par cumprimenta-se quando se encontram a meio do círculo.

Eu gosto...

Pede-se aos participantes para se sentarem em círculo, em cadeiras. Um dos participantes encontra-se no meio, sem cadeira, e diz algo de que gosta. As pessoas que gostarem da mesma coisa devem trocar de lugar. Isto dará a oportunidade à pessoa que está no meio de encontrar um lugar no círculo. A regra é que ninguém pode trocar de lugar com quem está ao seu lado.

A pessoa que fica sem cadeira será a próxima a ir para o meio e dizer algo de que gosta.

O meu espelho

Os participantes agrupam-se em pares. Cada par decide qual deles será o “espelho”. O “espelho” terá de copiar todas as acções do parceiro. Encoraja-se que os participantes se movam mais devagar para que o espelho possa seguir exactamente as suas acções. Para alguém a ver de fora, não deve ser óbvio quem é o espelho e quem iniciou a acção.

Depois de uns momentos, os parceiros devem mudar de papéis para que a outra pessoa possa ser o “espelho”.

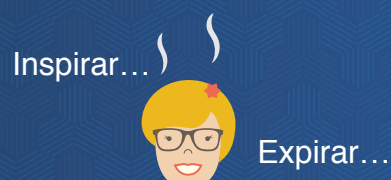
V. Conselhos de facilitação para trabalhar com adolescentes



A adolescência é uma idade de grandes mudanças a todos os níveis: físicas, cognitivas, sociais e emocionais. Assim sendo, os adolescentes podem aparentar comportamentos e atitudes paradoxais e, assim, haver dificuldade em lidar com eles. Os adolescentes procuram definir a sua identidade enquanto indivíduos e, simultaneamente, pertencer e ser aceites pelos seus conterrâneos. Eles gostam de testar os limites das figuras de autoridade e podem também agir como alguém que sabe-tudo, mesmo que careçam de experiência e sintam necessidade de orientação. Por vezes podem sentir-se invencíveis, que nada de mal lhes pode acontecer, mas ao mesmo tempo sentirem-se inseguros e alguns até serem autodestrutivos. Por eles parecerem tão auto-contraditórios, os adolescentes são um desafio para os adultos em seu redor. Uma abordagem que achamos essencial, especialmente quando se trabalha com eles, é ir ao seu encontro. Como um trabalhador jovem disse: “A adolescência é como a gravidade – É muito mais fácil trabalhar com ela do que contra ela.” Apresentamos algumas propostas de como trabalhar com adolescentes. Uma vez que nem todos se podem identificar com certas situações particulares, encorajamos a sua selecção para que haja um melhor funcionamento do grupo.

Mantém o poder

Os adolescentes por vezes abusam e tentam fazer com que se aja de forma negativa, especialmente no início, quando ainda não se estabeleceu uma relação. Eles podem arrelhar, desobedecer, ignorar, quebrar as regras, provocar, entre outros. Isto é esperado, uma vez que os adolescentes tentam sempre perceber qual a extensão do seu próprio poder. O truque é permanecer calmo e não levar este comportamento a peito. Quanto mais visível é a reacção e o quão chateado se fica, melhor é para o adolescente, que irá usar isto no futuro e assim o trabalho irá ficar bastante mais dificultado.



***Estabelece limites claros,
justos e razoáveis.***

Limites são importantes para se manter uma relação que possa ser trabalhada e construída. Mas é necessário serem aplicados em todas as situações, com todas as pessoas, incluindo a própria pessoa. Os adolescentes irão forçar esses limites para ver o que vão dizer, ou testar o que podem fazer sem que aja consequências. Também vão tentar perceber o quanto se podem expressar sem que a pessoa abuse da autoridade que possui sobre eles. É recomendável evitar-se regras que não sejam absolutamente necessárias de maneira a que se estabeleça um ambiente seguro e flexível. Se eles se quiserem sentar no chão enquanto conversam, deixe-os.

***Apresente humor e
mostre empatia.***

Em situações moderadas, responda com um sorriso e não com uma expressão carrancuda. Diga a si mesmo: “pronto, lá está ele”, e continue a actividade. Demonstre empatia ao não reagir exageradamente a situações em que os adolescentes não interrompam a actividade de forma extremamente visível. Perceba que a sua tentativa de imposição e chamada de atenção para os seus colegas, é uma parte normal e necessária do desenvolvimento do adolescente, nesta fase da sua vida.



Lembre-se das suas dificuldades

Quando um adolescente o irrita, dê alguma distância, respire fundo e tente imaginar que tipo de dificuldade o levaria a agir daquela maneira. Claro que mostrar empatia não significa aceitar comportamento impróprio. No entanto, pode ajudar a relacionar-se com eles com mais desapego e compostura.

Dê-lhes espaço

Deixe-os ter espaço para se expressarem sem serem julgados, mesmo que não concorde. Se os vir irritados ou stressados, dê-lhes a opção de falar consigo, mas não insista e deixe-os vir até si quando se sentirem prontos. Quando isso acontecer, ouça sem comentar durante algum tempo, tal como faria com um amigo. Permita-os sentirem-se à vontade ao confidenciar em si. Evite julgá-los no que eles devem ou não fazer. Eles farão o que querem de qualquer das maneiras e só irá aumentar a distância entre ambos.



Fique ao mesmo nível

Os adolescentes são extremamente sensíveis no que toca a exibições de autoridade e têm tendência a rejeitá-las de imediato. Evite sermões e o conhecido “Porque eu digo” e explique sempre porque é que fazer algo os vai ajudar a ELES, deixando-os decidir se o querem fazer ou não. Se eles disserem a famosa frase “Porque não sabe como é estar no meu lugar”, dê-lhes o benefício da dúvida e atente à sua situação particular. Evite comparar as experiências deles com a sua nos seus anos de adolescência, ou eles irão duvidar automaticamente do que lhes disser.

Construa confiança

Quando se trabalha com adolescentes, a verdade é essencial. No entanto, eles muitas vezes não irão ser sinceros consigo nem irão deixar que entre nas suas vidas de imediato. Mentalize-se de que eles poderão ter tido más experiências com figuras de autoridade ou adultos que os desiludiram. Mostre o que o faz ser diferente e demonstre-o através de acções concretas. Certifique-se de que cumpre sempre o que diz e explique o porquê quando isso não lhe for possível.

Mostre interesse em como a semana deles foi antes de começar a actividade. Muitos adolescentes comportam-se de certa maneira e recusam-se a participar porque acreditam que os adultos não se importam. Não subestime o poder de se conectar com eles – para eles, a relação é tudo e para si, é a chave para um resultado bem-sucedido. Se eles sentirem que se interessa por eles, os respeita, e ouve o que aconteceu nas suas vidas, eles irão estar muito mais dispostos a ouvir o que lhes tem para dizer.

Pergunte como eles estão

Seja você mesmo.

Não precisa de estar a par do que está na moda. Os adolescentes procuram autenticidade e são extremamente sensíveis a pessoas que tentam demasiado. Aja de forma genuína e honesta, mas não se leve demasiado a sério. Também não tenha medo de mostrar os seus sentimentos ou de ter algumas brincadeiras tontas de vez em quando. Para além de criar uma relação harmónica, é uma excelente maneira de os adolescentes praticarem a sua empatia.



Evite assumir que os adolescentes são demasiado novos, inexperientes ou superficiais para fazer, perceber, sentir ou até sofrer com algo. Se os estereotipar, é provável que receba uma reacção similar. Os adolescentes são inseguros e terem um adulto que confie neles pode levar a um bom resultado. Mesmo quando eles aparentam ser destrutivos ou desafiantes, faça-lhes um elogio nem que seja sobre os atacadores dos seus sapatos, assim mostrando que não os desaprova totalmente.

Dê-lhes um voto de confiança

Foque-se no outlier

Muitas vezes, os adolescentes têm comportamentos delinquentes como forma de chamar a atenção dos seus colegas. Ignorar esta necessidade não é a solução, até porque muito provavelmente só irá piorar o seu comportamento e, especialmente se o adolescente for o líder, o resto do grupo irá segui-lo. Quando um adolescente tem este tipo de comportamento, ofereça-lhe a oportunidade de ter atenção ao dar-lhe funções ou tarefas que lhe dê algum controlo

Os adolescentes procuram desenvolver o seu sentido de individualidade e independência e preferem ter controlo sobre as suas decisões em vez de terem de obedecer a instruções dos adultos. Sempre que possível, permita-lhes o *brainstorm* ou dê-lhes uma variedade de opções e eles estarão mais abertos a envolverem-se na tarefa.

Dê-lhes opções



Use cultura pop

Grande parte dos adolescentes identifica-se com um certo tipo de música, moda, celebridades, ou outros ícones culturais e utilizam-nos para explorar e exprimir a sua identidade, a sua percepção de quem são. Esteja disposto a discutir este tópico, mesmo que não tenha uma opinião ou os aprecie. Reconheça que isto faz parte da adolescência e use como conexão entre si e o

Esteja preparado para deixar ir

Se eles tiverem algo a acontecer nas suas vidas, os adolescentes não irão participar nas actividades. Contudo, isto pode ser uma excelente oportunidade para lhes mostrar que está lá para eles e não apenas pelos seus próprios interesses. Eles têm sempre a sensação de que algo lhes está a ser feito a eles e não por eles. Pergunte-lhes sobre a sua situação, ofereça-se para os ouvir, converse com eles e, muito importante, valide a sua experiência ao dizer algo como: “Parece que hoje estás muito chateado pelo que aconteceu, por isso percebo que não queiras fazer nada hoje.” Tenha em mente que os adolescentes revelam as coisas mais importantes em situações que não estão focadas num problema específico e esteja aberto ao que vier.

Reconheça a existência

A tecnologia e os telemóveis são uma parte rotineira dos adolescentes do século XXI e, mesmo que pareça que os telemóveis estejam colados a eles, isso não significa que eles não consigam ser produtivos. Não o assuma como um inimigo e incorpore a tecnologia nos seus planos, para que os adolescentes se envolvam mais nas actividades.

Evite expô-los demasiado

Os adolescentes são muito sensíveis no que toca às aparências, como os outros os percebem – eles não querem destacar-se negativamente ou ser ridicularizados, pois isto decresceria a hipótese de serem aceites no grupo dos seus colegas. Evite separá-los demasiado do seu grupo ou pô-los em situações em que irão ser avaliados. Aquando do uso de *role-plays* ou teatro, pode ser melhor trabalharem em pequenos grupos em vez de individualmente.





VI. IDENTITY

- 1. Teach an alien*
- 2. Strengths and weaknesses*
- 3. Johari window*
- 4. Most authentic person*
- 5. Development paths*
- 6. Ikigai*
- 7. Wheel of Health*
- 8. Detectives*
- 9. Who wants to be healthier?*
- 10. Highway to health*
- 11. Eisenhower box - time management*

TEACH AN ALIEN

15 minutes



Small peaces of paper with numbers from 7 to x (x is the age of the youngest participant)



energizer, simulation



8 - 30 participants



The participants will sit in chairs in a semicircle



Learning Objectives

- 🎯 To allow participants to think about something they can teach others, becoming aware of strengths they already have.
- 🎯 To learn that we already have a valuable set of skills and knowledge.
- 🎯 To become aware of the others as sources of knowledge or skills.



Instructions

1. Space arrangement:

- A) At the beginning of the session sitting on chairs, in a semi-circle, facing the facilitator.
- B) At the beginning of the activity itself, two rows, shoulder to shoulder, facing another person with a distance of about 1 m between the two (see Instructions for the exact moment of change).

2. Introduction:

This (next) activity is about skills, about things that we are good at and that we could share with other people. We all have different sets of abilities, some that others also practice and some that only we know and are good at.

Can you give me some examples of things you are good at, but that others might not know/ practice? (small brainstorming – we want to go through abilities in the domains of sports, school, hobbies, science, interpersonal relations, housework etc. Include in the discussion simple examples, that might even sound silly, such as playing Mario, saying a very difficult phrase very fast or knowing a lesser known scientific fact). All the examples will be written on the flipchart or whiteboard.

ENSEÑANDO A UN ALIEN

3. Task:

Step 1: The facilitator asks the participants to arrange into two parallel rows facing each other. People in a row will be arranged shoulder to shoulder, while facing someone from the opposite row. (1-2 min.)

Step 2: The group on the left of the facilitator will be people from Earth. The ones on the right will be Aliens (Martians, Jupiterians, Plutonians, whatever planet you wish).

Step 3: Each of the Earthlings will extract one piece of paper without looking at the number on the back when taking it. Once they got a piece of paper, each person on Earth will have 1 min. to think of a skill, an ability or a piece of knowledge that he/she had at the age written on the paper and that would be useful to know for someone visiting Earth for the first time. After everyone on Earth has thought about something they knew at the age on their piece of paper, they will have 1 min. to teach the alien they are facing the skill/ability/knowledge they have thought of.

Step 4: After the minute passes the roles change (the Aliens become Earthlings and vice versa) by saying `Now you will switch roles – Aliens become Earth people and vice versa. The task is the same – each person gets one piece of paper with a number on it and will have 1 minute to think of a skill/ability/piece of knowledge they had at that age and that could be useful for someone visiting Earth for the first time. After everybody has the idea, they will have 1 minute to teach their pair the thing they have chosen`.

4. Debriefing:

- What kind of skills have you taught the aliens?
- What interesting or surprising skills have you learned?
- How was it to identify an ability that you can teach to somebody? Easy, difficult?



Tips and Tricks

This short method can be used as good introduction for the next method: Strengths and weaknesses.

Small space – participants can find pairs and spread around the room to follow the teaching process

Many participants – four parallel rows can be formed, two by two, facing each other.

STRENGTHS AND WEAKNESSES

30 minutes



*** paper for all participants**

• felts

• whiteboard/ flipchart and marker

• post-its



discussion, individual work



8 - 25 participants



The participants will sit in a circle



Learning Objectives

- ☉ To explore personal strengths, weaknesses and decide which traits to develop.
- ☉ To identify their strengths and the personal points that are not very developed
- ☉ To understand that their abilities/ competencies can be developed



Instructions

1. Space arrangement:

Participants will be seated in a circle.

2. Introduction:

As we could see previously, each of us has a set of abilities, some of them more developed, that we can also teach to somebody, some less developed, that we can learn from somebody else. We will talk today about our skills and we can start by imagining them on a line:

Less good at	Average at	Very good at
Basketball	Cooking	Listening to others

In the line, there are no distinct categories, the areas are flexible and one ability can move from negative to positive as you practice and develop it or from positive to negative, if you don't practice it anymore.

In which areas of life do we use abilities? (small brainstorming, in which we want to get to the areas of school, family, relations, hobbies, sports).

You can use the template provided in the resources.

STRENGTHS AND WEAKNESSES

3. Task:

Tell to participants:

“You will have to do your own line of abilities. In each of the 5 areas of life identified, choose 3 skills that fit on the continuum, one for less good at, one for average, one for good at. The skills in the “less good at” area should be relevant to you, something that you are not good at but you would like to improve. In the end you should have 15 skills distributed equally in the continuum. You have 10 minutes to do this. “

If you have enough time, you can divide participants into small groups and encourage them to share what they wrote on the paper.

If you are pressured by time, you can ask for volunteers to share some of their skills they wrote.

4. Debriefing:

- How did you feel reflecting on your abilities?
- What area of the continuum was the most difficult to fill in?
- Did you find anything new about yourself?
- Where and how have you learned the skills that you have developed the most?
- What could you do in order to improve the abilities that are less developed? (Here, if they don't suggest the idea of learning from others, you can remind them of the first activity, with the aliens, and ask them what happened there, how did they learn the new skill?)



Tips and Tricks

You can use post-its to write the abilities and place them on the continuum so that they are movable.

You can encourage participants to do a brainstorming about ways in which they can improve their skills. You can also divide them in teams of 2 and they can give suggestions to each other about ways to improve their skills.

Optional homework:

Encourage participants to make a bigger list at home. In the next meeting you could ask who found the biggest number of strengths. Emphasize on the fact that knowing yourself takes time and dedication.



RESOURCES

STRENGTHS AND WEAKNESSES TEMPLATE

Life areas/Skill level	Less good at	Average	Good at
School			
Family			
Relations			
Hobbies			
Sport			



JOHARI WINDOW

50 minutes



• **flipchart example of the Johari window**

• **post-its (cut into three pieces)**

• **pens**

group discussion, team work, individual work



8 - 24 participants



The participants will sit in large circle and after instructions in small circles



Learning Objectives

- 🎯 To explore their identity based on what they know about themselves, but also on the feedback received from others.
- 🎯 To reflect on the identity of others and to give feedback.
- 🎯 To motivate to practice self-disclosure and feedback as ways to develop one's identity.



Instructions

1. Space arrangement:

Big circle and after the instructions, chairs will be arranged in small circles.

2. Introduction:

Now I invite you to look at yourself through a window. This window has four areas, containing different information about a person:

- OPEN AREA - what is known to self and known to others,
- BLIND AREA - unknown to self and known to others
- HIDDEN AREA - known to self and unknown to others
- UNKNOWN AREA - unknown to self and unknown to others

Brainstorming on whiteboard/ flipchart:

What kind of information about oneself can the Johari Window include? (Note for facilitator: the list can include: traits, passions, fears, interests, abilities, values etc.)

JOHARI WINDOW

3. Task:

Step 1: Please divide the participants into groups of 4-6 people.

Step 2: Draw your own Johari window and write on the pieces of post-its 10 personal attributes for the Open Area and 10 attributes for the Hidden Area. Write the Hidden information on the sticky side of the post-its, so that you can put it on your window face down.

Tip: If your group is not used to self-reflection, you can use the list of attributes provided in the Resources.

Step 3: Share with your group some of the information you put in your Open Area. And only if you want, disclose one piece of information from the Hidden area.

Step 4: On the differently colored post-its, write at least one thing about each person in your small group, something that you assume they might not know about themselves.

Step 5: Look at the post-its you received from the others and place them in the Open area if it was information that you already knew about yourself and in the Blind area if it surprised you to receive it.

4. Debriefing:

How was the whole process of creating this window?

In which area do you have the most information?

Were you surprised by something?

What is the impression or feeling you have when you look at each area? (Take them in turn and wait for their answers) Open area? Blind area? Hidden area? Unknown area?

How can it help you to explore the Johari window?

Would you like to move some traits from one area to another? If yes, from where to where, and why would you or someone else want to do this?

In which area do you want to have the most traits? Why?

How do we move traits between areas? (Take each area in turn) How do we move traits to the Open area from the other areas? How do traits move to the Hidden area? How about the Blind area? Or the Unknown area? How do traits get to be in these areas?



Tips and Tricks

Fun for home: make a list of min 40 adjectives that describe you (you can also search on the internet). Try to place them in the Johari Window. Make a list with adjectives that you would like to show others more often.

JOHARI WINDOW

Resources:



Tips and Tricks

Fun for home: make a list of min 40 adjectives that describe you (you can also search on the internet). Try to place them in the Johari Window. Make a list with adjectives that you would like to show others more often.

MOST AUTHENTIC PERSON

50 minutes



- questions on flipchart/whiteboard
- template for magazine
- pens, felts, pencils
- handouts with examples of quotes



discussion, individual work



8 - 25 participants



The participants will sit in a circle



Learning Objectives

- To identify personal values
- To find ways in which personal values can be manifested in daily behaviours.



Instructions

1. Space arrangement:

Participants will preferably be seated in a big circle.

2. Introduction:

You are 25 years old and you are on the cover of a magazine called ‘‘The most authentic people in the world’’. You were included in this top because you have been living the way you wanted to.

What does this mean? People who live as they want to live a life in accordance to their personal values. Personal values manifest into their behaviours and ways of thinking.

For example, how does a person behave like if he/she values perseverance? (can be a value of people who don’t give up easily and keep trying even after a few failures).

People are more fulfilled if they manage to act accordingly with their personal values.

3. Task:

Step 1: The editor interviews you to talk about the way you lived and how you managed to reach the most authentic person top.

Participants receive the newspaper template (you can use a A4 paper or the template provided) and they have to fill it with their answer to the following questions, which are presented to them on the flipchart/ whiteboard:

MOST AUTHENTIC PERSON

- What kind of people did you have significant relations with? (categories of people, main qualities)
- Talk about the activities to which you dedicate most of your time. What you do, how these activities make you feel, what you like most about doing them, etc.
- In which situations or places have you felt most fulfilled, satisfied or alive? Describe them with relevant details: surroundings, people involved, etc.

Step 2: Drawing from your answers in the interview, you will have to make up three personal mottos or slogans of maximum 5 words each, that could guide a life such as the one you described in the interview. When doing this, focus on the most important elements that you expressed in each answer. (For example, if I dedicate most of my time to fishing or walking by the river, and I talked about how these give me peace of mind and help me calm down, I can draw a motto such as “Nature is harmony”, if nature is the important thing here. If peace of mind is the most important part, then my motto can be exactly about that: “Peace is first in the mind.”)

Step 3: Share with your group some of the information you put in your Open Area. And only if you want, disclose one piece of information from the Hidden area.

Step 4: Your last task is to create the cover of the magazine and give this edition dedicated to you a representative title, of no more than 4 words.

4. Debriefing:

- How was it to answer the questions in the interview? How about to write the mottos? How about to create the cover of the magazine?
- Does anyone want to share their cover and/or mottos? Let's take some examples?
- Take a moment to look at your cover, the title, and re-read the mottos. What words stand out as powerful? What values do you think they indicate?
- Which activities or behaviours in the interview correspond to the mottos? These are the ways in which your personal values translate into concrete actions.
- How is the way you live your life as you presented it in the interview different from the way you live your life in the present? Do you find any similarities? Can you find some behaviors that you do in the present which are related to the values you identified or yourself?
- What could you do in order to live more in accordance with your values?

DEVELOPMENT PATHS

40 minutes



• **10 different scenarios**

• **A4 paper, pen**

• **Markers, flipchart/whiteboard**



**discussion, team work,
individual work**



8 - 25 participants



**The participants will sit
in a circle during the
introduction and then move to
the scenarios**



Learning Objectives

- 🎯 To reflect on the skills, knowledge and attitudes (ASK) that they can develop when getting involved in various activities.
- 🎯 To explore various types of activities that can help young people develop personally and professionally (including volunteering).
- 🎯 To be able to extract the learning/development (ASK model) outcomes from a



Instructions

1. Space arrangement:

Participants will be arranged in a circle for the introduction and then divided into 5 small groups for the task.

2. Introduction:

Short discussion gathering some opinions from the participants using questions like:

“What does competence mean?”

“How do we know if somebody is competent?”

A competence usually has three main components:

attitudes - understanding of life, ways of thinking;

skills - things that we are able to do;

knowledge – information that somebody has;

In order to help participants better understand the difference, you can draw a man on the flipchart. You can write attitudes near the heart, skills near the hands+legs and knowledge near the head. It is good to also give a clear example (you say that a person is competent in English- it has to have: knowledge about grammar, words; skills- listening, writing; attitude: willingness to speak, to improve, to try)

DEVELOPMENT PATHS

Why is this model important? It is important because it can guide our development. The first step is to identify what aspects we wish to develop about ourselves. Then we can decompose these abilities or competencies in the three components we talked about. Next, we find activities or contexts that can help us build that aspect of the competency.

In life it is difficult to separate the three components and only focus on one - so an activity meant to increase knowledge will most likely affect attitudes as well.

We can also go the other way around - we can start from the activities we are doing, identify components of competencies that they help us develop and start from there. It will be surprising how many competences we cultivate in apparently simple activities.

3. Task:

Step 1: Divide the participants into 5 groups. Each group will receive a different scenarios of young people being involved in various activities (e.g. volunteering, band member, reading club, etc.). Each group will have 10 minutes to discuss the scenarios and to identify what skills, attitudes and knowledge the characters in the scenarios developed as a result of the experiences described.

Step 2: Each group will choose a representative and a scenario to present to the entire group, together with the results of their discussion.

Step 3: After each presentation there will be a short discussion focusing on questions like:

How did you reach your conclusions?

Were you expecting these results?

Step 4: The participants are given 10 minutes to consider one extra-school activity that they are involved in at the moment and identify the ASK that they are developing while doing this activity.

4. Debriefing:

- Have you discovered today any activities that you haven't thought of before as being useful for self-development (from the examples on paper and the ones given by your colleagues)?

- What are the abilities that you would like to develop? Why?

- Which of the previously discussed activities could help you develop these competences?

- Which other activities/ experiences could you get involved to develop the desired skills/ knowledge/attitudes?"

- What stops you to get involved in more activities? Why? What can you do about it?

Can you give some examples of other activities that could help you develop your competences?

DEVELOPMENT PATHS

5. Resources

Scenarios:

1. **Cameron** is a 17 year-old high school student. He spends every Friday afternoon and Saturday volunteering in a non-profit organization that provides meals with love to critically ill neighbors and seniors.

On Friday afternoon, their group of volunteers meet to make the menu for Saturday. Over the week, Cameron, like all team members, did his research regarding accessible recipes that they can cook in large quantities and using vegetables which are in season. After they discuss their options and choose one, they make the shopping list and go shopping for groceries. Cameron usually takes care of buying the processed products, as he enjoys comparing prices and reading the labels of products in order to decide on the best quality for the money they have available. On Friday they also assign roles to the team members for Saturday: some of them will clean and prepare the ingredients, others will cut the vegetables, others will cook, while others will serve the food to the people. Usually they rotate, so that each of the team members has the chance to experience different roles.

On Saturday morning they meet to start the cooking and around noon they can already serve it. After lunch, if there is any food left, they gather everything and distribute it to either homeless people or animal shelters.

2. **Joan** is 16. She's in high school and she's attending a foreign languages conversation club every Thursday evening at a local cultural center. There are various conversation groups and Joan is attending the German one. In her group, there are currently people with ages ranging from 14 to 33 and with varying levels of German.

Each week they choose a topic of conversation based on the members' preferences and they each commit to preparing something they want to share on that topic: opinions, personal experiences, goals. The general rule of the group is that during the meeting, only German language is used, so when somebody doesn't understand a word or idea, the others try to express it in various ways: explaining it with other words, pointing at the object, using gestures to illustrate the idea, and so on. Joan is usually using her body language a lot during her everyday life, so especially in the conversation club people can understand very easily the message she is trying to convey.

Lately, Joan has befriended the oldest woman in her group, who is new and has one of the lowest levels of German among the group members. Joan is helping her sometimes by providing materials or encouraging her during the conversations and sometimes they meet in the rest of the week to do things together and practice German at the same time.

DEVELOPMENT PATHS

3. **Alex** is 18 and he's been part of a contemporary dance crew for two years. They are around 10 people in the group at the moment. Some of them come, others go, but he stayed because he enjoys it a lot. As he is a 'veteran' now, the new members often come to ask him for directions or help. He supports them gladly.

Alex and the crew have rehearsals two times a week, on Wednesdays and Saturdays, for about three hours. They have a group leader, but usually each one of them proposes dance moves to build the choreography. What Alex likes the most is the 'free moments' during the choreography in which each member performs spontaneous movements. This makes each performance unique. Their crew already has an identity with a name, specific clothing style and funky make-up. They often perform in local festivals or school events so many people know about them. Sometimes they participate in festivals or competitions in other cities and some time ago they even went to Austria for a dance competition.

4. **Andrea** is a 17-year-old high school student who has always enjoyed literature. Since she was little, she was really fond of reading children books with her grandparents and later she started gathering tales and novels on her own, slowly expanding the collection on the shelves of her room. Luckily, she has a good literature teacher, the kind of teacher that pays attention to students' unique talents and tries to make them aware of their gifts. Andrea was praised in class for her essays and short homework compositions and at one point she gave her teacher one of her poems. She wasn't really sure about it, but she risked it anyways. The teacher encouraged her to write more and even to join the poetry club that she was organizing in the school. From then on, Andrea met every two weeks with a group of talented writers her age and made many friends who shared her love of literature and poetry. At the club, she heard and commented what others wrote, she shared her own work and the group discussed ideas and themes related to their interests, their readings and their own literary imagination.

At one point, Andrea proposed to the club they should organize an event, to show other colleagues their creative writings. The poetry club, with the help of their teacher, made a lot of efforts for this event to come true, but it was a true success and they felt really appreciated by the other students.

5. **Andy** is 16 and has always been fascinated with nature. He was always asking his parents to go on nature trips. He liked to explore surroundings, to observe nature and he always felt very relaxed and at ease when he was in any kind of natural environment. Not long ago, though, he went with his class on a camping trip in the mountains, in a more touristic area that he hadn't been before. He was very disappointed and sad to see a lot of garbage left behind by other campers and hikers. He felt deeply sorry, complained for a while, but in the second morning he woke up before the others and started gathering the garbage in big bags. Two other girls woke up and, after Andy explained how he thought 'you have to be the change you want to see', they started helping him. Soon, almost all of the class followed Andy and by noon, the whole camping area was clean and garbage free.

This trip gave Andy the idea of starting a little 'ecology group' at his school. He thought this way he would gather other nature-loving students and they would go to camping trips specifically to clean certain tourist areas, but also to have fun and bond, since they had something very important in common. With the help of his class teacher, this idea came true. Andy now runs this group and organizes regular trips. The group already has 10 members and they all became good friends.

DEVELOPMENT PATHS

6. **Anna** is a 18-year old high school student. She was a long-standing passion for movies and cinema. She always felt the need to share her passion, because she felt that movies can have a big impact on the way we see things, can make us more empathic and open-minded and can help us see reality from different perspectives. She always had an interest for this `psychological` side of movies and recently she has talked to her psychology teacher to organize `movie nights` at school, where participants (students from the school but not only) could watch a movie and then talk about the main themes, characters and ideas in it, with the help of the psychology teacher.

Now, Anna has sought the help of two friends who were also excited about this project and they advertise for movie nights in the whole neighborhood. They put up posters and send invitation on social media. Each week, Anna chooses a different movie and first discusses it with her psychology teacher.

7. **Dan** is 16. He had tried various sports, but he could never stay motivated enough to practice them regularly, even though he had a lot of energy that needed to be released. During the summer holidays, an older cousin convinced him to participate in a climbing camp in some gorges close to his town.

He was surprised by how afraid he felt of climbing up the rock, but he managed to reach the top every time. A few of the participants wanted to continue practicing, so they were meeting the coach at the indoor climbing panel from the town. He decided to join and soon he made a subscription to the climbing panel. Two times a week, after school, he meets his friends there and they try new routes and techniques on the panel.

But he likes mostly the weekends, when they hitchhike to the gorges and climb on the rock. The thrills he gets when he is up on that high rock cannot compare with anything else. Recently, his coach taught him to secure other people when they are climbing, so sometimes he does this for his friends.

8. **Maria** is 15 and is very passionate about music. She would have liked to study a musical instrument, but her parents couldn't afford the costs.

However, she loved to "dig" after different kinds of music, some of them really unknown, she teaches herself about different styles and she put together a huge collection of songs. Sometimes she invites over to her place some friends who share this passion. They listen to different artists, they discuss about their backgrounds, imagine how the lives of those artists could be, what they felt or experienced when they made those songs.

Recently they joined a group that does music improvisation and even though neither Maria or her friends had studied music, they started to learn how to create spontaneous rhythms, using African drums. The biggest challenges are to find the place of the rhythm she makes among the other beats and to stay in harmony with the rest of the group when jamming. Sometimes they make music out of ordinary objects: cups, ladles, boxes etc.

DEVELOPMENT PATHS

9. **Laura** is 18 and started to volunteer at the local theatre, as usher. Before the plays start, she has to guide people at their seats, give directions to the wardrobe and other places in the building. She also is in charge of distributing programs. A few times a year, the Theatre organizes some big events, like the Night of the Open Doors and the Theatre Gala.

She likes to volunteer in these events, because she believes in that more people should go to theatre and experience its beauty. So she puts a lot of effort in advertising them, by distributing flyers, assisting the actors in their street representations and promote them on social media. In the day of the event, she helps to prepare the stage, so she meets many artists before their representations.

10. **Paul** is 17 and he loves science. He has always been fascinated by discovering the rules that govern the natural world, how various phenomena appear, how atoms form molecules and how molecules make up substances.

A few months ago he became a volunteer in the Museum of Natural Sciences. His job is to make small science experiments for the children who visit the museum, to show them various phenomena, like volcanoes, mixing chemical substances, gravity tricks. He learned some of these experiments from the museum employees, but he also researched the internet and found many others. He suggested them to the museum staff and some of them got approved, so in a couple of weeks, he received the needed materials to prepare them himself.

Every Sunday, the museum organizes meetings where children can play science-themed board games. As Paul loves board games, he was attracted by the idea and he sometimes helps organizing these game meetings. He has to set the environment for playing, give an introduction on the topic of the game, present the rules and respond to the children's questions.



Tips and Tricks

You can use the template with icons of the different scenarios or use your own stories, be creative and use the spaces that you have available either indoors or outdoors.

IKIGAI

50 minutes



visual aid to show the ikigai mind map

- handouts with ikigai circles (A4)
- paper, pens



brainstorming, individual work



5 - 30 participants



The participants will sit in a circle



Learning Objectives

- ☉ To help participants find the balance between what they love, what they are good at, what the world needs, and what they can get paid for.
- ☉ Help participants choose their future steps.
- ☉ Understanding the way in which different areas of life are interconnected.
- ☉ Developing the skills to identify their passions, mission, profession, vocation by answering questions about themselves.



Instructions

1. Space arrangement:

Participants will be seated in a circle if possible, with the possibility to write in their notebooks or use the templates provided.

2. Introduction:

Show participants the Ikigai diagram (give them handouts with the 4 circles - see attachment) and also show it in front of the group on a flipchart or blackboard. Explain that IKIGAI is `the reason to get up in the morning`, the way to find a path to follow in life, the way to use your abilities, interests and talents to the fullest. If life were an orange, Ikigai is the way to get the most orange juice out of it. (2-3 minutes).

3. Task:

Step 1: Find what you love, what you are good at.

Tell participants that you are going to work on filling the mind map. Ask them to remember from the previous activities what they love (activities: Values and Developmental paths) and what they are good at (activity: Strengths and weaknesses), what they are competent in, or ask the participants to take some time to think and come up with the answers.

IKIGAI

In case they did not do that activities, you can try to do a small brainstorming. Tell them they will need to write all these onto little pieces of paper (post-its), with as few words as possible, for example: `writing stories`/ `listening to people`/ `taking care of plants`/ `doing hair`/ `football` etc. (Allow for 10 minutes)

Step 2: What the world needs.

Next, facilitate a discussion on how to find what the world needs(see the template in Resources): where to look for the problems (e.g. the news, documentaries, personal experiences, experiences of your friends and family, etc.) and how to find the possible solutions. After this, ask them to write on pieces of paper some things that they think the world needs, according to their values, in as few words as possible (ex. computer engineers, social media influencers, etc.) (5 minutes)

Step 3: What can you get paid for?

Next, ask them to brainstorm in pairs of two some things they have seen that gets people paid and is appealing to them - doesn't have to be a full list, just some ideas to start with, then ask them to write some job titles on pieces of paper (ex. teacher, lawyer, writer, etc.) (5 minutes)

Step 4: Fill in the Ikigai template:

Ask participants to start placing post its in the circles on the IKIGAI handout that they have received. The idea is to try to `advance` post-its from thinking they only belong to one circle - LEVEL 1 (ex. it's something that I love doing, but I'm not good at it, the world doesn't need it, and I can't get paid for it) to LEVEL 2 - belonging to 2 circles (ex. it's something that I love doing, I'm good at it, but the world doesn't need it, and I can't get paid for it) - and also defining it (ex. passions, vocations, profession, etc.), maybe to LEVEL 3 - belonging to 3 circles (ex. it's something that I love doing, I'm good at it, the world needs it, but I can't get paid for it) maybe to LEVEL 4 - the IKIGAI. So ask them to start placing all the post its on the Ikigai handout, beginning with whatever circle and deciding if it would make sense to `upgrade` the post-it (ex. at first they think `football` is just something that they love and are good at, but then they realize they can be paid for it also, so it's a LEVEL 3 thing and they stick it at the intersection of the 3 circles (love, good at, can get paid for). (10 minutes)

Step 5: Encourage participants to share some of the things they found for their intersections: passion, mission, vocation, profession. Ask them what would need to happen to have their passion become a profession, their mission a passion, etc.

Debriefing:

- How did you feel during the exercise?
- Which was the most difficult part in this process? How about the easiest?
- Could you `upgrade` your post its? Did you get any new ideas from hearing other people?
- Did you get any new ideas about a future career/job?
- How can you develop the competences(ASK) that you will need for a future job?

IKIGAI

Resources

What does the world need? How can we find out?

Look for the problems. Where can you find out about them? E.g. See the news, documentaries, personal experiences, experiences of your friends and family, etc.

Choose the problem(s) that you consider most important and define it. What is a problem?

It might be something that is lacking or, on the contrary, something which exists in excess. It can be something that leads to negative consequences for the planet and/or humanity.

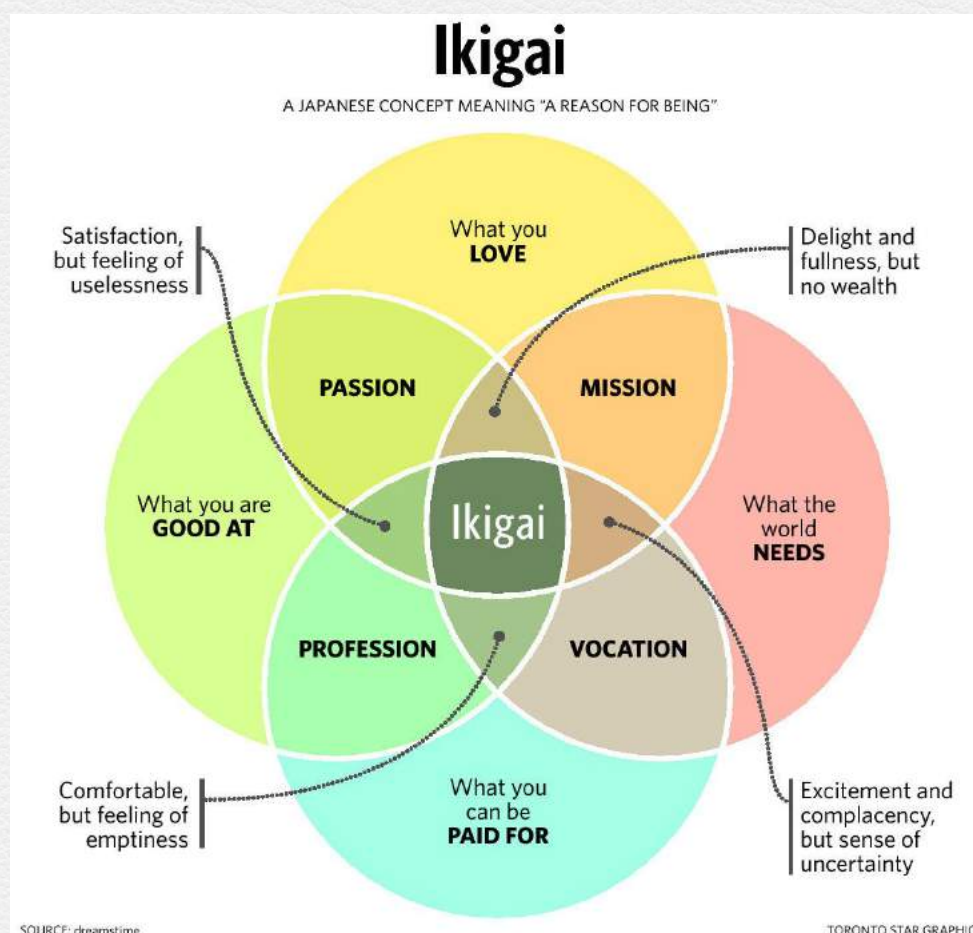
What should we do next?

Break the problem into little pieces and find possible causes. There will probably not be one or two, but many. See how they are interconnected. See the fields from which the causes of the problems spring (e.g. education, transportation, environment, culture, etc.).

What next?

Imagine possible solutions. What is the current state of the art? What are people currently trying to do to solve the issue? What things work so far? Is there anything that can be used to solve this problem from what already exists? What things don't work? What can be improved and how? What kind of people do you need for that?

The purpose is not for the teens to really discover right now the solutions to the world's problems, but rather to learn a thinking process that would help them identify the problems and solutions in the future.



WHEEL OF HEALTH

50 minutes



- **Wheel of health - printed template for each participant, example on flipchart**



- **A4 paper, pens, markers**

brainstorming, discussion, individual work



5 - 30 participants



The participants will sit in a circle



Learning Objectives

- To understand the need for balance in different areas of lifestyle.
- To identify habits that compose the lifestyle.
- To differentiate between healthy and unhealthy habits.



Instructions

1. Space arrangement:

Participants will be seated, preferably in a circle so they can all see the facilitator and flipchart/whiteboard/black board.

2. Introduction:

Our health depends on our lifestyle and how the different areas of our lifestyle are balanced. We can visualize these different areas on a wheel (facilitator shows the flipchart with the wheel).

What are the areas of our life which contribute to a healthy lifestyle ? (Note for facilitator: the list should include nutrition, sleep, sports, leisure time, social relationships, plus other suggestions from participants). At each moment in our life, we can be more or less satisfied with how the different areas of life work for us.

(While doing this, facilitator fills the Wheel of Health on the flipchart with examples, also rating its different areas.)

3. Task:

Step 1: Now you will work on your own Wheel of Health, on the template provided. Next to each section of the wheel, write the names of the relevant areas of your life.

WHEEL OF HEALTH

Step 2: Rate your satisfaction with each area of the wheel, using 1 to 10 scores (1 low, 10 high satisfaction). In order to decide how satisfied you are with each area, compare your current situation, with the ideal one. For example, if having the weekends for leisure is an ideal situation for you and it would mean a 10 score, if you find yourself doing homework all day long each Saturday, you might rate Leisure time with 6.

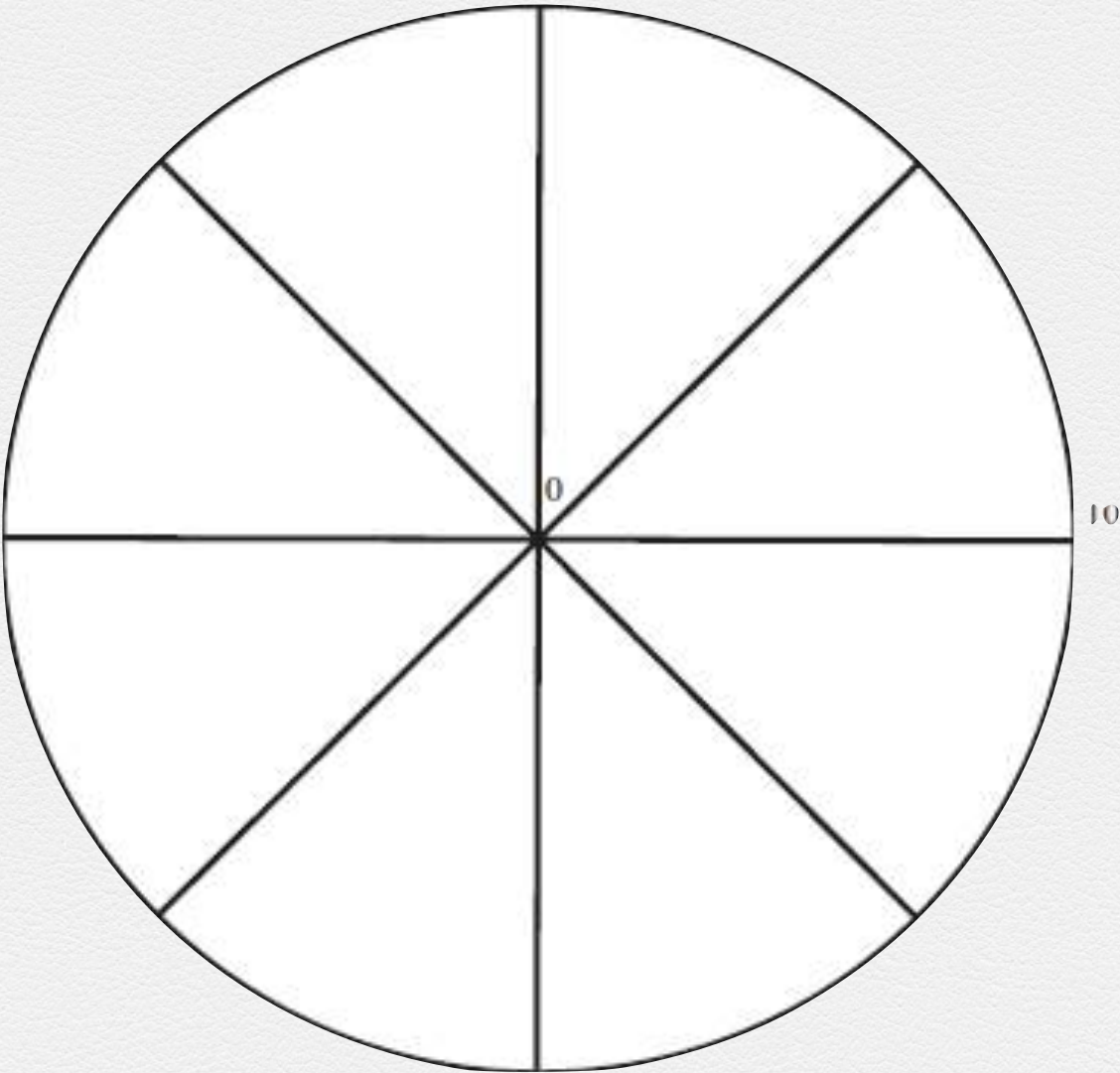
Step 3: To have a visual representation of your rating, draw a line connecting the different areas as shown in the example. The final goal is to have a shape that represents your wheel of health.

4. Debriefing

- How did you feel during this activity?
- What parts did you find difficult? What parts were easy for you?
- Which sections of the wheel are rated higher and which are lowest?
- How even are the different areas?
- If this wheel were the wheel of a bicycle that had to carry us forward through life, how well would it support us and carry us?
- What can we do to increase our satisfaction about the different areas of our lifestyle?
- What will you do in order to increase your score in some areas?

WHEEL OF HEALTH

WHEEL OF HEALTH TEMPLATE



DETECTIVES

20 minutes



- paper, pens
- markers



discussion, working in pairs



8 - 26 participants



The participants will sit in a circle



Learning Objectives

- ☉ The help the participants realize the connection between habits and their lifestyle.
- ☉ To connect lifestyle balance with habits.
- ☉ To provide the behavioural and cognitive tools to reduce/eliminate unhealthy habits.
- ☉ To build confidence in the ability to change habits by acting upon cues and rewards.



Instructions

1. Space arrangement:

Participants will be seated, preferably in a circle.

2. Introduction:

Our lifestyle consists of many habits, some good (e.g. exercise, reading) and some bad (e.g. smoking, sleeping at irregular hours) . They determine to a great extent the balance in our Wheel of Health.

3. Task:

Step 1: Looking at your wheel of health, choose one area that is important for you and that has one of the lowest scores.

Step 2: Think of where would you like to be in this area. Write down how the ideal situation would look like, with specific examples (e.g. I would like to do sports regularly).

Step 3: Think of how can you go from where you are in this area now to where you want to be. What bad habits do you need to stop and what kind of good habits do you need to introduce in your life? Write them down.

Step 4: Now choose an unhealthy habit that you want to eliminate in order to improve your score in a specific area.

DETECTIVES

Step 5: Make pairs with another participant, in which one is a detective and the other one is the questioned person. The detective asks the other one questions that will help him dissect his/her bad habit:

“When do you do the habit?”

“Where do you do it?”

“Who is usually with you when you do the habit?”

“Where did you learn how to do it?”

“How do you know you can do the habit?”

“What does it do for you? What do you get from it?”

Then the pairs switch roles and repeat the questioning.

4. Debriefing:

- How was this activity for you?
- How was it to work in pairs and to share/listen?
- How was it to focus on a specific habit? Could you do the same process for more?
- Did you manage to answer all the questions?
- What can you learn that can help with the habit?
- What could be your next steps?



Tips and Tricks

IMPORTANT: Facilitators should insist on the fact that the detective should be as non-judicious as possible.

You can prepare a detective setting in the room, put on a Sherlock Holmes hat, distribute magnifying glasses ...

WHO WANTS TO BE HEALTHIER?

50 mins



Informative materials
Panel with paper or blackboard for scores
Felt pens



Brainstorming, individual work



8 - 30 participants



The participants will sit in small groups



Learning Objectives

- ① Understanding the basic concepts of nutrition, exercise and sleep hygiene.
- ② Understanding the relationship between nutrition, exercise and sleep on one side and mental health on the other side.



Instructions

1. Space arrangement:

Preferably a circle with enough space to form smaller groups as well.

2. Introduction:

We will explore a set of guidelines that will help us establish healthy sleep, exercise and nutrition habits.

3. Task:

Step 1: Split the participants into three groups.

Step 2: Each group will get a set of materials with information, one about nutrition, another one about sleep and one about exercise, all related with mental health. Each group will have 10 minutes to study the materials.

Step 3: Now you will participate in a contest where you answer to questions based on what you just read. Each right answer will get 1 up to 3 points, depending how complete they are. The three teams are the jury and they assign the points according to how complete and correct the answers are, but they cannot give points to their own team.

We will have 9 questions(Refer to resources section). Each team will designate a representative to give their answer. You can stay together as a group, you don't need to get in front of the room. You can have different spokespersons for each question.

WHO WANTS TO BE HEALTHIER?

Step 4: Congratulate all the teams for their effort and acknowledge the winners.

4. Debriefing:

- How was it to find out all this information? How much of it did you already know? What was new?
- Where do you normally get this kind of information? How do you know if it is correct?
- How many of these concepts do you use in your life?
- What is the most important thing you've learned from this activity?

Work for home:

1. Record your daily habits for one week:

- Sleeping (how many hours of sleep, the time you go to sleep, when you wake up, the way you feel)
- Eating (what do you eat each day and at what time)
- Exercise (How much do you exercise each day, how)

2. Find a specific app for your phone or computer to help you manage these habits (calorie intake, sleeping, exercise) and use it for one week.

Facilitator can get back into discussion about this topics by will repeating the debriefing questions in the next session and encourage the participants to share their results and insights that they found.

Resources:

Information for facilitators:

<https://www.rcpsych.ac.uk/healthadvice/problemsanddisorders/eatingwellandmentalhealth.aspx>

<https://www.rcpsych.ac.uk/mentalhealthinfo/treatments/physicalactivity.aspx>

<https://www.neurocorecenters.com/10-facts-might-not-know-sleep-mental-health#4eBuSQsfwOz6ghgo.97>

Healthy habits contest questions/ sentences:

1. Taking naps is healthy and helps you recover.
2. Exercise takes a lot of time and makes you tired for the rest of the day.
3. High sugar snacks help me think.
4. 8 hours of sleep it's 8 hours of sleep, no matter the time you go to sleep.
5. The best way to exercise is going to the gym.
6. How can nutrition affect my brain?
7. Watching TV in bed helps you sleep better.
8. How does exercising affect mental health?
9. If it is healthy I can eat a lot of it.

WHO WANTS TO BE HEALTHIER?

GROUP 1 - Nutrition

Eating a healthy diet can be quite challenging in today's world. Also, once you make a commitment to getting and staying healthy, there are numerous resources you can turn to in order to help you make conscious, healthy decisions regarding food.

- When in doubt, turn to an adult that has an idea about this kind of things.
- Keep in mind that **someone else's diet might not be suitable for you.**
- **Never try to lose weight by drastically reducing food intake or replacing food** with pills, protein bars or other things that weren't recommended to you specifically. You could harm your body and actually **end up putting on more weight (the yoyo effect).**
- Unless advised by your treating physician (since some health conditions do require specific dietary changes), a healthy diet and maintaining an adequate weight for you sex, age, height and health doesn't have to mean following strict diet. It does mean however following some **general guidelines that you can customize based on your lifestyle** – and thus incorporating this kind of diet in your lifestyle.
- Eating and mental health are strongly correlated. Any change in your diet (ex. not eating anymore or eating much more than before) could signal a change in your mental health (ex. More stress, sadness/ depression, etc.). We often use food not for nutrition, but for emotional regulation, because it is distracting and comforting in a way – but that is a dangerous trap! We don't learn adequate emotional regulation strategies and we have negative consequences (gain weight, eating `junk food`, etc.)
- Since there is this strong link that your brain already knows, you can use food to improve your mental health – in a positive, responsible and conscious way. That is, feeding your body with food that proves you care for yourself, attend to your own basic needs and respect yourself.

WHO WANTS TO BE HEALTHIER?

Guidelines

- It all starts with **becoming aware of major food groups** and recognizing how much of each you need: proteins (eggs, meat, beans, dairy, nuts), carbohydrates (fruits, veggies, grains, sugar, honey, beans, legumes), fats (oils, fat from dairy products or meat, nuts), vitamins, minerals (found in certain quantity in all natural foods) and water.
- **A basic plate of healthy food could mean half vegetables/ fruit, a quarter protein and a quarter carbohydrates**
- Always try to **come as close to nature as possible**: try to eat `the real deal`, not processed food (and limit industrial-processed food ex. Candy bars). That could mean eating real cherries, not cherry ice cream or cherry-flavored candy; boiled rice as a side dish, not pre-packed sugared rice dessert, etc. The more you process natural food, the fewer vitamins it has. Also, industrial processed food contains a lot of added chemicals and is not nutritious for your body. They might taste good for a minute or two, but your body has to `clean up` after such messy meals. **Always choose clean food over junk food.**
- Have a **regular eating pattern**. Get used to eating at certain hours and try to limit snacks. This way you can control your hunger and keep **your energy levels constant throughout the day**: your body won't panic by lack of food or by overwhelmed by too much food, so your mood won't fluctuate because of this.
- Try to **listen to your body and be mindful** about how it reacts to certain foods. Then try to make changes – for example, eliminate certain processed foods if eating them in the morning makes you feel sleepy.
- Breakfast! **Skipping breakfast or substituting it for coffee can turn into a bad habit**, since you are `running on empty`, which also impacts your mood – one reason to hate mornings.
- **Eat a light dinner before bed and try to not eat 2 hours before going to bed**, so as to not interfere with sleeping.
- Understand that our **brain is programmed by evolution to eat unhealthy food: sugar, fat and salt** are important for our survival, but once upon a time they were really hard to obtain, so whenever our ancestors got their hands on such rare precious gifts from nature (ex. Very sweet fruit, fatty meat, nuts, etc.), their brain sent them reward signals saying something like `this is good, eat till full, remember this, get more in the future!` - But the problem is that in today's world, this kind of food is not rare anymore – you can get it whenever you want, is relatively cheap and the food industry know very well about our natural inclinations. So we keep in mind that we react as we did in the past, but there's actually no need to panic anymore: we can **use reason to plan for meals and bypass our `sugar-fat-salt` craziness.**

WHO WANTS TO BE HEALTHIER?

GROUP 2 - Exercise

Everyone knows that regular exercise is good for the body. But exercise is also one of the most effective ways to improve your mental health. Regular exercise can have a profoundly positive impact on the way we feel. **It also relieves stress**, improves memory, helps you sleep better, and boosts overall mood. And you don't have to be a fitness fanatic to reap the benefits. Research indicates that **modest amounts of exercise can make a difference**. No matter your age or fitness level, you can learn to use exercise as a powerful tool to feel better.

What are the mental health benefits of exercise?

People who exercise regularly tend to do so because it gives them an enormous **sense of well-being**. They **feel more energetic throughout the day, sleep better at night, have sharper memories, and feel more relaxed and positive about themselves and their lives**.

It also releases endorphins, powerful chemicals in your brain that energize your spirits and make you feel good. Finally, exercise can also serve as a distraction, allowing you to find some quiet time to break out of the cycle of day to day thoughts.

Physical activity helps to relax the muscles and relieve tension in the body. Since the body and mind are so closely linked, when your body feels better so, too, will your mind.

Exercising regularly is one of the easiest and most effective ways to **improve concentration**, motivation, memory, and mood. Physical activity immediately boosts the brain's dopamine, norepinephrine, and serotonin levels—all of which affect focus and attention.

Other mental and emotional benefits of exercise

Sharper memory and thinking. The same endorphins that make you feel better also help you concentrate and feel mentally sharp for tasks at hand. Exercise also stimulates the **growth of new brain cells and helps prevent age-related decline**.

Higher self-esteem. Regular activity is an investment in your mind, body, and soul. When it becomes habit, it can foster your **sense of self-worth** and make you **feel strong and powerful**. You'll feel better about your appearance and, by meeting even small exercise goals, you'll feel a sense of achievement.

Better sleep. Even short bursts of exercise in the morning or afternoon can help regulate your sleep patterns. If you prefer to exercise at night, relaxing exercises such as yoga or gentle stretching can help promote sleep.

More energy. Increasing your heart rate several times a week will give you more get-up-and-go. Start off with just a few minutes of exercise a day, and increase your workout as you feel more energized.

Stronger resilience. When faced with mental or emotional challenges in life, exercise can help you cope in a healthy way, instead of resorting to alcohol, drugs, or other negative behaviors that ultimately only make your symptoms worse. Regular exercise can also help **boost your immune system** and reduce the impact of stress.

WHO WANTS TO BE HEALTHIER?

You don't need to devote hours out of your busy day, train at the gym, sweat buckets, or run mile after monotonous mile. You can reap all the physical and mental health benefits of exercise with **30-minutes of moderate exercise five times a week**. Two 15-minute or even three 10-minute exercise sessions can also work just as well.

Even a little bit of activity is better than nothing

If that still seems intimidating, don't despair. Even just a few minutes of physical activity are better than none at all. If you don't have time for 15 or 30 minutes of exercise, or if your body tells you to take a break after 5 or 10 minutes, for example, that's okay, too. **Start with 5- or 10-minute sessions and slowly increase your time**. The more you exercise, the more energy you'll have, so eventually you'll feel ready for a little more. The key is to **commit to do some moderate physical activity—however little—on most days**. As exercising becomes habit, you can slowly add extra minutes or try different types of activities. If you keep at it, the benefits of exercise will begin to pay off.

You don't have to suffer to get results

Research shows that moderate levels of exercise are best for most people. Moderate means:

1. That you breathe a little heavier than normal, but are not out of breath. For example, you should be able to chat with your walking partner, but not easily sing a song.
2. That your body feels warmer as you move, but not overheated or very sweaty.

Overcoming obstacles to exercise

Feeling exhausted. When you're tired or stressed, it feels like working out will just make it worse. But the truth is that physical activity is a powerful energizer. Studies show that regular exercise can dramatically **reduce fatigue and increase your energy levels**. **If you are really feeling tired, promise yourself a 5-minute walk**. Chances are you'll be able to go five more minutes.

Feeling hopeless. If you have no experience exercising, **start slow with low-impact movement a few minutes each day**.

Feeling pain. If you have a disability, severe weight problem, arthritis, or any injury or illness that limits your mobility, talk to your healthcare provider about **ways to safely exercise**. You shouldn't ignore pain, but rather do what you can, when you can. Divide your exercise into shorter, more frequent chunks of time if that helps, or try exercising in water to reduce joint or muscle discomfort.

Feeling bad about yourself. Are you your own worst critic? It's time to try a new way of thinking about your body. **No matter what your weight, age or fitness level, there are others like you with the goals of getting fit**. Try surrounding yourself with people in your shoes. Take a class with people at a variety of fitness levels. Accomplishing even the smallest fitness goals will help you gain body confidence.

WHO WANTS TO BE HEALTHIER?

GROUP 3- Sleep

What is sleep hygiene?

Sleep hygiene is a variety of practices and habits necessary to have good nighttime sleep quality and full daytime alertness.

Why is it important to practice good sleep hygiene?

Obtaining healthy sleep is important for both physical and mental health. It improves productivity and overall quality of life.

How can I improve my sleep hygiene?

One of the most important sleep hygiene practices is to spend an appropriate amount of time asleep in bed, not too little or too excessive. Good sleep hygiene practices include:

- **Daytime naps no longer than 30 minutes** . Napping does not make up for inadequate nighttime sleep. However, a short nap of 20-30 minutes can help to improve mood, alertness and performance.
- **Avoid stimulants such as caffeine and nicotine close to bedtime. Also, alcohol consumption in the evening affects sleep in the second half of the night**
- **10 minutes of aerobic exercise, such as walking or cycling, improves nighttime sleep quality. Avoid strenuous workouts close to bedtime.**
- **Avoid heavy or rich foods, right before sleep, fatty or fried meals, spicy dishes, citrus fruits, and carbonated drinks.** When this occurs close to bedtime, it can lead to painful heartburn that disrupts sleep.
- **Ensure adequate exposure to natural light.** Exposure to sunlight during the day, as well as darkness at night, helps to maintain a healthy sleep-wake cycle.
- **Establish a regular relaxing bedtime routine** that helps the body recognize that it is bedtime. This could include taking warm showers or baths, reading a book, or light stretches. When possible, try to avoid emotionally upsetting conversations and activities before attempting to sleep.
- **Make sure that the sleep environment is pleasant.** Comfortable mattress and pillows. The bedroom shouldn't be very hot. Turn off bright light from lamps, cell phone and TV. Consider using blackout curtains, eye shades, ear plugs, "white noise" machines, humidifiers, fans and other devices that can make the bedroom more relaxing.

HIGHWAY TO HEALTH

30 minutes



- **paper, pens**
- **markers**
- **template**



**discussion, individual
work**



8 - 25 participants



**The participants will sit
in a circle with the possibility
to write**



Learning Objectives

- To help participants take control of their habits and improve their lifestyle.
- To learn to identify cues and rewards that build good habits.
- To build confidence in the ability to build habits by acting upon cues and rewards.



Instructions

1. Space arrangement:

Participants will be seated in a circle having the possibility to write.

2. Introduction:

The facilitator introduces the idea that when a habit is practiced, the neuronal circuit supporting that habit becomes stronger and quicker. Analogy with pathways that are walked on very often, compared to the abandoned ones. The path in our brain can even become a highway if we practice the habit for a long time in a consistent manner, which is a goal, if we want to be very good at something, like a sport or a subject.

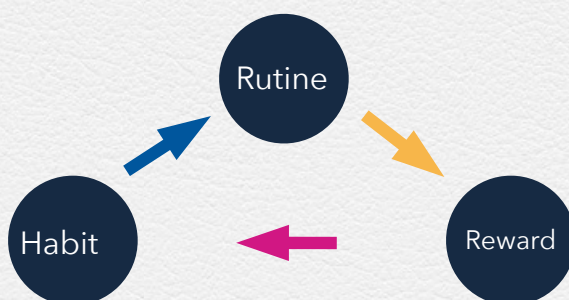
To establish a new habit that you want, you have some allies:

- Information about how the habit is done.
- Motive/ need to do the habit (to connect, to relax, to be energized).
- Sources of self-efficacy (the confidence that you can do the habit). It can come from feedback from others, previous outcomes etc.
- Setting the environment - Cues in the environment that remind the person about the habit (e.g. coming home, seeing the laptop etc.)
- Action plan: when, how, with whom am I going to do the habit.
- Rewards (e.g. feeling relaxed, feeling activated)

To change a habit, you must keep the old cue and deliver the old reward, but insert a new routine.

HIGHWAY TO HEALTH

Participants are guided through gradually sharing the desired habit, sources of info, cues, rewards, obstacles.



3. Task:

Participants receive a template with an action plan. (see resources)

They choose a habit that they want to establish and they write it in the template. Then they have to add (writing and/ or drawing) the elements that they need in order to be able to drive on the highway to health.

4. Debriefing:

How did you feel during the exercise?

How was it to plan the habit that you want to build?

What was the most difficult? What was the easiest?

What will help you in building this new habit?

Have you ever analyzed your habits in this way? How can this tool help you?

Have you found anything new about your old habit?

How can you use this in your daily life?

Optional Work for home:

Choose a buddy that can help you monitor doing what you planned. Help each other to respect the plan. During the next session you can discuss how it was.

HIGHWAY TO HEALTH

ACTION PLAN

- 1.What is the habit that you want to build?
- 2.Where from will you get the information about how to do it?
- 3.When will you do it? Be specific: how often/ day of the week/ time of the day.
- 4.Where will you do it? Give details about the place.
- 5.With whom will you do the habit?
- 6.What reward will you get from making the habit?
- 7.What are the possible obstacles in making this habit?
- 8.Who can help you monitor your new habit? Choose a buddy and let him know about your plan.

EISENHOWER BOX

50 mins



***A4 paper, post-its**

- **Signs for each table indicating the quadrants from Eisenhower's box**
- **Noise maker for switching signal**



Debate, individual work, team work



8 - 25 participants



Four tables with chairs for all participants



Learning Objectives

- To teach participants to prioritize tasks according to their importance and urgency.
- To identify the main life tasks that occupy time.
- To learn to use a tool for prioritizing tasks.



Instructions

1. Space arrangement:

Four tables with chairs.

2. Introduction:

How many of you find yourselves in one of the following situations:

- at the end of the day, you cannot really say what you occupied your time with;
- you cannot find time for things that you want to do;
- you have a pile of projects and tasks and you cannot seem to finish in time?

President Eisenhower lived one of the most productive lives you can imagine. He managed to accomplish various leading and intellectual tasks, as well as to pursue personal hobbies. His most famous productivity strategy is known as the Eisenhower Box and it's a simple decision-making tool that you can use right now.

Using the decision matrix below, you will separate your actions based on four possibilities:

- Urgent and important (tasks you will do immediately).
- Important, but not urgent (tasks you will schedule to do later).
- Urgent, but not important (tasks you will delegate to someone else).
- Neither urgent nor important (tasks that you will eliminate).

Urgent tasks are things that you feel like you need to react to: emails, phone calls, texts, news stories. Meanwhile, important tasks are things that contribute to our long-term mission, values, and goals.

EISENHOWER BOX

3. Task:

Step 1: Ask participants to make a list of the activities they have to do this week, including school tasks, hobbies, socializing etc.

Step 2: Ask them to draw an Eisenhower box on their paper (or take use the template provided).

Step 3: Divide participants into 4 groups.

Step 4: As they are divided into groups, at each table they will find a quadrant of Eisenhower's box.

Their task is to fill in the quadrant in their paper accordingly and discuss it with their colleagues. They should argue their decisions (this is urgent because...). Every 8 minutes, you give the signal so that each group move(clockwise) to the next table, to fill in a new quadrant of the Eisenhower Box.

After 4 rotations, the participants should have all quadrants filled in. We go to debriefing.

4. Debriefing:

- How was it to organize your activities in the four quadrants? Easy/difficult?
- How did it help you to prioritize your activities?
- How do you feel about your results? Anything that surprises you?
- How can you use this tool in your day to day life?
- Why is time management important?
- What other tools do you know that can help in time management.

5. Resources

Eisenhower box

	Urgent	Not urgent
Important	DO IT NOW	PLAN IT (with a time to do it)
Not important	DELEGATE IT (who could do it for you)	DROP IT (eliminate it)



VII. EMOTIONS

- 1. What are emotions*
- 2. Emotional taxi*
- 3. Emotions in court*
- 4. Courage street*
- 5. Apps for a bad day*
- 6. Battle of voices*
- 7. Compassionate mind*



WHAT ARE EMOTIONS?

10 - 15 minutes



- flipchart paper
- markers
- colored pens



brainstorming



5 - 30 participants



The participants will sit in a circle



Learning objectives

- To encourage participants to start thinking about their emotions. Reflecting on
- how emotions appear and how we can recognize and understand them more easily.
- To learn about emotions: what are emotions, how do they appear, how we
- can deal with them? Learn about yourself and your needs.



Instructions

1. Space arrangement:

Preferably participants will be seated in a circle.

2. Introduction:

Ask the participants: "How do you feel right now?". Wait for some answers. You can continue with other questions such as: "How did you feel this morning", "How did you feel yesterday afternoon?". If they are not mentioning many or any emotions, guide them in this direction: "Let's try some emotions! Can you identify some emotions that you are having at the moment? Maybe you feel angry, sad, curious, bored, hopeful, happy, anxious, scared, and so on." Wait for their answers.

Continue to talk about emotions and how we usually relate to them: "We don't talk much about emotions. Actually, we talk so little about them that we have a hard time identifying them when they come. Today we will discuss a bit about emotions and why we need to talk about them."

3. Task:

Step 1: Write the word "EMOTIONS" in the middle of a flipchart paper and put it on the floor.

*If the group is bigger than 10 people, use more flipcharts. You should have approximately 10people/flip chart.

Step 2: Ask the participants to think about this word, about emotions themselves. "What are emotions?"

WHAT ARE EMOTIONS?

Step 3: Give them coloured pencils and ask them to write words that come to their minds or to draw how they understand emotions in their mind, if it is easier for them. Give them 5 minutes to write everything that comes to their minds when they think about emotions.

Step 4: Take the paper/papers from the floor and read some ideas that were put there. Give time to observe the complexity or similitude of what they wrote down. Formulate a conclusion: “As you can see, when we think about emotions there are so many things that come to our mind. What you wrote here shows us the complexity of this subject. Emotions are formed during complex subjective experiences, which is why it is difficult to define them. But we can find a simple definition of emotions: they express what we feel.”



Tips and Tricks

Use this method as an introduction for the next methods that are focused on emotions. “During the next methods we will focus on better understanding emotions and how to deal with them.”

EMOTIONAL TAXI

50 minutes



- **flipchart paper**
- **markers**



role play, simulation



10 - 30 participants



The participants will sit in a circle



Learning objectives

- To learn about emotions: what are emotions, how they appear, how we can deal with them?
- To help participants understand their emotions.



Instructions

1. Space arrangement:

Preferably participants will be seated in a circle.

Set up one chair for the “taxi-cab driver” in front of the room. Arrange four other chairs: 3 behind him and one next to him, for the passenger seats. The rest of the participants could be seated in a semicircle so they can easily observe the role play.

While you are explaining the rules, you can also write the main ideas on the whiteboard or you can print the rules and give them to the 5 volunteers.

2. Introduction:

“We will do a method called Emotional Taxi. This is an interactive method that will help us better understand emotions. I will first need 5 volunteers and then I will explain all the rules and the roles.”

“We will also need a list with emotions. What emotions do you know?” Make a list with min 10 emotions suggested by the participants. Select the best known ones and write them on individual post-its.

3. Task:

Step 1: Explain the roles: there will be 1 cab driver and 4 passengers. Each passenger will represent an emotion. They will have to act according to that specific emotion. The driver does not receive an emotion.

EMOTIONAL TAXI

Step 2: Explain the rules:

There are some simple rules: each passenger enters the cab one by one. Each passenger enters after 2 minutes. Immediately after they enter, the driver tries to imitate their emotion (without knowing what is that specific emotion). Any of them can initiate a conversation, making sure they act according to that specific emotion.

Once the second passenger enters, the cab driver and the previous passenger adopt the emotion of the passenger and they talk and act as if they were all feeling that “new” emotion. The new passenger can choose to show his/her emotion (that is written on the note) to the previous passenger, but has to keep it secret from the driver. This continues until all passengers enter the cab.

Once the last passenger has entered the cab and had her/his “2 minutes of talking”, the previous passengers can announce that they want to exit the cab. Starting from the first passenger, the taxi driver says goodbye to them. Both the taxi driver and the other have to say goodbye in a manner of that person specific feeling. The taxi driver also has to try to guess the feeling- for ex: if the emotion on the note was “sad” he/she could say: “I am sad to tell you goodbye”.

Step 5: Once you make sure that the 5 volunteers understood their roles and the rules, you can give them 2 minutes to prepare their roles: what they will say in the cab, how will they act, move, etc.

Step 6: Make sure you also give tasks to the big group: ask them to pay attention and to also guess the emotions and write them down on their notebooks. Other things that they could observe and write down: the gestures they observe, the things that made them feel/think something.

Step 7: After each person extracted one emotion, you can start the method implementation with a story such as:

“The cab driver is on a regular day of work, driving around the town. After a few moments of driving, a customer which looks a bit emotional, appears at the side of the road and waves his/ her hand to stop the taxi. The driver stops and the passenger enters the cab. The moment this happens, the cab driver adopts the emotion of the passenger and they talk and act as they were both feeling that emotion.”

Step 8: Once the role-play has started, the facilitator will keep the time. You may want to use a timer to make sure each passenger has the 2 minutes. Make sure you pay attention to what the participants need and how is the flow of the method is. If the participants are on a roll, you can let it continue longer. If they look confused or aren't acting much with a character, you can encourage the next passenger to enter the cab, in order to keep the game lively.

Step 9: Ask the participants to try to speak and express themselves one by one, in order for the others to be able to understand each emotional expression and avoid chaos (especially with stronger emotions such as anger).



Tips and Tricks

* Have an extra participant in the role of a human radio in the car. This role is to announce when the next passenger is about to enter the taxi and also, from time to time (but not too often), to maybe sing a song or give news that correspond to each emotion.

At the end of the debriefing you can offer participants the following resources in order for them to better understand emotions.

EMOTIONAL TAXI

4. Debriefing

- How did you feel during the method?
- How easy or difficult was it to impersonate the emotion you were assigned? How about the emotions of the other passengers?
- How easy or difficult was it to switch between the emotions?
- Which emotion was the easiest to impersonate? How about the most difficult? Why do you think it was like this?
- Encourage the observers to speak: did they guess the emotion? What helped them to do that?
- Let's take each emotion in turn, from the easiest to the most difficult, and see how you thought about impersonating it. Let's see (first emotion), what did you do or say in order to show you were feeling that? Ask observers to contribute. (Write on a flipchart paper or a board the characteristics that they mention for each emotion)
- What are the common elements that we identified for all emotions? (Wait for some answers or guide them to the answers, then introduce them to the general components of emotions and provide examples for better understanding - see attachment)
- How do you think that knowing these (the components of emotions) can help you in your daily life? (See attachment for input in the end)

More information

<http://teenshealth.org/en/teens/understand-emotions.html?WT.ac=ctg>

<https://www.cognitivehealing.com/depression/learn-how-to-identify-and-express-your-feelings/>

6. Resources

1. Prompting event

Emotions can be either reactions to events in the environment or to things inside a person. These events and things are called **PROMPTING EVENTS**. They prompt, or call forth the emotion. A person's thoughts, behaviors and physical reactions prompt emotions. (Recently someone put his hand on the back of my neck, and I felt fear and anger.) You might have an automatic feeling, without thinking about it, like "I feel love when I see my cat."

What triggers it or gets it going? Prompting events can be events happening in the present (an interaction with someone, losing something, physical illness, financial worries). A prompting event might also be a memory, a thought, or even another feeling (we feel ashamed, and then feel angry about feeling ashamed, for example). In managing our emotions, it is important to be able to recognize prompting events.

2. Interpretation of an event or experience

Most events outside ourselves don't prompt emotions. It is the interpretation of the event that prompts the emotion.

Event: It starts to thunder and lightning.

Interpretation: I have heard of people being killed by lightning.

Emotion: Fear

EMOTIONAL TAXI

Event: I see Mary at the concert with Betty after she promised to go with me.

Interpretation: Mary doesn't care about me.

Emotion: Sadness

Event: I see Mary at the concert with Betty after she promised to go with me.

Interpretation: Mary is trying to get back at me.

Emotion: Anger

Can you see that the emotion comes after the interpretation is made, after you have the thought about the reason something is happening?

3. Body changes and sensations

Emotions involve body changes such as tensing and relaxing muscles, changes in heart rate, breathing rate, skin temperature, rises and falls in blood pressure, etc. You can notice, for example, that when you are afraid or anxious, your body feels very tense and your heart starts to beat faster. Also, your mouth may be dry, you might have tingling or shaky hands. When we feel sad, for example, we notice that our bodies are sinking, like we are losing energy, we have increased or decreased appetite or sleep.

Sometimes people have trouble sensing their body changes. To regulate our emotions we have to be pretty good at sensing what is going on in our bodies. If we have practiced shutting off our body sensations, this can be difficult. However it is a learned response and we can unlearn it by practicing awareness.

Also there are facial and posture changes which are noticeable also from the outside. For example, with anger we have: clenched jaw, tightened cheek and forehead muscles, grinding or clenching teeth, clenched fists, spread legs or "attack position". When we are sad, we may have lowered shoulders and a crouching position. Researchers now believe that changes in the face muscles play an important part in causing emotions. Be aware of the changes in your facial muscles when you are experiencing emotions.

4. Action Urges

Emotions involve what we call action urges. An important function of emotions is to prompt behaviors. For example if we feel angry, we may be prompted to fight or attack verbally. Or if we feel fear, we may be prompted to run or hide. The action itself, the fighting, or running, or hugging is not part of the emotion, but the urge to do the action, the feeling that prompts you to do the action, is considered part of the feeling. If we feel angry at someone, we may feel an urge to start yelling at them. That urge is part of the angry feeling, but the yelling is not. Yelling is a behavior itself and does not necessarily appear, even though the feeling of anger is there.

HOW DOES IT HELP US to understand our emotions?

1. One of the most important functions of emotions is to COMMUNICATE that something we (don't) need is (not) happening. They are trying to communicate important information to us and in order to receive the message, we need to understand the emotion. For example, if nobody comes to our birthday party, we may feel sad, which tells us that having people around for our birthday is important. Paying attention to the thoughts that are in our mind might help us clarify the details of this situation and identify the circumstances in which it is important for us to have people around.

EMOTIONAL TAXI

2. To communicate something to the others, an emotion has to be expressed. If we do not know or understand what we are feeling, we cannot express it accurately and the others might not know that something is important for us. For example, if nobody came to our birthday party, we can communicate this in different ways and people can understand different things: “Nobody came to my birthday party.” vs. “I was quite angry when nobody came to my birthday party.” vs. “I was really angry when nobody came to my birthday party. How dare they call themselves my friends?!” vs. “I was so sad when nobody came to my birthday party that I didn’t even want to touch the cake.” Each of these sentences sends a very different message. Sometimes, if we have not learned to express our emotions, we may think we are communicating but the other person isn’t getting it. This can cause misunderstanding.

3. Understanding when and how our emotions appear can help us anticipate and prepare our responses. For example, if you know that you usually get angry when someone is shouting, you also know that your blood pressure will start to rise and you’ll have the urge to yell back. If you know that yelling back will only bring you bad consequences, you can plan to get out of the room or run to the bathroom for 5 minutes to cool down. If you know how emotions go, you know where to step in and regulate them.

4. Emotions have after effects on our thoughts, our physical function and our behavior. Sometimes these effects can last quite a while. One after effect is that an emotion can keep triggering the same emotion over and over. If we detect the components of our emotional experiences, we can know that what comes next is still part of what we are feeling, not part of reality. For example, if have a fight with a friend and we feel sad, we might start having all sorts of sad thoughts like “Nobody likes me.”, but we can remember “I’m only thinking like this because I’m feeling sad right now, it doesn’t mean it’s actually true.”

5. Sometimes people have emotions about emotions - for example, you might feel angry, and then you might feel shame for feeling angry - or they have more than one emotion at the same time, like both anger and sadness when someone dies or goes away. This makes it harder to figure out what to do and which emotion to deal with. It also creates a lot of confusion, which can prompt another emotion and then another one, until the experience feels overwhelming.

EMOTIONS IN COURT

50 minutes



- **flipchart paper with guiding questions**
- **hand-out for the facilitator (in the attachment)**



Roleplay Simulation



9 - 30 participants



The participants will stand with their backs to a wall



Learning objectives

- To help participants understand the benefits of listening to your emotions and accepting both positive and negative emotions.
- Encourage participants to work as a group, respect each other and listen to other people opinion.



Instructions

1. Space arrangement:

Preferably participants will be seated in a circle.

2. Introduction:

Introduce the topic of emotion by making a reminder about previous methods (in case you implemented other methods about emotions). If this is the first method you implement, try to have an open discussion about what emotions are and give some examples.

Then start a discussion to prompt their ideas:

1. Why do we have emotions in our lives? They seem to cause us so much trouble. Wouldn't we be better without them?
2. Is there any way in which emotions can help us?

After the discussion, you can introduce the story, using words such as:

“You have many interesting ideas about emotions, which I'm sure will make your great lawyers in the Court of Emotions. In the next activity, we will imagine that we are in a futuristic society in which emotions are endangered, someone is threatening to eliminate them completely and make people purely rational. However, emotions have been with us for so long that we know it would not be wise to let them go. A court was set up and we were given a chance to defend them, making a plea/case for each emotion, bringing arguments for our need for it and its role in our life. So we will be the lawyers in this Court and we will split in groups to tackle each emotion and find proof to defend it.”

EMOTIONS IN COURT

3. Task:

Step 1: Split the participants into groups of minimum 3 participants. Choose from the following emotions: fear, anger, sadness, joy, pride, guilt, shame; and give them one emotion per group.

Step 2: Tell them what they will have to do: “Each group is responsible for one emotion. You will have to think about the emotion that you have assigned and bring arguments for why and how this emotion is useful in our lives. But remember that you are lawyers, which means that you need to bring up real evidence in terms of actual events and experiences to defend the case. Therefore, you are searching your lives and the lives of people around you to illustrate your arguments”. Encourage participants to think about concrete situations in which they or someone they know has felt the emotion. They should write them on paper. Gather examples from all members of the group

Tell them: “Think about concrete situations in which you or someone you know has felt the emotion, gather examples from all members of the group, discuss them in the group and try to answer the two questions about each example. Put the answers on paper as proof for the utility of the emotion in people’s lives.”

Step 3: Give them 15 minutes to discuss and write some arguments on paper.

Step 4: After the 15 minutes, ask each group to choose a representative who will read the arguments and make the plea for the emotion.

Debriefing:

- How was it to find the arguments? Was it easy or difficult to see how emotions helped in a certain situation?
- Which was the easiest emotion to defend? Which one got the most arguments? How about the most difficult, with the least arguments? Why do you think it was like this?
- How does it help us in our daily life to know these things about emotions?
- What can we keep in mind from this exercise?



Tips and Tricks

* Make the group division depending on the size of the whole group, the time available and the number of emotions you want to discuss. You can have more groups with less people each, if you want to cover more emotions, or less groups with more people each. But take into consideration that more groups means more time, as each group has to make the plea for their emotion in the end. At the same time, if the whole group is small, and you can only form 2 or 3 subgroups, you can assign more than one emotion to one group.

* Preferably, you should choose both positive (joy and pride) and negative emotions(sadness, anger). * At the end of the debriefing you can offer participants the following resources.

EMOTIONS IN COURT

Functions of emotions in our lives

There are reasons why humans (and others mammals) have emotions. We can't (and don't want to) get rid of them. We need them for survival. They happen in our mind and body and they prepare us for action – they feel like an urge, an impulse to do something, because they activate us in a specific way. Evolution has found the most helpful for us to solve certain problems humans (and other beings) have faced over and over again.

Emotion	What does it make us do?	What do we focus on?
Fear	Respond to threats to our life, health or well-being	Escape from danger
Anger	Respond when our important goals are blocked, when we are attacked (or someone important to us).	Self-defense, control
Disgust	Respond to situations or things that are offensive and may contaminate us.	Rejecting and distancing ourselves from some object, event, situation
Sadness	Respond to losses of someone or something important, and to goals lost or not attained	What we value and the pursuit of goals; communicate to others that we need help
Guilt	Respond to specific actions of ours that have led us to step over our values	Actions and behaviors that are likely to repair the violation
Shame	Respond to personal characteristics that are dishonoring or sanctioned by our community	Hide transgression; if it is already public, try to 'correct' it
Jealousy	Respond to others who threaten to take away relationships or things very important to us	Protect what we have
Envy	Response to getting or having things we do not have but want or need	Work hard to obtain what others have
Love	Response to reproduction and survival	Union with others and attachment to other people
Happiness	Respond to good things happening to us, to others we care about and the social group we are part of	Continue activities that enhance pleasure and bring personal and social value

However, the problem is that we don't really react to the objective reality, but to the reality in our heads. We may exaggerate threats, perceive offense when none is intended, anticipate some loss in the future that never actually comes, etc. Our mind is not a mirror of reality – we can train it to be as accurate as possible, but it usually distorts in some way.

COURAGE STREET

50 minutos



- **Cards with characters**
- **Cards with situations (for facilitator)**



role play, simulation



5 - 30 participants



The participants will sit in a circle



Learning objectives

- To recognize dysfunctional coping mechanisms that usually make us avoid emotions (taking substances, blaming others, complaining about it etc.).
- To understand that courage helps you confront emotions that are unpleasant.
- To engage yourself in functional coping mechanisms and confront your



Instructions

1. Space arrangement:

This method needs enough space for participants to be able to line up (their back to a wall) facing the same direction. It can easily be implemented in an outdoor space.

Adaptation to a smaller space: if the space at your disposal doesn't allow you to have the participants line up, invite them to take a paper and a pen and write down numbers from 1 to 10 and circle the number of the situations where they would make a step forward.

2. Task:

Step 1: Ask the participants to line up with their backs to a wall.

Step 2: Give each of them, at random, a piece of paper with the information for one of the characters on the list. Make sure you have printed enough characters for the number of participants. If you have more than 15 participants, you can print the same characters two or three times.

Step 3: Ask them to read the text and try to connect with their character. "You have in your hands a short text with information about a concrete person. Do not show it to the others, but read it carefully and imagine for a few moments that you are that person. Imagine what kinds of thoughts you would have, what kinds of feelings you would experience, what you like or you don't like, what habits you have. Try to put yourself in the shoes of this person as much as you can because you will impersonate him/her for the rest of the exercise."

COURAGE STREET

Step 4: After 2-3 minutes of thinking about their characters, tell them the rules of the method: “I will read a series of situations which your character will confront. Each time, you will have to decide whether or not your character needs courage to confront this situation. If your answer is YES (your character needs courage), you will make one step forward. If your answer is NO, you will stay where you are.” Example: if you are afraid of darkness, you need courage to wait for your friends alone in a tent during the night.

Step 5: Read the 10 situations (written on the facilitator handout) one by one and after each one, allow the participants a few seconds to decide about their character and make a step forward if needed.

Step 4: In the end, after going through the 10 situations, encourage the participants to take a look around them and see where they stand compared to the others.

Debriefing

- * How did you feel throughout the activity?
- In the situation of.....(facilitator chooses a few examples of situations), what characters needed courage? Explain why.
- Was it easy to decide whether to take a step or not? How did you make the decision?
- Across the situations, you had to decide whether or not your character needs courage. How did you think about courage in those moments? What is courage? Can we think of some examples from your daily life?
- Taking into consideration what we have discussed, would you change any of your moves (e.g. make some extra steps forward or, on the contrary, go backwards)?
- How does it help us to courageously confront situations or emotions that are unpleasant for us?
- Think about the situations in your life that you are afraid of. What benefits could you have from courageously confronting them?



Tips and Tricks

- Make sure that during the exercise participants remain silent and they take the activity seriously. Encourage them to remain in their character roles until the end of the method. In case the participants ask you questions during the method, encourage them to find their own answers, act (take a step or not) as their character would do it.
- If you have extra time, you can add more situations. Try to create situations that could be real and according to participant's daily life.
- You could also invent new characters according to what are the fears that you think the participants could face in their life.

COURAGE STREET

Resources:

More about courage

There are different types of courage. Below are some ways in which courage can emerge.

1. Taking action despite feeling afraid. Courage does not exist without fear, you cannot fight a monster if there is no monster.
2. Persevering in the face of adversity, standing up after you have fallen, going on after you have failed. When you experience difficult times, you become more aware of the fact that life will sometimes get tough. Courage means going on and not being intimidated by this reality.
3. Taking the difficult path, choosing challenge and growth, rather than the easy way out. 'No pain, no gain', the saying goes. Courage involves risking to face difficult times in order to get something bigger and better in the end.
4. Standing up for what you know is right or doing what you think is right, even when you are not sure you will win. The greatest heroes entered battles because they believed in something, not because they thought they could walk away with their lives.
5. Getting out of your comfort zone, letting go of the familiar in order to expand your horizons. 'Man cannot discover new oceans unless he has the courage to lose sight of the shore.' - Lord Chesterfield
6. Facing harsh times with dignity and honesty. "There is no need to be ashamed of tears, for tears bear witness that a man has the greatest of courage, the courage to suffer." -Viktor Frankl

Characters and Situation resources

1. The characters that participants receive have various types of fears, such as fear of conflicts, fear of feeling sad, fear of being vulnerable, and so on, or dislike being in certain situations.
2. The situations that the facilitator reads about are specific contexts which would elicit a certain level of discomfort, depending on the personality of the character.

COURAGE STREET

1. Fear to disappoint parents. You have very demanding parents who expect you to have high marks and many friends. Lately you have started to please people you don't really like, in order to be popular. You also gave up your passion, playing the flute, because your parents didn't think this is an activity for your future and you should concentrate more on studying.

2. Afraid that the popular students would laugh at you/reject you. You always try to impress your classmates in any way you can. You spend a lot of time in the morning getting dressed, doing your hair and you sometimes skip classes just to show that you are cool, which gets you in trouble most of the times. You spend money on expensive gadgets you don't truly need and you almost always spend the break smoking with the popular kids.

3. Fear of negative feelings and discomfort. You avoid remaining alone or with nothing to do, because you start getting bored and it feels very uncomfortable. So when you are alone, you spend hours texting, scrolling on Facebook or playing computer games. Recently you started to smoke because many people say it makes you feel relaxed and it's still better than doing nothing

4. Fear of darkness. You really don't like to be alone in the dark. If the night comes and your family is not at home, you turn on all the lights and the TV for noise. Sometimes you even call your friends and try to stay on the phone until someone is home, which might take one or two hours in some cases.

5. Fear of speaking in front of a crowd. You usually don't answer teachers' questions even though you know the answer, because if you raised your hand you would be in the spotlight and you might risk sounding silly. Your heart pounds like crazy and you get very red whenever you have to speak in front of the class so you avoid it as much as possible.

6. Fear of talking to a person with authority. You have a teacher who is more strict and when he miscalculated your points in a test, you didn't dare tell him, even though your classmates encouraged you to do so. Whenever you know you need to talk to an adult in an office or someone in a higher position and make a request to them, you ask someone else to do it or you find excuses for not doing it.

7. Fear of tests. The night before every test you feel very nervous, you don't sleep well and you try to anticipate what possible questions you will get on the test. You also spend each break before the test revising the material. You are often afraid of situations in which you have to prove your knowledge. You skipped tests a few times because they were difficult subjects, but in the end you still had to take them.

8. Fear of rejection/ breakup with the romantic partner. Your partner makes fun of you in front of your friends and does not stand up for you when other people insult you. Even though this bothers you, you don't tell him/her, because you think he/she will get upset and maybe even leave you for another person. You did try to suggest it once, but he just said you don't have a good sense of humour.

COURAGE STREET

9. Fear of saying something contradictory to your friends' opinions. Your friends gossip a lot, and sometimes you really do not agree with their comments on some colleagues you find nice. Still, you gossip along with them so that they don't exclude you from the group or even start gossiping about you. This bothers you, because you would like to get along with those classmates as well.

10. Fear of wearing a swimsuit in public. Your friends often go the public pool. You enjoy swimming as well and would like to join, but you usually don't, because one time when you went there somebody made a remark about one mole you have on your back. Since then, you cannot stop thinking that everyone stares at it when you are wearing a swimsuit.

11. Fear of making the wrong choice when choosing the career. You are in the last year of highschool and everybody keeps asking you what college you want to go to. You see colleagues around you preparing for their college admission. You tell everyone it will be a surprise, but actually you have no idea what to choose. Your parents are very successful professionals (doctor and lawyer) and you feel you have to measure up to their accomplishments, but you feel you have no inclination towards these kinds of high-status professions.

12. Fear of conflict. You have a hard time saying no to requests, even when they are unreasonable and you feel taken advantage of. You don't want to upset other people and start fights, because then others will think badly of you and you can't stand that.

13. Fear of putting on extra weight. You check and count calories in most things you eat. You check yourself in the mirror very often, to see if the clothes make you look fat. You also weigh yourself everyday. Your group of friends constantly pick on students who don't fit their standards of appearance so you try to stay out of their attention.

14. Fear of not performing well. In sports class, when your colleagues play volleyball, you usually sit on the bench, because one time when you tried to play, you missed a few shots. Your colleagues seem to be better at it and you don't want to make a fool of yourself by playing badly. You usually don't take risks if you are not sure you will succeed in an activity.

15. Fear of appearing sad in public. Your parents fight very often. Sometimes you come to school very sad because of that, but you don't tell anyone what happens and you don't show how you feel. Instead, you make jokes, you laugh with the others, you make fun of other students and you struggle to pretend you are in a very good mood.



COURAGE STREET

Situations

1. You see an announcement on the school corridor for tryouts for the folk dancing team and you decide to apply. Dancing was your passion when you were a child but it's something that would take time from your studies and it's also considered uncool by your friends.
2. Your best friend is telling you about her parents' divorce and starts to cry on the school corridor. Some of your popular classmates start pointing fingers at your friend and laughing at her. You hug her and tell them to stop.
3. You have gained a little weight after the holidays and your girl/boyfriend just invited you at a pool party with his cool friends. You accept the invitation and put on the nicest swimsuit you have.
4. You go on a trip in the woods with your friends and the night comes. One of them disappears and the others go to look for him. They ask you to remain alone at the tent, in case he comes back. You accept.
5. Your friends ask you to go to a quiz night in a coffee shop. You have never been to a quiz night before but your friends go there all the time. They say it's fun so you decide to go.
6. Your math teacher tries to convince you to take part in the school's math contest. He insists that this will help you in your future career but you don't really like math and you don't feel that this is a direction you would like to take in the future so you refuse.
7. You recently came to the conclusion that ecology is very important to you. You have found an opportunity to volunteer in an NGO that plants trees and cleans the forests. Your parents say it's a waste of time because it's not a real career path but you do it anyway.
8. Your grandfather is very sick and whenever you visit him you get very sad. It's difficult for you to see him like this. Some of your friends say they would spare themselves of this discomfort, but you still go visit him weekly.
9. You really like writing poetry and you joined a literature club in your school. They have poetry nights every week where the members read aloud poems written by them. You have decided to present your most recent poem next week.
10. The new classmate who just joined your school is really unpopular, doesn't have any friends and even worse, the other kids often make fun of her. She finds you nice and would like to be your friend so she invites you to her home for her birthday. She says her mom cooks really good and usually makes a lot of food. You accept the invitation.

APPS FOR A BAD DAY

50 minutes



- hand-outs
- flipchart paper
- colored markers



discussion, group work, brainstorming



6 - 30 participants



The participants will sit in groups with a table for each



Learning objectives

- To understand the long term effects of dysfunctional coping strategies and alternatives (functional).
- To help participants to find and reflect on different strategies that they can use to cope with a bad day.
- To teach youth how to use different coping strategies for difficult situations.



Instructions

1. Space arrangement:

After the introduction of the method, you will have to split them in 3 groups and arrange them in 3 different corners of the room. It is preferable to have a table for each group, but they can also sit on the floor.

2. Introduction:

Introduce this activity by talking to the participants about what is coping mechanism and how it can help us in our daily life. Try to give them concrete examples that they can relate to and to emphasize the importance of knowing how to overcome the obstacles we face. Here is a model of how you could introduce the method:

“All of us will definitely encounter struggles, problems, and difficulties all through our lives. That is an inevitable part of life. Therefore we need to learn what to do in those times and how to stay sane until we regain our balance. Also, a lot of what will happen to us is out of our control, driven by chance. Some things we can influence (e.g. how much effort you put into soccer practice/ studying for a test), but some we cannot (e.g. if it rains on the day of the match/if you have a bike accident on the way to school on test day and can't make it on time). The trick is not to always try to control what happens to us, but to control what we do with what happens to us – how we react once something has happened to us. This can help us feel more in control of our lives, because bit by bit we learn that, although life may be harsh and unfair at times, we have deep inner resources that we can rely upon – so come what may!”

APPS FOR A BAD DAY

Today we will talk about exactly this: having some degree of control on our own reaction in various situations. We call this COPING. And what can we control? We can try to focus on the problem and have a healthy attitude towards it and control the way it turns out, or we can try to focus on our thoughts, emotions and behavior, and adapt to the problem in an intelligent, healthy way. There's no right or wrong way – and usually we will have to do both. That is why it is best to learn various coping methods, so that we are flexible and feel ready to handle various struggles.

In today's activity we will search for and analyze different methods for coping with a bad day."

3. Task:

Step 1: Split the participants in three groups and give each group a flipchart paper and three markers (preferably each group will have the same 3 colors, for example black, green and blue).

Step 2: Introduce the concept of mobile apps: "We are all using smartphones a lot these days and they seem to offer many functions through their apps. So let's imagine that there's a section of the App Store called Apps for a Bad Day, which contains some special apps that can tell us what to do when we have a bad day. The flipchart paper is the screen of our smartphone and as you can see, it is blank, so we will have to propose some apps for the Store."

Step 3: Clearly explain the rules of the method: "Imagine that you are having a bad day (for whatever reason) and discuss in your group what kind of things would help you to deal with it (e.g. drawing, listening to music, smoking, talking to a friend, etc.). Each option you think could be useful, you can propose as an app for your Store. You will discuss the apps in the group before you add them on the flipchart, although in the end, you don't all have to agree in order for an app to be proposed - maybe something helps us but not the others in our group, which is fine. To propose it, you draw a simple icon for it, write the name and a short description of what it implies and how it can help you (e.g. painting helps express your strong emotions when you cannot put them into words). You want to be as clear as possible, so that the utility your app will be understood. Make sure to leave some empty space between the apps because there will be other parts to this activity. You have 15 minutes for this."

* make sure that the group is not fighting over different ideas, remind them that each idea has to be put on the paper, as long as one member of the group says it helps him/her to overcome a bad day.

* encourage participants not to focus or waste too much time on drawings or names, the idea and the short explanation are the important parts

Step 4: After the 15 minutes are over, give a signal to stop and tell them what will happen next:

"If you have all your proposals in the Store, you will leave the paper there and we will rotate the groups, so that you get to see the apps proposed by other groups as well." All groups rotate in the same direction of your choice (left or right).

Step 5: Make sure that each group arrives to the paper next to them:

"Now you have new apps in front of you. You will have to review or comment on them, just like you would do with regular apps that you want to get and use. If you've used this app (coping method) in the past, write about your experience with it, if it works, how, under which conditions, what are the advantages/disadvantages on short/long term, what to pay attention to and so on. You can also rate it on a scale from 1-5."

APPS FOR A BAD DAY

If you never used this coping method, you can still comment it according to how much you think it could help you (use a different color for this). You have 10 minutes for this.” make sure that each member of the group is rating the apps- each opinion is valid so there is no need for the group to agree with a review.

Step 6: After the 10 minutes are over, give a signal to stop and tell them to rotate again in the same direction as before. This way they will arrive to a new paper.

“Again, you have a new list with apps proposals in front of you, but these times there are already reviewed so you will not have to do that. You will read the reviews of others and, taking into consideration your own experience as well, you will have to rate each app, that is give it stars from 0 to 5 for its utility, in your opinion. You have 5 minutes for this.”

*offer them different colored markers: one color for the ones that “used that app” and one color for the ones that did not use it, but they would want to or they have an opinion about it.

Step 7: After the 5 minutes are over, give a signal to stop and tell them to rotate again in the same direction as before, so that they get to their own paper.

“Now you are at your own app list. You will read all the reviews and check the ratings, discuss the situation in your group and formulate a summary/conclusion which can be presented in 2 minutes, regarding which apps were considered most useful, which were better rated versus rated with fewer stars. At this step you can also choose to give up some apps if you are convinced by the reviews that they are not useful or find arguments to keep them. Again, you have 5 minutes to discuss in your group.”

Step 8: When the 5 minutes are over, ask each group to choose a representative who will present the summary/conclusion. Give two minutes to each group in turn to share their ideas.

Debriefing

How was it to work on this activity? To find coping methods, propose them, write reviews for them, and rate them.

- Did you discover/learn anything new? Have you found out about healthy coping methods that you didn't know before? Or maybe you found out that other coping methods are not as helpful as you thought? Did you find a coping method that could harm you on the long term? (for ex. smoking)
- Can you transfer any ideas from these apps to your daily life? What coping strategies would you like to use more often?



Tips and Tricks

*As a last step, you can ask participants to come up with suggestions of real mobile apps that they use as a coping strategy. If they don't know any, they can search it in their mobile app store. Some examples are: meditation apps, clear your mind apps, apps that can help you organize better (stop procrastinating), etc. You should encourage them to download min 2 and share in the next session what they think about these apps.

*If you have more time, you can let each group to present their apps and explain them in front of others. Also, the rating system can be done by voting on how many people use or they would like to use that coping strategy.



APPS FOR A BAD DAY

Coping methods and short/long term consequences

Focusing on emotions		
Coping method	Short term consequence	Long term consequence
Relaxation strategies and physical exercise (decrease intensity of emotion e.g. fear, anger, stress, pressure, etc.)	Relaxation, relief, release of burden in the body and mind Prepares the mind for healthy coping (if possible, problem solving) – it comes with more ease Can change the way you look at things	You learn to not fear possible situations, because you know you can handle distress that comes (you apply relaxation) You feel less helpless You give others a sense of calm and security and de-tense relationships
Change the way you think about the problem	Also changes how you feel about the problem Makes you feel in control Allows you to perceive the situation objectively and find adequate solutions (or accept that there are no solutions and you have to tolerate it)	You adapt to objective, rational reality and stop reacting to the world in your head (where small problems and can turn to unbearable catastrophes) Gives you a good internal method of controlling your emotions
Accept and tolerate negative emotions and commit to 'doing what is right'	You still feel bad (afraid, sad, angry, etc.), but you stop struggling with it and wait for the emotion to pass (it will) You keep control by controlling your actions and allowing the emotion to be: you ride the wave, you're not drowned by it	Gives you a sense of safety, control Allows you to adapt to a wide variety of difficulties in life ('come what may...') Build trust from others because you do what is right, not what is easy Promotes a positive self-image both for you, and for others
Distract with positive activities/ other goals (e.g. talk to friends, take a bath, go for a walk, work on something else)	Gives you space and time to build confidence, relax your mind/body, get comfort/ soothing, and 'gather forces' to help you deal with the problem/ come to accept and tolerate the situation The problem is still there, but you de-focus from it and acknowledge that your life is much more than that	Builds self-confidence Builds social relationships Decrease helplessness and hopelessness for future problems You start to treat yourself like a good friend
Express and process through art (writing, drawing, dancing, singing, painting, crafts, etc.)	Gives you a good language for emotions Allows for processing of emotions – so the emotions will pass away in a healthy manner. Gives a sense of control.	Builds self-confidence and self-knowledge Expands your world



APPS FOR A BAD DAY

<p>Avoid emotions or distract by smoking, drinking, doing drugs, gambling and other addictive behaviors (e.g. excess shopping, computer games, eating)</p>	<p>Gives you some relief, allows you to forget for some time about the problem Negative consequences of addictive behavior: you cannot do normal routines and activities, you can be impulsive and take hasty decisions or matters worse, biological outcomes: hangovers, comedowns, sickness, money loss, etc.</p>	<p>You don't come to learn to actually deal with the problem, so you will have to confront it later; later you might be feeling even more hopeless or helpless or the problem might have gotten worse You feel ashamed and think less of yourself You can affect some relationships</p>
<p>Worry/ Ruminates</p>	<p>Give the impression that you are actually 'solving' the problem – in your head You come up with scenarios and think you are 'in control' because you are 'prepared' (except that you cannot control all outcomes. Possible does not mean probable. Thinking is not the same as acting) Creates tension, anxiety, irritability Deepens negative emotions (sadness, fear, anger, shame) because you 'stick' the situation to your mind</p>	<p>Eventually makes you feel out of control with your thoughts and emotions Does not actually solve problems Creates more imaginary problems (what ifs) Makes you feel paralyzed, unable to make decisions, sometimes passive and fearful</p>
<p>Blame/ criticize self</p>	<p>Gives some relief because now you have 'found' the guilty one Creates anxiety, sadness, guilt, shame You feel inferior, worthless You act in ways that bring more trouble (since you think you are bad, you do things that bad people do) You focus on defects in you, instead of focusing on uncontrollable circumstances or behaviors that can be improved in the future</p>	<p>Does not offer opportunity for change Makes you think less of yourself and be afraid of challenges You come to avoid other situations in the past and don't learn that you can actually deal with them</p>
<p>Blame/ criticize others</p>	<p>Gives some relief because now you have 'found' the guilty one Affects relationships You do not express your needs or wants in an assertive way You keep feeling hurt, resentful, angry, anxious, not safe with others</p>	<p>You don't take responsibility for your part of the problem, so you might be facing the same problem in the future, since you haven't learned from the past This habit drives people away Builds resentment that does not allow you to fully trust people and get fully involved in relationships</p>



APPS FOR A BAD DAY

Focusing on problems		
Coping method	Short term consequence	Long term consequence
Analyze situation objectively (what would a video camera record?)	Have a clear picture of what is happening Get ready to solve the problem (cannot solve what you don't understand) Understand all the elements involved (reduce blaming on self/ others, understand complexity)	Learn from difficulties Learn about yourself (self-knowledge) Learn how not to get in the same mess again because you understand the elements that caused it
Think of multiple, alternative ways to solve the problem	Gives you a sense of control, of being able to do something to help yourself/ others You don't feel trapped in a situation You can come up with creative solutions	Learn about what you can do (solutions that fit your capabilities) and what you cannot do (e.g. you cannot wish a problem will magically disappear) – focus on what you can do. Reduce your sense of hopelessness and helplessness when anticipating problems and difficulties, because you know you are not stuck
Ask for help in finding a way out/ solution or in implementing change	You feel less alone in something You give yourself a chance to be comforted and soothed	Build stronger social bonds Build trust in others Test relationships for future – who is to be trusted and who is not a source of support?
Talk to a person who has direct impact on the situation	Allows you to communicate needs, assert yourself, feel empowered	Learn how to be assertive with various people and to negotiate so that you get what you want
Try to do everything perfect	May get you praise and recognition from others Makes you feel anxious, tense, overly focused on results, so that you do not enjoy the process You cannot achieve perfection – so you will be unhappy anyways	Makes you doubt yourself and criticize yourself for errors You focus on other's approval instead of your own self-development Anxiety can build up, you become more and more frightened of challenges (see them as threats to your self-worth)
Procrastinate or avoid the situation altogether	May give you a short-lived sense of relief You focus on something that is more pleasant (ex. Play computer games, play on smartphone) and 'forget' for some time	The problem will come back, you haven't learned to face it When it does come back, you feel even more helpless and anxiety will increase



APPS FOR A BAD DAY

Decide that it is not actually a problem and reduce significance	May give you relief and ease some burden	If it is avoidance or suppression, the problem will come back, maybe in another form!
Be aggressive, make threats, use coercion, bully your way out of it	May make you feel powerful May make you feel you have released anger and frustration Drives others away (including people who could actually help) Hard for others to be empathic and give support when you act aggressive	You lose social connections You haven't actually dealt with the problem You might feel out of control because you don't learn to control emotions You feel guilty/ ashamed for causing others pain and start to think less of yourself
Be passive, let others do everything/ expect them to solve situations for you	May give you a sense of safety (short-lived) The problem might be solved (according to what others think it is 'the solution') You get relief from difficulty	Other people's solutions might not be right for you You don't learn to face problems yourself, so you might start to feel tense and be afraid of challenges in life You think less of yourself (feel inferior to others) Become dependent on others and too afraid to lose connection, so the relationship becomes tense
Lie, cheat, hide the problem from others	Allows you to avoid confronting with the consequences of the problems, so you feel some relief Makes you tense and anxious ('what if they find out?') Might need to lie further to hide the lie	You don't confront the situation, you don't take responsibility, so you don't learn how to deal with it in reality You risk losing the trust of others Hiding something makes you feel more and more ashamed of that thing – and you start feeling bad about yourself.

BATTLE OF VOICES

50 minutes



- **Printed resources (1 page)**
- **A labyrinth, a puzzle or a set of playing cards**



Simulation



6 - 30 participants



The participants will sit in theater mode with a stage.



Learning objectives

- To understand how irrational self-talk affects our emotions and our performance.
- To realize the benefits of rational self-talk.



Instructions

1. Space arrangement:

Participants will be divided in 3 different groups. They should all be able to see the table and 2 chairs that will be positioned in front of the class.

2. Introduction:

Tell participants that you will implement a method that will test their skills in completing a simple task. You can choose what task to give them: solving a puzzle, find the right path in a maze or building a cards castle. Make sure that the task can be repeated without affecting their performance: for example if you choose to give the first participant a maze, the next one should not see the solution (in case the first one managed to solve it). In the case of the castle with cards, their performance will not be affected if they see the others building it (it is a matter of coordination, not having strategy).

3. Task:

Step 1: Divide participants in 3 equal groups. You can divide them randomly by using number or you can use a creative way or dividing them (you can find examples in the group division section).

Group 1 will be the Performers

Group 2 will be the Rational Voice

Group 3 will represent the Irrational Voice

BATTLE OF VOICES

Step 2: Ask one member from each team to come in front of the class. The other participants will be Observers for this round and will pay attention to how the 3 people are feeling during the task (what are their gestures, how is their tone of voice, etc.) and how they perform their task (especially the member of the performance team- does he manage to complete the task). You can encourage them to write down what they see and think so it will help them during the debriefing.

Step 3: You will distribute the list with functional thoughts to the Rational voice member and cards with dysfunctional thoughts to the Irrational voice. Give very clear instructions: `Now you have become thoughts in the performer's mind while he is doing the task. We want to see how you can help or not help him. Therefore, it is extremely important to only say what is written there and nothing more. You can repeat the words and choose your own way of saying them. You can only talk when I make a sign`.

Step 4: The Performer seats at the table, in front, with the Rational Voice on one side and the Irrational Voice on the other side. Facilitator tells him he has maximum 2 minutes to solve the maze/puzzle/ construct the card castle (you can adapt the time according to the complexity of the task). Set the time and give him the start.

Step 5: As soon as he starts you can make a sign for the Rational voice to start saying the thoughts, inviting that person to read what is written on his/her paper. You must be very careful that teens don't say anything extra or hurtful. After 4-5 messages, you can make a sign for the Irrational voice to start saying the thoughts. After 4-5 messages, make a sign again for the Rational voices. You can play with this division of voices: you can let them both talk in the same time, give preference to one over the other, etc. Keep going until the time for the task is over. In the meantime, make sure that the observers are also engaged and watching the performance.

Step 6: After the time has passed, you tell participants to go back to their teams and invite other members of the 3 groups to come in front. You can ask more people from Rational or Irrational group to come in front and "offer thoughts" to the performer. This way the observers can see how the voices can affect you when one is stronger: does the performer finish the task faster if he/she has more Rational voices? How about when there are only Irrational voices?

Continue with this step until all members of the 3 groups (or most of them according to your time limit) have been in front.

Step 7: Exchange roles between the 3 groups. Performers become Rational voices, Rational voices become Irrational voices, Irrational voices become performers. The process restarts.

Step 8: Make one last exchange of roles in the 3 groups, making sure all groups had all the 3 roles.

BATTLE OF VOICES

Debriefing:

- * How was it to perform when the rational voice was speaking to you?
- How about when the irrational voice was speaking?
- What did the observers see during other people performance?
- How did it feel to be in each of the three groups? Which one was your favorite? Why do you think you felt more comfortable in that role?
- Have any of these messages seemed familiar to you? Have you heard them anywhere before? Where?
- What voice affected you the most? Why?
- What voice should we follow more? Why?
- Can we change this voices around us or the ones that are always in our head? How?



Tips and Tricks

You can make this method longer or shorter according to the task you choose for the Performers. If you choose to build a card castle, it will be good to show them a model in the beginning (for ex 2 floors castle) that they should follow. If you choose to give them puzzle solving, make sure you have more puzzles. The same situation with the maze- print as many as participants.

You can make the time longer or shorter for the task, according to their performances. It shouldn't be too easy or too hard for them to solve.

The method **COMPASSIONATE MIND** is connected with this method. It can teach youth how to follow the Rational voice.

Optional Work for home:

Write down the thoughts that come into your mind during the next few days. Focus on the thoughts that come to you when you have to complete a task (like your homework, study for an exam, do house chores). Are they rational or irrational ones? After you identify them, try to change the irrational ones in rational ones.

Start today, it will be easier and easier to "catch" them and to write them down. If you manage to do that, it will for sure improve your performance.

Recursos:

(mirar tabla de anexos con las voces)

BATTLE OF VOICES

Resources:

Functional thoughts:

1. Come on, give it a try!
2. Everybody struggles with new tasks
3. It doesn't matter if others are looking – concentrate on what you are doing.
4. Don't worry so much about the results, enjoy the process!
5. You can tolerate a mistake if it happens
6. It's better to try and fail than to not try at all
7. It's all right if it's difficult
8. Everyone gets a bit nervous if they're stuck, just persist!
9. Find the element of fun in it!
10. Focus on the present, don't think too much on what other people will think in the future
11. Focus on your experience, don't worry about other people's judgements

Dysfunctional thoughts:

1. It's not even worth to try
2. Someone else would have done by now
3. Other people are looking at you and think you're failing
4. Are you sure you're going to do it? What will people think if you fail?
5. Failure will be unacceptable! Unbearable!
6. You shouldn't have gotten yourself into this
7. If you find it difficult, it's a sign of weakness
8. This is only hard for you – you should give up.
9. This should have been over by now!
10. Imagine what will people think afterwards. How they will look at you!
11. I wonder what others think!

COMPASIONATE MIND

40 - 50 minutes



Pen and papers



Simulation



6 - 30 participants



Los participantes se sentarán en círculo



Learning objectives

- To develop participants capacity for compassionate self-talk. Encourage participants to becoming aware of their critical voice.
- Creating a compassionate image and voice for difficult times.



Instructions

1. Space arrangement:

Preferably participants will be seated in a circle.

2. Introduction:

In case you already done the Battle of Voices method, you can make a reminder about the conclusions participants drew from it. You can also point out:

“We all have our own critical voice. Our minds can act like our enemies and make us feel bad or even affect how well we can perform. Sometimes when we make a mistake or mess something up, there is a critical voice in our head which rolls like a tape, making us even more upset. ‘How could you mess it up? Didn’t you know better? Stupid, stupid, stupid!’ Let’s try to remember such a voice and see what happens.”

2. Task:

Step 1: Ask participants to close their eyes and try to relax. Ask them to remember a specific moment in their lives when the critical voice was in control of their minds. In order to help them, you can read the following text:

“Remember a time in which things did not go the way you expected, a time in which you made a mistake, maybe you got a low grade or had a fight with someone... And remember the tape that started playing in your mind, the speech.

Remember what were the words used, what was the tone of voice, the attitude and so on. Write it down on paper like a monologue, exactly as it played in your mind. Use a separate paper, don’t write your name on it and try to write as legibly as possible. You will have 10 minutes for this.”

COMPASIONATE MIND

Step 2: Gather all the papers and put them on a table and ask volunteers to come in front and to read them out loud. The same volunteer can read more notes or you can exchange volunteers. While the volunteer is reading a text, ask the participants to close their eyes and listen carefully to the message, imagining it is their mind speaking. While the volunteer is reading, ask him/ her to try to impersonate the voice as good as possible.

Step 3: After each long paper, or a block of shorter papers start a small discussion about how that voice made them feel. What were their thoughts about that “voice” and how they would react if someone on the outside would actually say that to them. Does it help us to roll this tape in our heads whenever something unpleasant happens? You can also choose to have a longer discussion once all the papers have been read. Make sure that the volunteers read the papers in random order and that you have enough time (you can choose to read just half or less papers).

Step 4: Put the papers aside and introduce the second part of the activity: the compassionate voice. Ask participants to close their eyes again and to think about the same mistake as they were thinking before. Give them a few seconds and then read this text:

“After you remember your mistake, imagine a very good friend, one that has known you for a long time and one who knows everything about you, he recognizes and appreciates your qualities and he cares about you a lot. He knows you are a human being who sometimes makes mistakes, but he is very wise and understanding and kind so he accepts you just as you are. He knows that you don’t always have control over the things that happen to you and that your behavior in each moment is influenced by many things. Imagine this friend and try to picture his face in your mind. What would he look like, what would be his facial expressions? And now imagine that he witnessed the mistake you made or the bad situation that you thought about earlier. How would he react, what would be his attitude, his tone of voice? Write on paper what he would say to you about this event. You have 10 minutes for this”

Step 5: Once the participants finished writing on the paper, ask them to pair up by preference (it is good to have pairs of teens who get along). Once they are in teams of 2, one by one they will have to ‘impersonate’ the ideal friend of their pair, while reading the text of his/her partner. Encourage them to first describe the tone of voice of that friend and their feelings towards them.

When they start working in pairs of 2, they will first switch the papers with their partner. In the pairs, participants will take turns in reading each other’s message in the following way:

- person A closes his/her eyes and imagines they are in the bad situation that they thought about before;
- person B reads person A’s message, slowly, by taking the appropriate intonation. A has to listen and imagine that the voice is talking in their mind.

Step 6: Once you see participants finished this task, ask them to switch roles in their team. Person B closes they eyes and person A is reading.

Continue with this step until all members of the 3 groups (or most of them according to your time limit) will be in front.

Step 7: Gather participants for debriefing

COMPASIONATE MIND

Debriefing

*Start the discussion by asking them how they felt listening to the compassionate voice, what they thought about this voice and how helpful it is compared to the previous voice.

- How was it to be the compassionate voice for your pair? How did you feel in that role? Why do you think it made you feel that way?
- How was it to hear nice thoughts from your pair? What did you feel?
- What voice do you like more? The critical or the compassionate one? Why?
- What can we do in order to hear the compassionate voice more often?
- Do you use to talk like this to yourself? Do you use compassionate, encouraging messages or critical, fearful messages?
- How difficult would it be to talk in a kind, rational and compassionate manner towards yourself?
- What are you taking from this exercise?



Tips and Tricks

- If there is time, you can ask participants to match 2-3 dysfunctional messages to a rational, functional, compassionate thought as an alternative. In pairs, they can take messages from the first part of the method and try to transform those negative thoughts.
- At the end of the debriefing you can do a brainstorm about messages you can remember for your own compassionate voice. Make a list with their suggestions and encourage participants to use it, each time they face a problem or their critical voice starts appearing.
- You can also encourage participants to take the negative messages from the first part of the method and throw them in the garbage. Each person can take a message and throw it away, no matter if it is theirs or not.
- If you have time you can use Ted Talks. There are many interesting talks about self compassion.

More information:

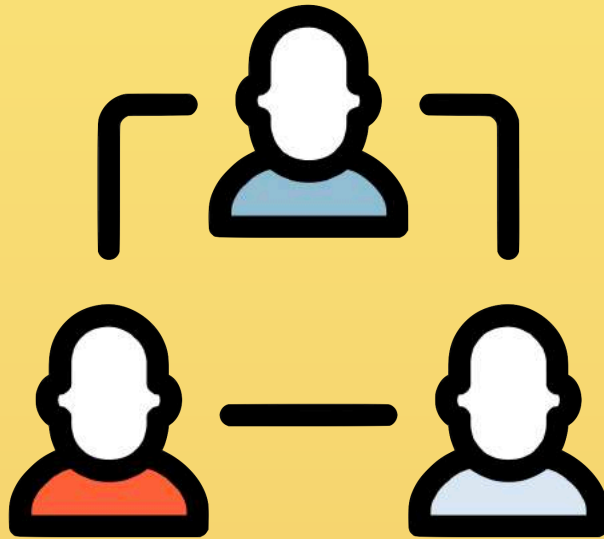
<http://www.cognitivehealing.com/personal-growth/reduce-anxiety-and-depression-by-counteracting-automatic-self-talk/>

COMPASIONATE MIND

Additional information:

We might say at first that the critical voice helps us more because it shows us the mistakes we have made and motivates us to not do it again. But actually, when we are self-critical, we usually feel very bad, we become withdrawn and defensive, it is more difficult to see the reality as it is and to learn from our mistakes. Our motivation decreases because we think the worst about ourselves generally and we think that it is useless to try to change anything - this is who we are and we can't change. Instead, when we use the more compassionate voice, we understand that not everything is under our control, that people make mistakes all the time and that's okay because mistakes can make you a better person when you learn from them. So we comfort ourselves when we feel bad and we become more motivated to try again next time, with our lesson learned.

In order to train ourselves to use the compassionate voice, we have to start noticing when the critical voice is rolling in our minds, acknowledge that it is there and consciously call to mind the compassionate voice. You can start by picturing the face of the good friend in your mind and what he would say. It will not be easy in the beginning because most of us have used the critical voice for a long time, which made it more automatic and our first call when it comes to our inner speech. So the critical voice will come to mind more frequently. However, the important thing is to practice switching from the critical to the compassionate voice. You can think of these two voices like muscles: the more you use one of them (the compassionate voice), the stronger it gets. It's all a matter of practice and change doesn't come immediately.



VIII. RELATIONS

- 1. Speed friending*
- 2. Languages of affection*
- 3. Marble jar of trust*
- 4. GPS of empathy*
- 5. Non-violent communication*
- 6. Conflict management*
- 7. Wise breakup*
- 8. Actors in my movie*
- 9. The chair*
- 10. Pick the peer pressure*
- 11. Popular John Doe*

SPEED FRIENDING

50 minutes



- sheets of paper, pens, markers
- cards with tasks
- tables, chairs
- chronometer



get to know each other



10 - 26 participants



The participants will sit in a circle



Learning objectives

- To help participants develop their interpersonal skills.
- To learn different ways you can start/build friendships.
- To experiment with different strategies for building friendships.



Instructions

1. Space arrangement:

Arrange the room before the activity: put tables in a circle, with two chairs at each table - one chair in the center of the circle, one on the outside (see attachment). The purpose of this arrangement is to have participants sitting in pairs, facing each other.

2. Introduction:

Before starting, invite everyone for a brainstorming asking:

“What things can we do, what places can we go to in order to meet new people?”

When participants answer, write the possible meeting places on separate cardboard papers and put them face-down on the different tables. Use examples from the attachment if you don't have enough meeting places.

After this, put cards with different tasks (see attachment) on each table.

3. Task:

Step 1: Ask the participants to take a seat at the tables, two by two, facing each other, but without looking at the tasks yet.

Step 2: Give them the instructions for the activity: “Each table you are sitting at is a place where you can possibly meet people. In each place, you have something to do with the other person, as you will read on the cards. You will have 5 minutes to do this, after which I will give a signal and you will have to move to another table.”

SPEED FRIENDING

Step 3: “When I give the signal, everybody moves to their right. This means that the person who is in front of you, will move in the direction opposite to you. We want everybody to be able to meet as many different people and do as many different things as possible.”

Step 4: They can uncover the card with their first task and start the activity.

Step 5: Time 5 minutes and give the signal when over. Do the same for five rounds.

Debriefing:

After the activity is over, move the tables aside and gather in a circle. Ask the following questions and give space for the participants to share their answers:

How did you feel in this activity?

What tasks did we have? Let’s remember. (Ask the participants to remember the tasks they had at the tables)

How were the tasks? Were they easy to do, or difficult?

Which task did you find the easiest and which was the most difficult? (Maybe it is easier for them to do things together with another person, but not so easy to make eye contact - while asking do not suggest it though, wait for the answer)

Have you done these before?

How do you usually make friends in real life?

Do you think you can use any of these approaches (the tasks on the cards) to make friends in real life?

And if so, which one would you like to use in the future?



Tips and Tricks

TIP: Activity which will be needing some time organizing tables and chairs - it is good to do it after a break/ in the morning so that facilitators can prepare the room.

* If you have more time, you can discuss with the participants about entering a new group of people.

How do we normally enter a new group of people? Where do we start from?

The group doesn’t exist in itself, there are only the people who make the group, so in order to become part of the group, you have to befriend the people, starting with one person. And we already know how to do that, right? (Remind them about the tasks at each table)

* Prepare a flipchart like in the attachment to explain the dynamics of the activity.

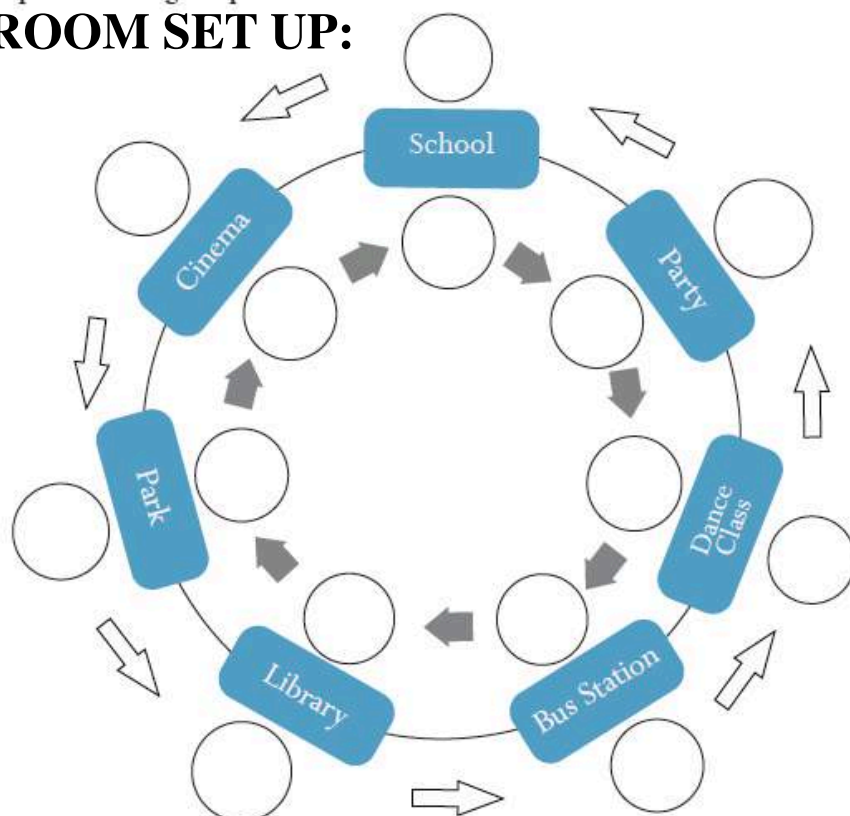
*Use an instrument (e.g. bell, flute, etc.) to give the signal for the change, so that it is distinct from the voice and it is easier to notice when everybody is talking.

*Depending on the space available and number of participants, adjust the tables and time of the activity. You can have three or four people sitting at one table, but then you need to extend the time for each task. Also, the tables can be arranged in two or three parallel lines, instead of a circle, which takes more space. If tables are not available, the method can work with the participants standing.

* If you have many tables, you can repeat the tasks, just arrange them so that there is a distance of a few tables between similar tasks and participants would not go through the same task too many times. It is also okay if someone finds a task they have done before, as long as they do it with a different person.

SPEED FRIENDING

ROOM SET UP:



EXAMPLE CARDS:

Share personal things about yourself:

"If you had 24 hours left to live, what would you do during this time?"

"If you could talk to everyone in the world, what would you say?"

"What advice would you give to yourself five years ago?"

"What matters to you and why?"

"What do you wish more people knew about you?"

"What is one of the kindest things someone has ever done for you?"

"What do you value most in a friendship?"

"What do you dream about?"

Expressing your personality:

Share with each other about the things you like, for example:

- hobbies
- books
- movies
- music
- art
- sports
- food

Spending time together:

Make list of activities you can make together as friends (e.g. going to the movies, going for a coffee, cooking, etc) take into account what each of you likes to do.

Notice similarities and differences:

Find things you have in common - make list of them and things that make you different. Examples areas you can discuss about:

- family, siblings
- favorite school classes
- hobbies you have
- your future plans

LANGUAGES OF AFFECTION

50 minutes



- paper, pens
- flipchart - example in attach
- templates
- posters



**team work, discussion,
role play**



10 - 25 participants



**The participants will sit
in a circle with tables**



Learning objectives

- To understand the different ways people express and receive affection.
- To become acquainted with the idea that people express their feelings in a relationship through different ways, that can be understood as different languages.
- To discuss about the role of knowing the language of each partners in a relationship for the well-functioning of that relationship



Instructions

1. Space arrangement:

Preferably a circle with the possibility of writing.

2. Introduction:

Facilitator can ask participants if they heard about languages of love (probability of it can be very low and it's ok!).

Facilitator begins by an introduction meant to put the exercise into context and raise interest: `I know you might be aware if someone likes you or not when they hit that LIKE bottom on facebook or other social media messages. But how can you know that in real life, when there's no Like button? And has it ever happened to you that you wanted to show someone you appreciate him/her but that person didn't seem to get the message? Today we're going to talk about a special kind of language, and although it is called the language of affection, that is the way we show our friends/ family/ partners that we care about them.`

Facilitator presents on a flipchart or cards all the languages and gives examples from day to day life (maybe with reference to self, e.g. `I always hug my daughter when I see her, so that is one important way we communicate love when we meet at the end of the school day`). If you have a small group of young people, ask them for examples.

3. Task:

A. Individual reflection activity

Step 1: After the introduction, facilitator says the group will be involved in an exercise meant to show how this works in their own lives. Participants will have the flipchart or cards previously introduced.

LANGUAGES OF AFFECTION

Facilitator invites participants for the individual reflection, saying:

- Think about your past and/or current relationships (with friends, family, romantic partners). Choose three or four of the most important relationships.
- How do these persons that you chose tend to demonstrate affection towards you? What expectations do they have from you? Try to identify the language that they use the most.

Step 2: Facilitator distributes the first page of the handout (see resources) and explains to participants how to complete them, focusing on behavior. Although this is an individual activity the facilitator can circle around the room and help participants if they have problems especially defining the behavior.

*There could be a sharing round after this individual work, just checking how it was to think about others and their love languages.

Step 3: Facilitator then asks: “How do you tend to demonstrate affection towards others? What expectations do you have from others? What is the language of affection that you use most?”

Step 4: Facilitator distributes second page of handout (see resources) and asks participants to complete, this time thinking about their own language (this would be already a preparation for the next activity).

B. Action activity

Facilitator introduces this exercise by saying “our next activity will help you see your vocabulary in action.”

Step 1: The facilitator asks for a number of volunteers out of the entire group (less than half of the group). These participants will be asked to play the roles of doors and will have to take a position of their choice and also establish a code which can open them.

The code will be in line with each of their languages, identified earlier in the previous activity. The others will have to approach the doors and try to open them by guessing the code. The doors cannot speak, but they can use subtle clues to guide the humans towards finding the code.

Once a participant found the code and opened a door, he will take the place of that door, again, choosing a position and code for itself, while the door will become a human, going around, trying to open other doors.

EXAMPLE:

Someone can choose their password to be a hug. The others have to try different things, they will probably try words, sounds, movements, etc. The “door” has to give them subtle clues when the others are approaching with their guesses. E.g. When someone makes a movement, the door can smile or nod to approve, then the other person will know that they have to make a movement and so on.

LANGUAGES OF AFFECTION

Debriefing

- How did you feel during this activity?
- What kinds of passwords did people have?
- How easy/difficult was it for you to guess the passwords? Which ones were easier and which ones were more difficult? What was your strategy for finding the passwords?
- How easy/difficult is it in real life, with your real relationships? Did you have moments in which you had difficulties to understand the language of the other person?
- What did you learn about yourself that is new and perhaps surprising? What about others? Did you figure out something new?
- How might have all this helped you sometimes in the past, when you had maybe some difficulties with expressing your feelings towards someone or maybe difficulties `getting the message`?
- Do you think you will ever use what you have learned today? How?

Resources:

Reading recommendation: **The five love languages by Gary Chapmen**

online version: <https://www.parable.com/assets/pcom/files/Excerpt/9780802412713.pdf>



LANGUAGES OF AFFECTION

Love languages work sheet:

Love language others use

Think about your past and/or current relationships (with friends, family, romantic partners), how do they tend to demonstrate affection towards you and what expectations do they have from you? Try to identify the language that they use the most.

Who?	Which language?	How? Identify behaviour	Expectations
E.g.:my little sister	Physical touch	My sister often hugs me and kisses me when she sees me back home after school	She wants me to express my affection the same as she does by being close to her.

LANGUAGES OF AFFECTION

Love language I use

After defining other languages think about yourself and try to define what love language fits you and how you show it to others. After defining it try to come with a code/ password for your love language that the others would need to discover in the next activity.

Love language	How? Your behaviour	Code/Password
E.g.: Acts of service	Every Saturday I am preparing a dinner for my boyfriend.	Cooking a dinner.

MARBLE JAR OF TRUST

50 minutes



**A4 paper, markers
Flipchart, Post - its colours,
Paper or plastic cups**



Debate, individual work



9 - 30 participants



**The participants will sit
in a circle but with tables or some
support to write**



Learning objectives

- Reflecting on the process of building trust and the things that are important for this.
- Understanding the importance of trust in relationships.
- Identifying important behaviours that can build trust.



Instructions

1.. Space arrangement:

Circle with the possibility of writing.

2. Introduction:

Before starting the activity, introduce the topic and establish a common ground, defining the term “trust” and identifying some needs that people have in relationships.

1. ‘Today we are going to talk about something that we always say is essential in relationships - TRUST. We use this word a lot, saying that we can or cannot trust someone and trust seems to be an element which decides the fate of a relationship. However, what exactly is trust? What do you think it is? Or when can you say that you trust someone?’

Allow the participants to express some ideas (many will probably sound like ‘When you know that the other person will...’, ‘When you can expect the other person to...’). Then he/she asks: ‘How can we KNOW that the person will do these things?’ (some will probably say that they have seen the other person doing this in the past). Support their ideas when introducing the definition of trust: ‘You are all right, because trust is actually that feeling of KNOWING, the certainty that the other person will do something that you need. And we get this certainty, this feeling of knowing, when the other person has demonstrated in the past that they can do this and when they are doing that thing repeatedly. Remember this idea!’

2. Invite everyone for a brainstorming asking: ‘What are the things that we need in a relationship? You can think of relationships in general or your relationships with people around you.’

Write the answers on a flipchart or board. Tell the participants: ‘These are the needs that people can have in their relationships.’

MARBLE JAR OF TRUST

3. Task:

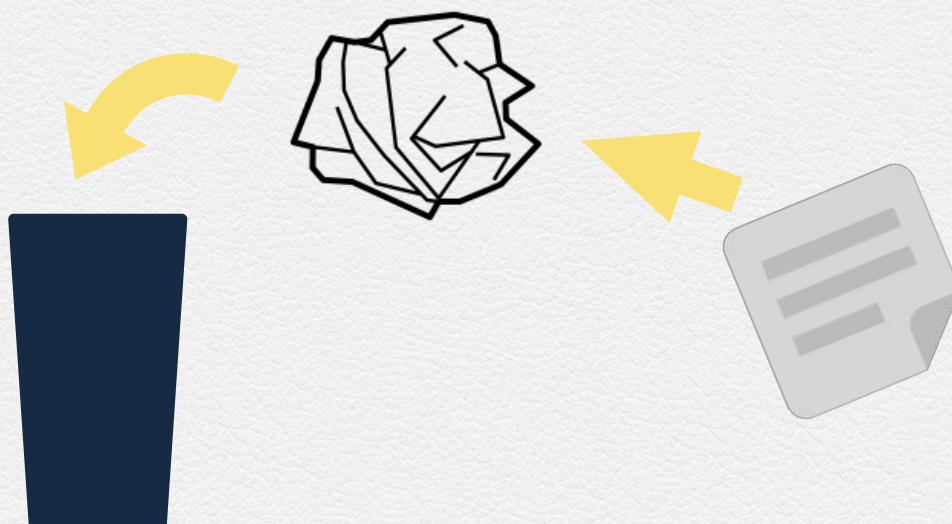
Step 1: Give the participants paper and pens.

Step 2: Ask the participants to take 5 minutes individually to think about one relationship that is important to them (it can be the relationship with their brother, father, classmate, best friend, etc.) and choose from the flipchart or board, the needs that apply to them in that relationship. Ask them to write them down on the paper.

Step 3: Introduce the next part by relating it with the introduction: ‘Do you remember how we talked about trust, that it happens when the other person is doing things that fulfill our needs? Now I want you to imagine trust being like a marble jar in which we put one marble for each time the other person is doing something that fulfills one of our needs.’

Step 4: Give the instructions for the activity: ‘We will now try to build our marble jars of trust, but using more handy materials. I will give you each a cup and some colored paper notes. Each of you think of that relationship that you chose earlier and the needs that you wrote on the paper. Then, on paper notes write examples of things, examples of clear behaviors that the other person can do in order to respond to your needs. It can be something that the person is already doing or something that you would like them to do in the future (e.g. listening without judging - ‘I did a very embarrassing thing and I told my friend about it. He listened to my story without laughing at me.’). Please write one behavior per paper note. After you’ve written it, turn the note into a paper ball and put it in the cup, then write another one and do the same. Write as many as you can in 15 minutes.’

Step 5: Give the materials (cups, colored paper) and make sure everybody has everything they need. Make sure to remain in the circle in case anybody has difficulties with the activity. After the 15 minutes are over, invite the participants to return to the circle for a short discussion.



MARBLE JAR OF TRUST

Debriefing

In this debriefing, you can share some input about gaining/building/losing trust after each question, but remember: first get the ideas from the participants and only after that share the input!

1. How did you feel working on your cups of trust?

2. Does anybody want to share one or two examples of behaviors that would fulfill their needs and build the trust in their relationship?

INPUT: So every time the other person does this (give some examples from what they shared), we put one marble in our jar of trust or one paper ball in our cup. The more balls we add, the fuller the cup, which means that the more behaviors the other person is doing, the stronger the trust becomes.

3. How does it happen when we lose trust? Does it happen suddenly or gradually?

INPUT: Usually trust is lost in a similar way as the one in which it is built - gradually, when the other person gradually stops doing some of the behaviors that are important to us. Sometimes we can feel that all trust is lost suddenly, especially when something extremely important to us is missing or when the other person not only stops doing something, but is doing the exact opposite. This affects that sense of knowing, because the memory of something that broke the chain will be in our minds to make us feel uncertain.

4. How do we regain trust? What do we do?

INPUT: The sense of certainty is difficult to regain. However, it is useful to see that even if one marble falls out, there are still others remaining to support trust. It is useful to remember that nobody is perfect and we all make mistakes in relationships, but the important thing is to do the right thing more often than the mistake. If the other person starts again to do the things you need, new marbles can be added to the jar, which can counterbalance the ones that were lost. When we see that we are starting to lose marbles, that is the moment when we need to start doing something, such as communicating openly, and not letting everything be lost.

5. What ideas are you taking from this session to your daily life?

GPS OF EMPATHY

45 minutes



**Prepared flipchart previously
pens**



Debate, work in pairs



8 - 25 participants



**The participants will sit
in a circle and then in pairs**



Learning objectives

- To experience active listening and to try to identify other's needs and feelings without blocking or intruding. Practice ways of dealing with conflict in an efficient way.
- To learn to pay attention to the other person in an objective, non-judgmental way
- Acquire and develop awareness skills focused on the emotions in the message of others
- Learn active listening skills
- Learn to deepen trust and connection by appropriate and timely self-disclosure



Instructions

1. Space arrangement:

Preferably in a circle, for the introduction.
For the task, participants will work in pairs.

2. Introduction:

Facilitator begins by introducing the GPS of empathy:

„One of the best way to build healthy relationships with your family, friends, colleagues and romantic partners is to learn how to be empathetic when the other person talks to you and shares something. This is how people get to feel more and more connected. So today we are going to learn the major destinations on our way to empathy. There are four stations and in our activity we will reach all of them.”

Facilitator shows the nonverbal signs of empathy by modelling on himself, saying: `But first, if we are to get to our destination, we have to calibrate our GPS. That means to be careful of the settings. What are these settings? Well, first, an open posture (do as you tell): look at the storyteller; don't be distracted by other things, like smartphones; gaze with curiosity and openness; relax your hands, orient your body towards the storyteller; nod, say mhm, give signs you are interested and alert. Speak softly and gently.`

GPS OF EMPATHY

3. Task:

Step 1: Facilitator asks participants to split into pairs, based on preferences (e.g. can be the desk mate). One is storyteller, one is empathy person.

Step 2: Facilitator describes first station by first drawing a road starting on one side of the flipchart/classroom blackboard and making a box in which he writes „paraphrase”. Then he describes: „First stop on our way is what we do when someone shares something with us - we encourage him to talk by allowing time for his story and then proving to him that we listened and understood. How do we do that? Well, we paraphrase: that means we tell back the major points in their story and ask if we got it and if there was anything else relevant that we didn't get. For example: A says `I had a shitty weekend. I had an argument with my parents and now they won't allow me to go to basketball practice because they say I need to study more to get better grades`. B says: `So you fought with your parents about something and they want you to learn instead of going to basketball`. Person A corrects and adds if he/she feels B has left anything out. B can ask: `Is there something I've missed? Have I captured everything that was important in what you have said?`

Step 3: Facilitator asks the storyteller in each pair to share with his/her partner a story that made them have strong feelings, can be recent or very relevant in their history, and empathy person to `paraphrase` (to take the first step towards empathy) allow for 5 minutes

Step 4: Facilitator then draws the next box on the road, on the flipchart/blackboard and writes in `mirroring`. He begins to describe mirroring: `The next step is when you try to understand the feelings in the situation the other has described, by putting yourselves in the other person's shoes and imagining what it would be like to be him/her in those life circumstances, given all you know about the other. You should use clear feeling words like angry, sad, scared, happy, discouraged, glad, ashamed, guilty, etc. Example: A says: `Now I'm angry at them and I don't want to talk to them anymore cause they should know how important that is for me` B says: `So the fact that your parents forbid you to go to practice makes you angry because basketball is important for you. I imagine you think that they don't understand you very well, if they have punished you like that. B can ask again if he is correct and can ask for feedback and correction.

A is encouraged to try to see if the mirroring fits, if B is an objective, accurate mirror, or if B has rushed to saying how he/she would feel in the same situation (example: `I'd be sad if I were you` is not an empathetic mirroring in this case).

Step 5: Facilitator asks the pairs to put this into practice: asks the empathy person to `mirror` and the storyteller to check for accuracy, give feedback / correct the feelings. Allow for 3 minutes.

GPS OF EMPATHY

Step 6: Facilitator draws the third box on the road to empathy and writes in `sharing`. He then goes on to describe Sharing: `After station 1 and 2 you can reach station Empathy, or `Me too` - that is, sharing a common experience, a time in the past or present that this kind of thing has also happened to you. Example: Now B shares something that is as intimate as the story A shared (trying not to be more intimate or more superficial, because that would cause awkwardness). Example: B says: `I know how that feels, because at one point my father got angry at me for not taking the trash out and forbid me to go to a birthday party that evening. I felt that the punishment was kind of unfair and, like you, I didn't want to talk to him that night`

Step 7: Facilitator asks the empathy person to share a similar story with the storyteller, and the storyteller to `calibrate his nonverbal GPS`, the guidelines from the beginning. Allow for 3 minutes.

Step 8: Facilitator draws the fourth box on the road to empathy and writes in `reflection`. He then explains: `Sometimes it is really helpful to step back and reflect on what happens in a trust relationship. This way, you can point specifically to the others what you need from them, in order to feel empathy and connection. It helps if we respond to these questions: a. How was it for me? b. How did I feel? Also, the other can share how he felt as an empathy person` Example: A says: `I felt it was awesome to have someone first focus on what I was saying before sharing a common experience` B says: `Yes, I think I don't usually do that, because I tend to interpret too quickly and not pay full attention. I will try to do that more.`

Step 9: Facilitator asks storytellers and empathy persons to tell each other how it was for them to go through these 3 station. Allow for 3 minutes.

Step 10: Facilitator asks each pair to exchange roles: empathy person becomes storyteller and shares a story, and storyteller becomes empathy person, calibrates non-verbal empathy GPS and starts going through each stage (paraphrases, mirrors, shares). Then they again reflect. This time, allow for 14 minutes for the entire process. Remind participants to check the `map` on the flipchart or blackboard.

***Alternate version:** Introduce all instructions from the beginning, so as to not interrupt the process.

GPS OF EMPATHY

Debriefing

Reunite the whole group and ask:

- How did you feel during the exercise?
- How was the experience as storyteller? As empathy person?
- What station did you find most difficult to arrive to? Why?
- What skill do you feel you need to improve more?
- Why do you think is important to reflect and give feedback to others about ways to show you empathy?
- How do you plan to use this in the future?
- What new things have you learned from this experience?



NON VIOLENT COMMUNICATION

50 minutes



List of emotions and needs
Giraffe template
Markers, pens and paper



Individual work,
teamwork



6 - 30 participants



The participants will sit in a circle



Learning objectives

- Teach participants the principles of communicating personal needs in a non-violent manner.
- Help them understand the importance of non-violent communication.



Instructions

1. Space arrangement:

Participants can be seated in a circle.

2. Introduction:

Introduce the topic of communication:

‘Today we are going to talk a bit about communication. We are always talking about the importance of communication in relationships, for example, saying that we need to communicate better or more effectively. But what exactly does “good communication” mean?’

2. Task:

Step 1: Write in the middle of the flipchart ‘good communication’ and ask participants to tell you what comes to their mind when they hear this expression. Write their answers on the flipchart.

Step 2: After writing some answers on the flipchart, introduce the idea of non-violent communication: “Now we are going to talk about a communication style which tries to take into consideration all that you have said. It is called non-violent communication and in this type of communication, we use a type of language called giraffe language. Why giraffe? Because the giraffe is the land animal with the biggest heart (true fact). With her long neck she has a good overview and clear vision. The giraffe stands for compassionate communication, which is the core of non-violent communication. The opposite of giraffe is jackal language, which is about judging, criticising, moralising and accusing. Let’s see exactly what giraffe language looks like and what the difference between the two is.”

NON VIOLENT COMMUNICATION

Step 3: Introduce the flipchart with the 4 steps of NVC. You can prepare the flipchart in advance, using the giraffe attachment. You can also print it and give it to participants. Explain in detail all the 4 steps (you can find the explanation in the resources part of this method). Make sure that participants understand the steps. You can give more examples if needed.

Step 4: Give the participants pens and paper and explain what will happen next:

‘Now that we have learned the “grammar” of giraffe language, let’s practice it to see how it works! I will ask you to think about a recent conflict that you have been involved in or something that someone said and it still bothers you (e.g. your parents are frequently telling you that you should clean your room; or a classmate made a mean joke about you, etc.).

Write down this situation briefly at the top of the paper and then try to describe it according to the four steps: write what you observed, how you felt and what need you had wasn’t met. Then, formulate a request that you could have made or can make in the future to that person, regarding something that they could do to help you meet your needs, and write it down as well.

You have 10 minutes for this.’

Step 5: After the 10 minutes, split them into groups of three and ask them to share. You can also let them choose their own group of 3.


‘In your groups, each of you will share with the others how you described the situation and the request you have formulated. The others will have the opportunity to briefly share how they felt when they heard your request. At this point, we do not want to go into debates about what you have written, but simply to see how we feel when we hear a request being made in giraffe language. There will be maximum 5 minutes per person for sharing and receiving reactions from the others, that is 15 minutes in total for all three of you.’

Step 6: After the time has passed, ask the participants to return in the big circle. Ask for 2 or 3 examples of messages in giraffe, to check if they understood them and help them reformulate them if they didn’t get the steps quite right.

Debriefing:

- How did you feel when you used the giraffe language?
- How was it to use giraffe language to describe a situation and make a request? What was easy/difficult?
- What do you think you can do in order to get familiar with this type of communication?
- In what situations in your life do you think you can use the giraffe language?
- Why do you think it’s important to use the giraffe language/NVC? What benefits can it bring?

Conclude: ‘Remember that using NVC can increase the probability of the needs being fulfilled, more than using a passive or aggressive type of communication, but it is not a guarantee that it will happen, as it is a process which depends on two people and you cannot control how the other responds. See the graph in the attachment.’



NON VIOLENT COMMUNICATION

RESOURCES

Here are the 4 steps of Non-Violent Communication:

- **OBSERVING** without evaluating, judging or interpreting. Observing is all about describing the situation in a way that a video camera would see it.

E.g. When I said “hello” to my colleague, he looked in the other direction. (Giraffe)

My colleague is very rude; he ignored my hello. (Jackal)

- Expressing the **FEELINGS** that your observations evoke. Feelings are different from thoughts, opinions or interpretations of others’ actions.

* Give participants the handout with the list of feelings and needs

E.g. When my colleague looked in the other direction, I felt annoyed. (Giraffe)

When he looked in the other direction, I felt disrespected. (Jackal) - Disrespect is not a feeling but an action that you label in your mind. You may feel sad, angry, or hurt as a result of disrespect or just at the thought that you have been disrespected.

- Expressing **NEEDS**. Feelings show us whether or not our needs have been fulfilled. When we have negative feelings, it means that our needs are not being met. Rosenberg identifies human needs such as safety, understanding, respect, warmth, autonomy, etc. Identification of needs is crucial because it gives us an idea of what to do exactly.

* Offer participants the needs handout.

E.g. I need to feel respected. (Giraffe)

You are being so disrespectful! (Jackal) - When needs are expressed indirectly through judgments, people are likely to hear criticism and behave defensively or start talking back.

- Making a specific **REQUEST** to another person to help meet an unmet need. Specificity is important because if you want the other person to help you meet your need, they should know exactly what to do. Also, don’t confuse a request with a demand. Requests mean that you are open to accepting “no” as a response, while demands imply certain consequences for saying “no”, like punishments. If your request gets a “no” for an answer, you do not have to give up. Instead, you can empathize with what is preventing the other person from saying “yes” and find together something that works for both of you.

E.g. It would help me if you’d say “hello” back when I say it. Do you think you could do that? (Giraffe)

Next time I’m not even talking to you until I don’t hear a “hello” back. (Jackal)

More information:

Movie with short summarizing:

<http://www.youtube.com/watch?v=Tpqsjt-913M&feature=related>

<https://www.youtube.com/watch?v=4LuPCAh9FCc&t=2s>

The center for non-violent communication:

<http://www.cnvc.org/>

<https://www.slideshare.net/hajnali3/nonviolent-communicationlanguageoflifemarshallbrosenberg>

NON VIOLENT COMMUNICATION

Some Basic Feelings We All Have



Feelings when needs are fulfilled

- | | | | |
|---------------|-------------|--------------|--------------|
| • Amazed | • Fulfilled | • Joyous | • Stimulated |
| • Comfortable | • Glad | • Moved | • Surprised |
| • Confident | • Hopeful | • Optimistic | • Thankful |
| • Eager | • Inspired | • Proud | • Touched |
| • Energetic | • Intrigued | • Relieved | • Trustful |

Feelings when needs are not fulfilled

- | | | | |
|----------------|---------------|-------------|-----------------|
| • Angry | • Discouraged | • Hopeless | • Overwhelmed |
| • Annoyed | • Distressed | • Impatient | • Puzzled |
| • Concerned | • Embarrassed | • Irritated | • Reluctant |
| • Confused | • Frustrated | • Lonely | • Sad |
| • Disappointed | • Helpless | • Nervous | • Uncomfortable |

Some Basic Needs We All Have



Autonomy

- Choosing dreams/goals/values
- Choosing plans for fulfilling one's dreams, goals, values

Celebration

- Celebrating the creation of life and dreams fulfilled
- Celebrating losses: loved ones, dreams, etc. (mourning)

Integrity

- Authenticity • Creativity
- Meaning • Self-worth

Interdependence

- Acceptance • Appreciation
- Closeness • Community
- Consideration
- Contribution to the enrichment of life
- Emotional Safety • Empathy

Physical Nurturance

- Air • Food
- Movement, exercise
- Protection from life-threatening forms of life: viruses, bacteria, insects, predatory animals
- Rest • Sexual expression
- Shelter • Touch • Water

Play

- Fun • Laughter

Spiritual Communion

- Beauty • Harmony
- Inspiration • Order • Peace
- Honesty (the empowering honesty that enables us to learn from our limitations)
- Love • Reassurance
- Respect • Support
- Trust • Understanding

CONFLICT MANAGEMENT

25 minutes



**Paper and pen
flipchart paper, markers
Situation template
conflicting**



Debate, role play



8 - 25 participants



**The participants will sit
in a circle and then in smaller circles
and a stage**



Learning objectives

- Practice ways of dealing with conflict in an efficient way.
- Teens learn how to deal efficiently with conflicts
- Teens see and experience different ways to respond to conflicts



Instructions

1. Space arrangement:

Participants will begin in a circle. After the introduction they will form smaller circles to work in teams. A space in front of the classroom will be prepared for the role play.

2. Introduction:

Begin by introducing the topic of the day: Conflicts and how to deal with them in an efficient way. Ask teens:

“How do we know when we dealt with a conflict in an efficient way? What could be the examples of the efficiency?” (brainstorm responses, lead them towards: being proud of the way you acted, taking other people’s feelings into consideration, but not blaming yourself, getting towards solving problems/ finding solutions, etc.)

3. Task:

Step 1: Tell participants they are going to learn from each other how to manage conflicts. Give the following instructions:

You are going to create a few theater scenes following a description you will receive. Some of you will start playing the scene, and then the scene will freeze. It can freeze either because I say `freeze` or it freezes by itself, because the actors are stuck in the action and don’t know how to continue or change.

When the theater play freezes, a volunteer from the `audience` comes into the scene, replaces an actor and acts differently, in order to overcome the challenge, direct the situation on a different route

Step 2: Divide participants in groups of 5 people and then distribute the scenarios randomly.

CONFLICT MANAGEMENT

Step 3: Each group will have 10 minutes to prepare a 5 minute role play involving all the participants, in which they enact the conflict.

Step 4: Allow the first group to start the `conflict`. At one point, either you see that the scene gets out of hand (participants talking about something else, swearing, etc.), or they get stuck, or someone offers to change the role. Then ask the participants to stop, not say anything, and replace either one of the participants. The one who replaces cannot change the situation, but can only find a way to end it efficiently. Always guide participants to figure out what `efficient` means in each situation.

Debriefing

*How did it feel to watch the scenarios? How did you feel participating?

- How would you define the conflict in each scenario? (take each played out conflict in a row)
- What was the resolution that got worked out?
- What would be some other possible resolutions to a similar conflict?
- What did `efficient` mean in each case?
- How would you approach conflicts in your daily given this experience today?

Proposed scenes for the forum theatre:

Following are proposed scenes, that you can modify regarding the characteristics of each group and needs of participants:

Scene One: A group of friends keep arguing because some of them really like hanging out at home while they play and others like to go out and party. (Role 1 - leading person for remaining at home; role 2 – person defending partying; role 3 – random friend).

Scene Two: Two friends have started smoking, and they make fun of a third friend because he or she is not interested in giving it a try. (role 1 to replace is one of the smokers, role 2 is non-smoker, role 3 in random friend).

Scene Three: A family keeps fighting because the parents feel that their son or daughter is not trying his or her best to achieve good grades. (role 1 – parental A; role 2 – parental B; role 3 – son or daughter).

Scene Four: Three friends accuse one of their classmates of stealing money, candy, and school supplies from them. (role 1 – accused person; role 2 – person accusing).

Scene Five: A child in a class feels that his teacher is always yelling at him and does not like him as much as others in the class. (role 1 – teacher; role 2– student; role 3- random student).

CONFLICT MANAGEMENT

Forum theater

Common Use

Forum theatre is a tool for exploring and rehearsing possible actions that people can take to transform their world. It's often used both in preparation to taking action and in anti-oppression workshops.

Forum theatre is one of the more commonly used tools from Theatre of the Oppressed. It begins with the crafting and performance of a short play that dramatizes real situations faced by the participants and that ends with the protagonist(s) being oppressed. After the first performance, the play or scene is repeated with one crucial difference: the spectators become "spect-actors" and can at any point yell "freeze" and take the place of an actor to attempt to transform the outcome. Forum theatre is an exercise in democracy in which anyone can speak and anyone can act.

The point is not to show what we think other people should do — it is not theatre of advice. The point is to discover what we can do.

One of the first things that spect-actors realize is that, as in life, if they don't intervene, nothing will change. The next thing spect-actors find is that doing "something" is not enough, it must be a strategic something. The people acting as oppressors on stage will maintain their oppression until they are authentically stopped — and just like in life, stopping them isn't easy. Forum theatre thus becomes a laboratory to experiment with different courses of action.

The protagonists should be characters that all or most of the people in the room can identify with, so that when they intervene, they are rehearsing their own action. The point is not to show what we think other people should do — it is not theatre of advice. The point is to discover what we can do.

Forum theatre is facilitated by someone called a Joker, who engages the spect-actors both on and off stage in dialogue throughout the process. After an intervention, the Joker may ask, "Did this work?", "Was this realistic?", "Can you do this in real life?"

Forum theatre was developed in a context in which it was very clear what the oppression was, who was oppressed and who the oppressors were: its originator, Augusto Boal, was living in exile from the Brazilian military dictatorship, and social movements across the continent were struggling against harsh military repression. Since then, the technique has been adapted to countless other contexts around the world, as practitioners seek to grapple with the complicated power relationships of more diverse groups of people. Often interventions will uncover multiple layers of power, dramatising characters who are simultaneously oppressed and oppressing others.

Forum theatre is an effective tool of creative activism, useful for generating interventions, as an intervention itself, and for building common strategic frameworks for movements.

CONFLICT MANAGEMENT

Potential Pitfalls

The role of the Joker is a tricky one. It is easy to leave the group with false optimism about what can work, or to run out of time before everyone is satisfied with what has been attempted. The Joker must make many small decisions in every moment, such as whether or not to allow the introduction of additional characters, whether or not to add interventions upon other interventions, how many interventions to allow, when to stop an intervention when it's not going anywhere, and so on.

Another pitfall is to use forum theatre to generate solutions and then fail to act on them: forum theatre “works” to the extent that it prepares participants to intervene critically in their own lives.

Source: <http://beautifultrouble.org/tactic/forum-theater/>

WISE BREAK UP

50 minutes



**Board
flipchart sheets
markers and pens
A4 sheets**



**Debate, teamwork,
role play, brainstorming**



8 - 25 participants



**The participants will sit
in a circle with enough space
for the role play**



Learning objectives

- To practice ending an important relationship in a respectful and non-hurtful way.
- To learn how to express themselves in an assertive manner.
- To identify the right way and the wrong way to behave when breaking up.



Instructions

1. Space arrangement:

Preferably a circle, with space for the role plays.

2. Introduction:

Facilitator will ask participants “What is a break-up?” and “Why does it happen?”.

3. Task:

Step 1: Ask teens to brainstorm scenarios and motives about:

- 1) a friendship ending (ex. moving to another country, a betrayal, important conflict, etc.)
- 2) a couple ending.

Pool all the answers on a flipchart/blackboard. Ask all the teens how often that scenario has happened to them and make a top common 5 (preferably couple and friendship scenarios).

Step 2: Have a short discussion on what to have in mind when breaking up with someone. Ask teens about following:

- a) tone of voice, body language
- b) adequate expression of emotion (ex. say ‘I’m angry’, but don’t shout in anger and don’t hit);
- c) avoidance of blaming, criticizing, judgement (‘you are stupid’), black-and-white thinking (‘you never do anything right’)
- d) acceptance of shared responsibility and imperfection/ incompatibility. As soon as you reach some keywords, write them on the flipchart and keep the flipchart in plain sight while they are doing the next activity.

WISE BREAK UP

Step 3: Write the 5 scenarios from the brainstorming on 5 pieces of paper and then ask for 5 pairs of volunteers. Distribute scenarios and ask them to think of a role play/ fictive conversation on a "Right" way (HOW-TO) end a relationship and a "Wrong way (HOW NOT TO)" end a relationship, and to act it in front of others, around the given scenario (ex. when the girlfriend moves to another country and the boyfriend doesn't want a long-distance relationship).

Step 4: Present the role plays. After each one, ask the participants to identify the good/not so good behavior presented.

Debriefing:

- How did you feel while playing the role-plays? If you were watching, how do you think the actors were feeling?
- What is the difference between the "how-to" and the "how not to" scenarios in regard to emotion? How did you feel/ How do you think the actors were feeling in the positive as compared to the negative way of ending a relationship?
- What worked in the "how-to" / positive scenarios? What did the actors do to make it easier, less hurtful, more honest?
- What were the elements that made the "how not-to"/negative scenarios hurtful, harder or less honest?
- Would you apply this in your life? What kind of obstacles do you think you would encounter?

ACTORS IN MY MOVIE

40 minutes



**Paper and pens
Templates**

Flipchart paper and markers



**Debate, brainstorming,
individual work**



8 - 25 participants



**The participants will sit
in a circle with support to write**



Learning objectives

- To identify the personal needs that their relationship fulfill. To become aware of the
- fact that different people can fulfill the same needs.
- To learn how to reassign different roles to different persons in their lives.



Instructions

1. Space arrangement:

Preferably in a circle, with a possibility to write.

2. Introduction:

Tell participants “Next we are going to make a casting for a very special movie... your life movie! You know how at the end of the movie, there’s the listing of actors? Well, I am going to ask you to do them same for the movie of your life, identify who plays what in your movie. Who does what, who meets what need.”

For example (you can suggest an example in reference to your own life; these are just a few examples, encourage teens to come up with their own roles.)

The body guard (the need for safety) - X

Santa’s helper (the need for practical support) - Z

3. Task:

Step 1: Ask participants to use the template provided to identify specific persons in their lives that fulfill the given roles. (5-7 minutes)

Step 2: Ask them to think of important people in their life and assign `roles` in the blank areas of the template. Also, tell them they can invent creative names for the characters in the story, just as long as the character name is connected to a specific need. Also, ask them to write the need in brackets). (5-7 minutes)

ACTORS IN MY MOVIE

Step 3:

At the end, ask the group if anyone wants to share their listing of characters.

Complete with saying: All relations have the role of fulfilling certain needs we have: affection, appreciation, security, care, understanding, entertainment etc. Despite the uniqueness of each person we'll meet, our needs can be responded to by more than one person, so ending a relation does not mean that one important need is being left unmet.

Debriefing:

- How did you feel during the method?
- How was it to think about this topic?
- Have you find more than one person in your life fulfilling the same need?
- What did find about the roles of other people in you life?
- When is the right moment to replace a person?
- What are you taking from this exercise?



ACTORS IN MY MOVIE

Character type	Role - requirements	The person in your life(Name)	Why is he/she good for the role?
The Listener	<ul style="list-style-type: none">- good communicator- always available- doesn't judge		
The role model	<ul style="list-style-type: none">- authentic- motivates you to improve		
The adventurer	<ul style="list-style-type: none">- always active- full of new ideas- challenges you		
The wise man	<ul style="list-style-type: none">- experienced- offering good advice- available when you need him		
The funny guy	<ul style="list-style-type: none">- makes you laugh- optimistic- creative		

THE CHAIR

10 minutes



Tables and chairs
Some heavy material like books
Paper, pens and post-its



Debate,
individual work



8 - 25 participants



the participants will sit
in a circle



Learning objectives

- To introduce a metaphor for the need for balance after a breakup.
- To help participants identify what is important for them to keep balanced after a breakup.



Instructions

1. Space arrangement:

Preferably in a circle.

2. Introduction:

The Chair Metaphor

Before starting the session, you prepare a chair with four legs and raises the chair onto a table, with one leg of the chair outside and a few heavy books placed on the chair and pressing down on the legs that are sitting on the table (see photo). The chair could be placed in the middle of the circle or somewhere in the plain sight of participants.

You tell participants you are going to first show them an experiment. You try to lift the stack of books so as to affect the chair's balance. The chair will tilt towards the leg that is hanging in the air. You ask the group what would happen if you placed all the books on the side of the chair that is hanging in the air (‘the chair would most definitely fall’) - and what would happen if you placed all the books back on the side of the chair that is sitting firmly on the table (‘the chair will be back in balance’)

After the group understands how to balance the chair, you explain the metaphor: ‘When a relationship is ending, we lose the support under one foot of our chair. But just as the chair has other three feet that can help it stay balanced, we have other domains of our life, other sides of our identity, that we can rely on and we can develop, in order to keep our mental balance.’

THE CHAIR

3. Task:

Step 1: You tell participants to think of examples of what these three feet could consist of, in terms of life areas that they can invest in and also activities that they could engage in.

Step 2: Then ask them to actually write those activities/goals/life areas/etc. on post-its.

Step 3: Ask participants to take turns reading them out loud and then then sticking them on the feet of the chair.

Possible examples of areas: other relationships (already existing or new ones), hobbies, family, studies/self development etc. Possible examples of activities: going out for tea with a friend, football, engaging in a new hobby, learning a new skill, etc.

Debriefing:

After all participants stick post-its to the chair, ask them to gather around in circle again for debriefing. Ask:

- How did you feel during the exercise?
- How was it to find components of your life or your identity that can be developed / invested in?
- What can we do to prevent the chair to lose balance when it loses one foot?
- How can relate this activity with your daily life?
- What did you learn in this activity that you think would help you in the future?

Desirable conclusions:

A person's identity and life are very complex and there are many components of it that can be developed / invested in, that could help us keep in balance after loosing a relationship.



PICK THE PEER PRESSURE

50 minutes



**Paper, markers,
pens
Flipchart paper**



**Role play with different
situations about
group pressure**



8 - 30 participants



**The participants will sit
in a circle**



Learning objectives

- To learn about peer pressure and the negative consequences of fully giving in.
- To see examples of how peer pressure manifests itself.



Instructions

1. Space arrangement:

Participants will be seated in a circle.

2. Introduction(5min):

Ask participants to tell you what peer pressure is. Ask them to give you examples from their lives or from other peoples' lives. Try to make a short definition of peer pressure together with the participants (see resources for ideas of what to expect and extract; e.g. Pressure is the feeling that you are being pushed toward making a certain choice—good or bad. A peer is someone in your own age group. Peer pressure is—you guessed it—the feeling that someone your own age is pushing you toward making a certain choice, good or bad)

3. Task:

Step 1: In the whole group, brainstorm situations of peer pressure from their own day to day life - at school, free time with friends, on the internet, etc. Either a co-facilitator or you write the situation twice, on two separate pieces of paper, in 2-3 sentences. Continue brainstorming until you have as many pieces of paper (each situation is written two times) as the number of groups (3-4 people per group). If the group is stuck in generating ideas, use the situations provided in the annex (have some situations already written on pieces of paper - two times each situation).

Step 2: Divide participants into groups of 3-4 people. Give one situation to two different groups. One will have to come up with an ending in which the character accepts the peer pressure and the other will come up with an ending in which the character rejects the peer pressure.

PICK THE PEER PRESSURE

Step 3: Invite each group in front of the class to shortly role play their situation - 2mins/ group. After each scene, ask the rest of the groups to identify the means by which peer pressure was manifested. Find an advantage and a disadvantage for the way the main character responded to peer pressure.

Debriefing

*How did you feel during the exercise? Why?

- How difficult/easy was for you to come up with peer pressure examples for the given situations?
- Can you name 5 negative consequences in case the people in the given examples would follow the peer pressure?
- How was it to observe the cases from the outside? How often do you see them in real life?
- Did it happen to you to be part of the pressuring group?
- What did you learn from this exercise
- Can you give examples of how peer pressure influenced your/a friend of yours choices and actions?
- What feelings can result from peer pressure? How can you deal with those feelings?
- Why do people give into peer pressure?
- Can peer pressure be positive?
- What can you apply from this exercise in your daily life?



Tips and Tricks

Emphasise on the fact that many times we don't even realize when we pressure others or when someone is pressuring us. Make it clear that the first step is to identify it and after that to stop it. Encourage acknowledgement of the fact that peer pressure happens because we want to be liked and be part of a group, which is a normal human need. It's not because we are weak.

Resources

<http://kidshealth.org/en/kids/peer-pressure.html#>

<https://www.thecoolspot.gov/>

POPULAR JOHN DOE

35 minutes



**Post-its, pens
paper, 2 posters with silhouettes
(Use both sides of the paper)**



**Debate, teamwork,
brainstorming**



8 - 30 participants



**The participants will sit
in a circle**



Learning objectives

- To give an image about popularity standards and how they are transmitted through peer pressure and social media.
- To understand the different sources of peer pressure, of standards they have to live by in their social environment.
- To understand the link between popularity and peer pressure.
- To understand the particular effect of social media as a tool for social pressure.



Instructions

1. Space arrangement:

Prepare four flipchart papers, two with the shape of a boy and two with the shape of a girl. Two should have details (eyes, mouth, nose) added to their faces, while the other two shouldn't, representing the backs of the people.

On the flipcharts with the face figures, write or stick post-its with characteristics or traits of those people. Try to create less common characters, with some counterintuitive traits or interests in order to make them different from a potentially popular teenager. Also give them not so common names and write them on the flipchart.

Stick the flipcharts back to back.

2. Introduction:

'Today we are going to talk about being popular. I will introduce you to two teenagers, a boy and a girl who are new to this school.'

Put the two flipcharts on the floor and tell the participants: 'Being new to the school, these two teenagers really want to fit in. But more than that, they want to become popular. We will try to help them with that.'

POPULAR JOHN DOE

3. Task:

Step 1: Give the participants post-its and pens. Ask them to imagine a popular person and the things which make this person popular: music preferences, dressing and makeup style, gadgets they use, social media channels they follow, people they hang up with, ways of speaking, personality traits (extrovert/introvert), places they spend their vacation, hobbies and interests they have, role models, movies/series they watch, etc. These are probably different for boys and girls.

Step 2: Ask them to write on post-its very specific things that a popular person would have or do (e.g. listens to reggae music, is an extrovert, they watch Game of Thrones, etc.) and stick the post-its to the blank shapes on the floor in order to make the teenagers popular in this high school

Step 3: After everybody has finished sticking the post-its, read (or have one of the participants read) what was written for each person, to see what it means to be popular. They can even agree on a cool name for the boy and a girl.

Step 4: Read or have one of the participants read what is written on the new flipcharts. Ask them to imagine, while listening, how these people would behave like in real life.

Debriefing:

- How easy/difficult was it to identify the standards of popularity?
- How did you decide on the characteristics to be assigned to the popular people? Where did you take them from, how do you know about them, where do you see them?
- Do you notice any differences between the popular teens and the real ones?
- How do you think the two teens feel having so many post-its stuck on their backs?
- Do you think popularity comes with any kind of costs? Disadvantages? Does it come with any kind of pressures in day to day life?
- What happens when the standards imposed through social pressure are different from the true personality of the person?
- What can someone do in that situation?
- What learning points do we take from this activity?

IX. Quando se lida com um caso difícil

O curriculum que apresentámos aqui serve como intervenção universal, isto é, um programa que corresponde às necessidades de grande parte dos adolescentes, visando ajudá-los a desenvolver algumas das capacidades necessárias para que eles consigam lidar eficientemente com o stress e definir as suas identidades.

No entanto, poderão haver situações em que o adolescente é confrontado com um evento inesperado ou imprevisível, em que a sua capacidade de lidar é afectada ou até comprometida e as suas estratégias usuais não funcionem. Isto pode levar a um estado de desconforto e desorganização em que um apoio mais direccionado, a um nível superior de atenção, é necessário.

Como saber?

Com os adolescentes, saber se eles apresentam sinais de “comportamento normal de adolescente” ou de stress psicológico pode ser uma tarefa desafiadora. A fase da adolescência é uma fase de transições tumultuosas, com grandes mudanças hormonais e físicas devido à puberdade, e acompanhadas de muitas novas experiências sociais, sexuais, intelectuais, e pessoais, que podem facilmente ser demasiado. Assim, não é incomum os adolescentes apresentarem mudanças de humor, tristeza, ansiedade ou raiva.

Contudo, o adolescente pode estar a passar por stress psicológico que vai para além da angústia adolescente normal, que pode ser identificada através de alguns destes comportamentos:

- * períodos longos de ansiedade, raiva, tristeza e outras emoções fortes (ex. mais de duas semanas);
- * não participação em actividades com os colegas e desconexão crónica;
- * demonstrar menos prazer ou interesse nas actividades diárias;
- * o empenho escolar decrescer significativamente;
- * faltar à escola regularmente;
- * dificuldade em focar-se durante as aulas ou em lembrar-se de tarefas;
- * parecer muito menos energético;
- * agressões físicas ou verbais frequentes ou comportamento desafiador;
- * negligenciar a sua aparência física ou higiene.

IX. Quando se lida com um caso difícil

O que fazer?

Se detectar algum destes sinais, é importante que tenha uma conversa privada com o adolescente e que expresse as suas preocupações específicas. Por exemplo, pode dizer “reparei que ultimamente tens andado a faltar muitas vezes à escola.” Provavelmente, eles não irão querer falar sobre isso, mas ao perguntar, fá-los-á saber que se preocupa e que está disponível se eles necessitarem. Pode também oferecer o seu apoio para encontrar ajuda para as suas dificuldades.

Simultaneamente, nestas situações, é essencial intervir para que a capacidade do adolescente em lidar com situações stressantes seja desenvolvida. O objectivo é estabilizá-los, avaliar as suas necessidades, e providenciar a atenção necessária para que eles possam funcionar correctamente.

Nesta fase, pode dirigir o adolescente para um cuidado mais específico. Isto é, grupos de apoio ou programas que se foquem em tópicos específicos, relevantes para as suas dificuldades (ex. grupos de terapia para ansiedade social ou depressão, programas que visam o desenvolvimento de capacidades de gestão de conflito, etc.). Por vezes, é preciso um cuidado mais intensivo, podendo contactar o conselheiro da escola ou trabalhador social. Dependendo das suas opções e recursos da sua instituição, estes serviços podem advir da escola ou da comunidade.

Poderá haver muitos casos em que não terá a competência ou a autoridade para direccionar o adolescente a um serviço de cuidado apropriado. Nestas situações, considere envolver os pais, o conselheiro escolar ou outro especialista que poderá ser o mais indicado na instituição e possa avaliar as necessidades do adolescente.

Onde ir, se houve necessidade de contactar um especialista?

Se surgir a situação em que o participante esteja a encarar emoções desafiantes e precise de ajuda, é importante seguir estas instruções:

- Esteja atento a se alguém é deixado para trás com emoções difíceis que precisam de ser discutidas.
- Se o participante mostra desconforto com o tópico a ser discutido ou algo que aconteça durante a sessão, é importante ter uma conversa após a sessão.
- É importante ter uma conversa com o participante num local seguro e privado.
- Durante a conversa, é importante ouvir atentamente e, de forma a que o participante se sinta seguro, sente-se de maneira a obter contacto visual e tenha uma conversa do coração.

Recomendamos que use as seguintes questões:

1. O que te levou a sentir desta maneira? O que aconteceu na sessão especificamente?
- É muito importante ouvir atentamente, sem responder ou corrigir as respostas

2. O que gostarias de fazer? Pensas que precisas de mais apoio com isto?

-Se o participante não se sente pronto para ter esta conversa, é importante perguntar a questão seguinte na mesma, lembrando-se de diferenciar a seriedade da situação

3. Em quem confias para ter esta conversa e te apoiar mais?

- Se o participante não souber de ninguém em quem confiar, é bom dar exemplos; conselheiro de orientação, pais ou guardião legal, irmãos mais velhos, primos mais velhos, professores ou alguém que possa ajudar o participante com o assunto e responsabilização.

- Para assuntos mais sérios, precisa de ter em consideração as leis relativamente a protecção infantil no seu país.

- Se as emoções forem severas ou se conduzirem a pensamentos mais sérios, como automutilação ou pensamentos suicidas, o professor deve reportar isso sempre à pessoa que irá continuar a trabalhar com o participante. Essa pessoa tem a obrigação de reportar a informação a um profissional.

- É importante estar sempre em cooperação com o participante na conversa e quando tome decisões.

- O professor/facilitador/treinador deve sempre seguir e apoiar o participante a quem irá dar mais apoio e tomar a responsabilidade.



Strong Young Minds

X. Testemunhos sobre o projecto

“Eu tenho sido como que uma pequena parte deste projecto já há algum tempo. E tenho visto o material crescer e melhorar ao longo do tempo. E estou muito orgulhoso do material e actividades que têm sido feitos e acho que eles irão fazer um excelente trabalho a ensinar os jovens sobre consciência emocional, trabalho em grupo, respeito pelas opiniões dos outros e coisas do género. Estou muito contente com os materiais que foram providenciados.”

Pórður, Iceland

“Na sociedade de hoje em dia, nós não somos ensinados a falar sobre emoções. Temos zero educação emocional e, por isso, uma falta de inteligência emocional. O que acontece muitas vezes, é que nós não temos o vocabulário. Não sabemos falar sobre emoções. E não sabemos reconhecê-las. Simplesmente não sabemos. Eles dir-nos-ão – “desilusão”. Apenas a palavra. E percebes a palavra. Poderias dizer a definição na tua língua. Mas não consegues relacioná-la com nada do que sentiste. É muito difícil.

A educação emocional precisa de ser ensinada primeiro.”

Belen, Spain

“Eu tenho treinado para poder treinar outros, com materiais muito bons que eu acho que irão mudar algumas vidas. E penso que é implementado com muita rapidez em muitos sítios, porque nós precisamos realmente de prevenção em vez de apenas andar a apagar fogos. E são ferramentas muito boas e que podem realmente ajudar.”

Bruno, Portugal

“Eu estive envolvido neste projecto desde o primeiro dia. Fiz parte de todas as reuniões transnacionais e a formação na Roménia. Para mim, foi uma excelente experiência de aprendizagem. Pude perceber, tanto durante a formação como durante os testes em escolas, que o currículo funciona. O método de ensino não-formal resulta muito bem para as actividades e assenta muito bem com a idade do grupo em que nos temos vindo a focar.”

Kristinn Heiðar, Hugarafll, Iceland

XI. Os parceiros do projecto





Hugarafli/Mindpower (Islândia)



Hugarafli/Mindpower (Islândia) é uma associação independente de pessoas que lidam com problemas mentais. A organização é construída com ideias sobre fortalecimento, recuperação, igualdade e cooperação entre usuários e profissionais. Os membros/usuários da Hugarafli rondam os 320-400, mas usuários activos são apenas entre 100-150. Diariamente são 50-70 pessoas que visitam Hugarafli e semanalmente 100-120.

Os objectivos da Hugarafli são vários, incluindo:

- Mudar o sistema de saúde mental na Islândia ao usar modelos de fortalecimento e recuperação.

Falar sobre fortalecimento e recuperação de uma maneira positiva, sem ser negativo relativamente ao governo e a quem lidera o sistema de cuidados de saúde.

- Criar um espaço onde profissionais e usuários possam trabalhar juntos igualmente e partilhar experiências e métodos.
- Eliminar preconceitos sobre doenças mentais ao serem visíveis na comunidade e escrever artigos e falar abertamente sobre o assunto.
- Trabalhar a igualdade de todos os membros, ninguém tem mais poder do que ninguém. Todas as decisões relativas ao assunto são adereçadas na reunião e todos têm um voto igual.

Os membros da Hugarafli estão envolvidos em todos os tipos de trabalho, como revisão de contas de lei do parlamento para os problemas mentais, ida a escolas para falar sobre saúde mental, trabalho num projecto chamado “Safe House” (“Casa Segura”) (utilizado nos EUA, Países Baixos e Itália) e muitos outros projectos. Os membros fazem muito trabalho voluntário em relação à casa e horário, dando as boas-vindas aos convidados e falando em seminários.

Hugarafli tem um horário diário em que as pessoas podem ir e trabalhar na sua recuperação, ao fazer, por exemplo, yoga, encontros de grupo, trabalho voluntário e muito mais. Cada membro controla quando vem e a que grupos comparece. As pessoas são encorajadas a tomar responsabilidade da sua própria presença nas actividades e, ao ter responsabilidade nos projectos, as pessoas são obrigadas a segui-los até ao fim.

A equipa da Hugarafli já trabalha no campo da saúde mental há um período extenso de tempo em vários projectos, como o programa educacional, publicação, organização de conferências e eventos. Também são treinadores qualificados em eRCP (rcp emocional) e já treinaram internamente com Daniel Fisher MD. PhD.

A experiência de **Einar Björnsson** inclui: publicação, layout, web design, design gráfico e gestão.

A experiência de **Fjóla Kristín Ólafardóttir** inclui: especialista em experiência, gestão de projecto e facilitadora em programas de educação não-formal para jovens, gestão de projectos internacionais.





Ha Moment (Portugal)



Ha Moment, CRL é uma cooperativa cuja missão é providenciar oportunidades para o desenvolvimento pessoal e profissional dos jovens, trabalhadores juvenis e adultos pelo mundo, através de formações, consultas e organização de eventos, baseados em aprendizagem formal e não-formal. Procuramos criar actividades de formação na educação de trabalhadores juvenis, adultos e no público geral, focando-nos no desenvolvimento de competências em áreas de transformação de conflito, inclusão social, comunicação, empatia, gamificação e ferramentas ICT. Os métodos mais usados são Lego Serious Play, Comunicação Não Violenta, Storytelling, Teatro dos Oprimidos.

No activo desde Maio de 2015, a nossa equipa tem experiência extensa em educação não-formal, que adquiriu ao trabalhar para outras organização, companhias e *free-lancers*. Temos 7 membros activos, sendo que 3 deles trabalham no Campo Internacional de Trabalho Juvenil.

A equipa tem experiência em diferentes áreas de trabalho: formações, consultas e eventos.

Desenvolvemos competências dentro da equipa e ganhámos experiência em planeamento, coordenação, implementação, avaliação, disseminação de eventos de formação.

O nosso objectivo principal é trabalhar no reconhecimento de educação não-formal e assegurar a obtenção de capacidades através dessa educação, relativas ao desenvolvimento pessoal e profissional. Actualmente, dedicamo-nos a certos tópicos e projectos relativos a:

- Inovação ao Campo de Trabalho Juvenil
- Criação de experiências educacionais de jogos de tabuleiro
- Reconhecimento das competências ganhas através da aprendizagem formal e não formal usando o sistema de Open Badges
- Desenvolvimento do sistema de revisão de 360° para apoiar a auto-avaliação das competências e performance do treinador
- Criação de tutoriais de vídeo para actividades não-formais
- Desenvolvimento de formações sobre transformação de conflitos e construção de paz através de jogos de tabuleiro educacionais e práticas de empatia
- Luta contra discursos e comportamentos de ódio através da formação dos treinadores que fazem parte das minorias
- Promoção de consciência da saúde mental e expressão emocional através de actividades de educação não-formal.





Ha Moment (Portugal)



A Ha Moment é mais do que apenas os seus membros. Baseamos o nosso trabalho na ideia da cooperação com educadores, treinadores e instituições semelhantes a nós que acreditam nos mesmos princípios da aprendizagem longa de vida.

Temos parceria com a Team Mais e Other Signs, com quem desenvolvemos um projecto de certificação do método Lego Serious Play. Trabalhamos com o Município de Cascais, ACM-Alta Comissão de Migração, temos uma proximidade com a Produções Fixe que é o nosso produtor do jogo de tabuleiro principal, fazemos parte do European Badge Alliance e trabalhamos em Badgecraft, da Lituânia, usando a sua plataforma de Open Badges. Na área de conflito e construção de paz, cooperamos com o Narviksenteret-Museu da Guerra e Paz da Noruega e o Centro de Educação da Paz RKI da Finlândia. Estamos conectados com a Associação Internacional dos Treinadores de Trabalho Juvenil que promove a qualidade em formações e advoga direitos dos treinadores pelo mundo fora.

Os nossos membros activos são: Olga Kuczynska, Sérgio Gonçalves, José Branco, treinadores internacionais com experiência em educação não-formal, sendo que Olga vem de sociologia e comunicação, Sérgio de desenvolvimento pessoal e José de teatro. Trabalhamos com uma grande proximidade com Marco Politano, que é o nosso designer principal e o responsável pela identidade visual de muitos projectos e jogos de tabuleiro.





Ask Yourself (Rumanía)



ASK Youself (Roménia) é uma organização sem fins lucrativos criada por um grupo de trabalhadores jovens cujo objectivo era partilhar a sua paixão pela educação não-formal e o Erasmus+.

Queremos encorajar os jovens a experimentar oportunidades de aprendizagem novas e excitantes, a descobrirem-se a eles mesmos, a melhorar as suas competências, e a retribuir para a sociedade. Oferecemos apoio para encontrar o projecto/desafio certo para cada individuo e também estamos a implementar projectos com base nas necessidades dos jovens.

Focamo-nos tanto a nível local como internacional.

Fazemos projectos com jovens, para jovens. Trabalhamos muito com estudantes jovens e organizamos projectos baseados nas suas necessidades e interesses.



Desde 2015, organizámos 12 projectos Erasmus+. Os projectos foram implementados em Bucareste, Busteni, 2 Mai, Drobeta-Turnu Severin, Sighisoara e Cluj. Estes projectos juntaram mais de 300 jovens e trabalhadores juvenis de toda a Europa. Ficámos felizes de os conhecer e de fazer parte das suas vidas e, ao mesmo tempo, tentar fazer uma pequena mudança em cada comunidade. As nossas actividades combinaram educação com envolvimento comunitário: tivemos *workshops* em 20 escolas secundárias, falámos com centenas de estudantes e encorajámos os professores a utilizar educação não-formal. Todas estas actividades tinham por base

métodos de educação não-formal. Os tópicos principais foram desenvolvimento pessoal, *storytelling*, desenvolvimento de equipa, desenvolvimento de carreira, estilo de vida saudável e cultura. Também estamos envolvidos em enviar jovens e trabalhadores juvenis para projectos Erasmus+. Fomos parceiros em mais de 30 projectos, por toda a Europa.



Ask Yourself (Rumanía)



A nível local, nós organizamos:

- Workshops para estudantes do secundário. Alguns dos tópicos com que trabalhamos são: auto-desenvolvimento, aconselhamento de carreira, aumento das oportunidades de trabalho (design do CV, carta de motivação, as forças da entrevista), empreendedorismo e comunicação.
- Seminários de escrita de projectos dedicados a trabalhadores juvenis e professores que se querem candidatar a projectos Erasmus+.
- Actividades em orfanatos: estamos a implementar métodos de educação não-formal em dois orfanatos em Bucareste. Os nossos voluntários ajudam os jovens com os trabalhos de casa, a envolver-se em actividades de equipa e, mais importante, a acreditar num futuro melhor.
- Ensina-mos educação não-formal a trabalhadores juvenis ao implementar actividades não-formais na cidade. Alguns exemplos são: *flash mobs*, Livraria Humana, Exibição de Vida, e Caça ao Tesouro.
- Os nossos trabalhadores juvenis participaram em projectos internacionais diversos e *workshops* organizados para os nossos voluntários de forma a poderem partilhar o seu conhecimento.

Durante este projecto, a nossa responsabilidade principal foi propor, testar e redefinir métodos de educação não-formal. Fomos responsáveis por juntar informação de todos os parceiros e obter uma forma final para este Manual.

Neste projecto, a associação foi representada por Rizescu Oana e Arhire Alexandru.





Minte Forte é uma organização sem fins lucrativos de Cluj-Napoca. Fundada em 2010, promove a saúde mental através de:

- Educação
- Apoio para manter ou melhorar a saúde mental
- Desenvolvimento psicológico

Visam uma sociedade em que cada indivíduo cuida da sua saúde mental diariamente e onde quem encontra dificuldades recebe apoio em vez de ser discriminado. O seu grupo alvo inclui qualquer pessoa que tenha interesse em manter e melhorar a sua saúde mental. O foco é em jovens, porque educação psicológica prematura pode ajudar a construir um indivíduo equilibrado e prevenir problemas de saúde mental.

As actividades principais de Minte Forte são:

- Aconselhamento e serviços de psicoterapia;
- Eventos educacionais relativos à saúde mental e tópicos de desenvolvimento pessoal para o público geral;
- Workshops em escolas e secundárias, para o desenvolvimento social e emocional das crianças e adolescentes, usando educação não-formal e arte;
- Campos de escalada para desenvolvimento social e emocional;
- Projectos internacionais como formações, seminários e parcerias estratégicas, visando a melhoria das metodologias de saúde mental e troca de boas práticas com organizações nos campos;

Minte Forte foi o iniciador de projectos de educação de saúde mental em Cluj-Napoca e eles geraram uma mudança visível na mentalidade das pessoas relativamente à saúde mental. Trabalham tendo em conta o seu objectivo educacional principal, que é livrar o campo da saúde mental do estigma ligado a ela, torná-lo menos um *taboo* e um tópico mais natural para conversações construtivas, com o objectivo final de ajudar as pessoas a atingir uma balança pessoal e levar um estilo de vida saudável mentalmente. As suas actividades oferecem um conhecimento e apoio valiosos no que toca a manter a saúde mental saudável e a ultrapassar dificuldades psicológicas.





Scouts Valencians (Espanña)



Scouts Valencians pertence à Organização Mundial do Movimento Escuteiro, a maior organização juvenil do mundo e o seu objectivo principal sempre foi, em 110 anos de existência, educar crianças.

Eles trabalham ao guiar as crianças desde os 6 anos pelos passos todos de um projecto e também providenciam oportunidades educacionais em tópicos como o ambiente, educação de valores, saúde, empregabilidade, auto-desenvolvimento, cidadania... É um projecto baseado na aprendizagem e aprendizagem ao fazer é a sua metodologia.

O representante principal desta organização é o Javier Quilez, que trouxe competências de *design* e implementação de programas de formação, gamificação, fabricação de vídeos, participação num projecto KA2 (o mesmo que o Português) e o planeamento de eventos internacionais desde 2005. Devido a estas capacidades, o parceiro Espanhol também está encarregue da produção dos vídeos instrutivos.

Trabalham em educação não-formal há mais de 100 anos e desenvolveram muitos recursos, materiais, programas de formação e mais de 200 publicações em Espanha, desta maneira detectaram a necessidade de recursos em Saúde Mental quando trabalharam com secções mais velhas (adolescentes e jovens), educadores não estão bem treinados e precisam de ferramentas específicas para poderem providenciar boas oportunidades de aprendizagem sobre esse tópico e também contribuir com os resultados. Houve mais de 20 educadores e professores envolvidos neste projecto, colaborando com os Scouts Valencians, testando ferramentas, as versões piloto dos jogos e providenciando informação útil durante todo o projecto.

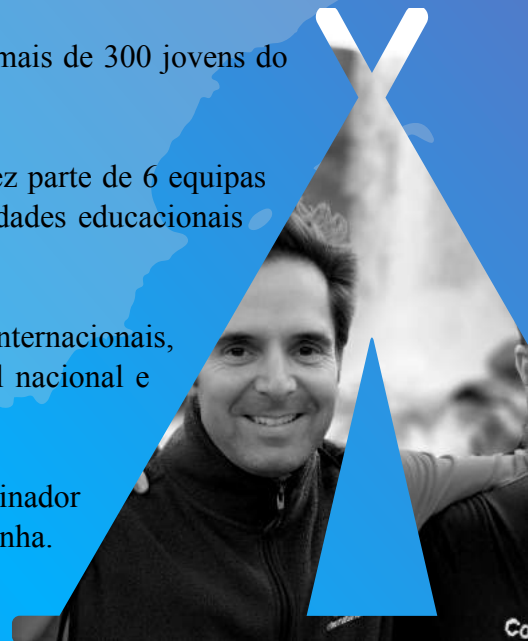
Javi Quilez dirigiu e coordenou o seu trabalho, os 20 educadores envolvidos, mais de 300 jovens do projecto, nas regiões da Comunidade de Valência, Madrid e Castilla e León.

Javi Quilez participou em mais de 40 intercâmbios juvenis para escuteiros e fez parte de 6 equipas internacionais de planeamento, envolvendo mais de 200.000 jovens em actividades educacionais diferentes e eventos desde 2005.

É um membro desta organização desde 1987 e é activo em projectos internacionais, comunicação e criação de várias ferramentas metodológicas e livros a nível nacional e internacional.

É um professor da escola primária, um pedagogo waldorf e um treinador não-formal. Tem o certificado de treinador de treinadores em Espanha.

A maior parte dos educadores é líder voluntário e/ou trabalhador juvenil há mais de 10 anos e todos eles fizeram 2 cursos nacionais oficiais de formação. Para além de serem professores ou trabalhadores juvenis, todos eles foram treinados em campos educacionais diferentes e todas estas organizações irão beneficiar com os resultados do projecto.



XII. Agradecimentos

Queremos agradecer a cada pessoa, centro educacional, escola e associação que fizeram parte do processo de desenvolvimento deste projecto. Obrigado pela contribuição e apoio durante os 2 anos do projecto.

Um obrigado especial a:

Portugal:

Mental8Works - <http://www.mental8works.pt/>

Maria Sequeira

Bruno Chibante

Escola Técnica Psicossocial de Lisboa - <http://www.etplisboa.com.pt/>

Maria da Luz

Festival Mental - <http://www.mental.pt/>

Ana Pinto Coelho

Manifestamente

Ana Mina

Produções Fixe - <http://producoesfixe.com>

Produção do jogo

Amigos da Ha Moments

Marco Politano- designer do jogo de tabuleiro

Martina Politano- ilustradora do jogo de tabuleiro

Isabel Moisão Lopes – tradutora do jogo de tabuleiro e manual

Participantes do Strong Young Mind formação

Bruno Chibante

Lia Bernardino Rodrigues

Catarina Ramos

Roménia:

Ion Creanga High School:

Maresi Mirela Luminita

Alexandrescu Florica

Catalina Anton

Gorgon Gorgiana Daniela

Al.I.Cuza High School:

Reka Vadasz

Luminita Dragomirescu

Cristina Laura Stefan

Manuela Stefanescu

Paula Malancu

XII. Agradecimientos

Espanha:

IES Andrés Laguna (Sepúlveda),
Colegio Nuestra Sra. del Pilar Escolapios (Soria),
Asociación Promesas (Valladolid),
Colegio La Milagrosa y Santa Florentina (Valladolid),
Colegio Nuestra Sra. del Pilar Salesianos (Zaragoza),
Grupo Scout Resurrección (Alicante),
Grupo Scout Laguna (Valladolid),
Grupo Scout Cruz del Sur (Valladolid),
Nuria López Segura
Várias Escolas Secundárias em Elche (Alicante),
Carlos Dom Pablo Centro juvenil “Villa Paz” de Madrid,
Lorena Álvarez Psicóloga dos Serviços Sociais de Orense (Galicia),
Belén Fernández del Rincón (trabalhador juvenil em França)



Strong Young Minds



STRONG YOUNG MINDS

ANEXOS

Algunas plantillas de las actividades las puedes encontrar aquí, el resto las podrás obtener en las páginas webs del proyecto y algunos de sus partners para descarga.

www.strongyoungminds.info
www.scoutsvalencians.org
www.asociacionpromesas.com
www.javiquil.com
www.elcubilcreativo.com



Desarrollando tus aptitudes

Es hora de mirarte a ti mismo, sí,...otra vez.
Imagina que estás viendo una película sobre tu vida, ¿qué se le daría bien al protagonista? ¿qué no se le daría tan bien y qué se le daría mal?

SE ME DA BIEN	SE ME DA REGULAR	SE ME DA MAL

(En parejas con otro alumno)

- Mirad si tenéis algo en común en vuestras listas.
- ¿Qué te hace pensar que se te da regular o mal?
- ¿Cómo te hace sentir?
- ¿Cómo te afectan? (ánimo, confianza, carácter, salud...)
- ¿Qué experiencias has tenido haciéndolas?
- ¿Alguna vez te ayudaron a hacerlas y te animaron a ello? ¿Qué ocurrió?
- ¿Has elegido hacer alguna en realidad?
- ¿Te gustaría que se te diera mejor alguna de ellas? ¿Por qué? ¿Por qué no?
- ¿Te gustaría volver a intentarlo desde otro enfoque y con ayuda?

*Hazlo bien porque todo
el mundo te está
mirando*

*No te preocupes por el
resultado, disfruta del
proceso*

Venga, inténtalo!

*A todo el mundo le
cuesta la primera vez*

*No te preocupes si te
están mirando, céntrate
en lo que estás haciendo*

*Si sale mal no pasa
nada, lo superarás*

Hey, tú puedes hacerlo

Está bien si es muy difícil

*Siempre has conseguido
hacer lo que te has propuesto,
sólo requiere paciencia*

*No deberías haberte
presentado voluntario/a*

*Si te parece difícil es que
eres débil*

*Esto sólo te cuesta a ti, los
demás lo hicieron
enseguida. Deberías dejarlo*

*Ya deberías haber
terminado, eres muy
lento/a*

*La gente se está riendo
de ti*

*Deberías sentirte
avergonzado/a*

Ríndete

*Es normal que estés
nervioso/a si no te sale,
pero isigue intentándolo!*

*Encuentra la parte
divertida*

*Céntrate en el presente,
no te preocupes de lo que
van a pensar de ti*

*Céntrate en la experiencia,
no te preocupes por lo que
piensan los demás*

No te va a salir

*No vas a poder hacerlo,
no insistas*

*La gente te está mirando
y están viendo lo inútil
que eres*

*¿De verdad crees que puedes
hacerlo? Muy pocos pueden,
¿por qué ibas a poder tú?*

*Si fallas se reirán de ti
durante días, nadie
olvidará esto.*



Funciones de las emociones en nuestras vidas

Hay razones por las que los humanos (y otros mamíferos) tienen emociones. No podemos (y no queremos) deshacernos de ellas, las necesitamos para sobrevivir.

Tienen lugar en nuestra mente y en nuestro cuerpo y nos preparan para la acción, a veces se siente como un impulso para hacer algo, un ansia, y lo hacen porque nos activan de la forma en la que la evolución ha encontrado como la más útil para hacernos resolver una situación que los humanos (y otros seres vivos) han tenido que hacer frente una y otra vez.

Emoción	¿Cuándo se da?	¿Qué hacemos?
Miedo	Aparece cuando hay riesgos para nuestra vida, nuestra salud o integridad física.	Escapar del peligro
Ira	Aparece cuando nuestros objetivos importantes están bloqueados, cuando nos atacan o atacan a alguien importante para nosotros.	Autodefensa, autocontrol.
Asco	Aparece en situaciones o hechos que son ofensivos y nos pueden perjudicar.	Rechazo y alejamiento de un objeto, situación...
Tristeza	Responde a la pérdida de alguien o de algo importante, también a la pérdida de objetivos o metas no alcanzadas.	Cambia nuestro comportamiento y deberíamos pedir ayuda, compartirlo...
Culpa	Aparece en acciones específicas nuestras que nos han llevado a actuar dejando a un lado nuestros valores.	Propósitos de enmienda, acciones y comportamientos que nos ayuden a reparar lo que hemos hecho.
Vergüenza	Responde a características o actuaciones personales que no encajan bien en la comunidad y son penalizadas.	Intentar ocultar ó minimizar el hecho, si ya es conocido intentar corregirlo.
Celos	Aparece cuando sentimos que la relación con alguien o con algo puede estar amenazada.	Intentar proteger lo que tenemos.
Envidia	Aparece cuando queremos tener algo que no tenemos.	Intentar tener lo que no tenemos
Amor	Responde a la necesidad de afecto, la reproducción y al instinto de supervivencia.	Unirnos a otros y crear lazos de afecto.
Felicidad	Responde a cosas buenas que nos ocurren, que le ocurren a otros que queremos y al grupo social del que formamos parte.	Continuar las actividades para potenciar esa sensación de felicidad y que nos dan valor personal y social.

Sin embargo el problema es que no reaccionamos a la realidad objetiva, sino a la realidad en nuestras cabezas. A veces exageramos amenazas, percibimos ofensas cuando no se dan, anticipamos pérdidas en el futuro que nunca suceden... Nuestra mente no es un reflejo de la realidad, pero podemos entrenarla para que sea lo más fiel posible.

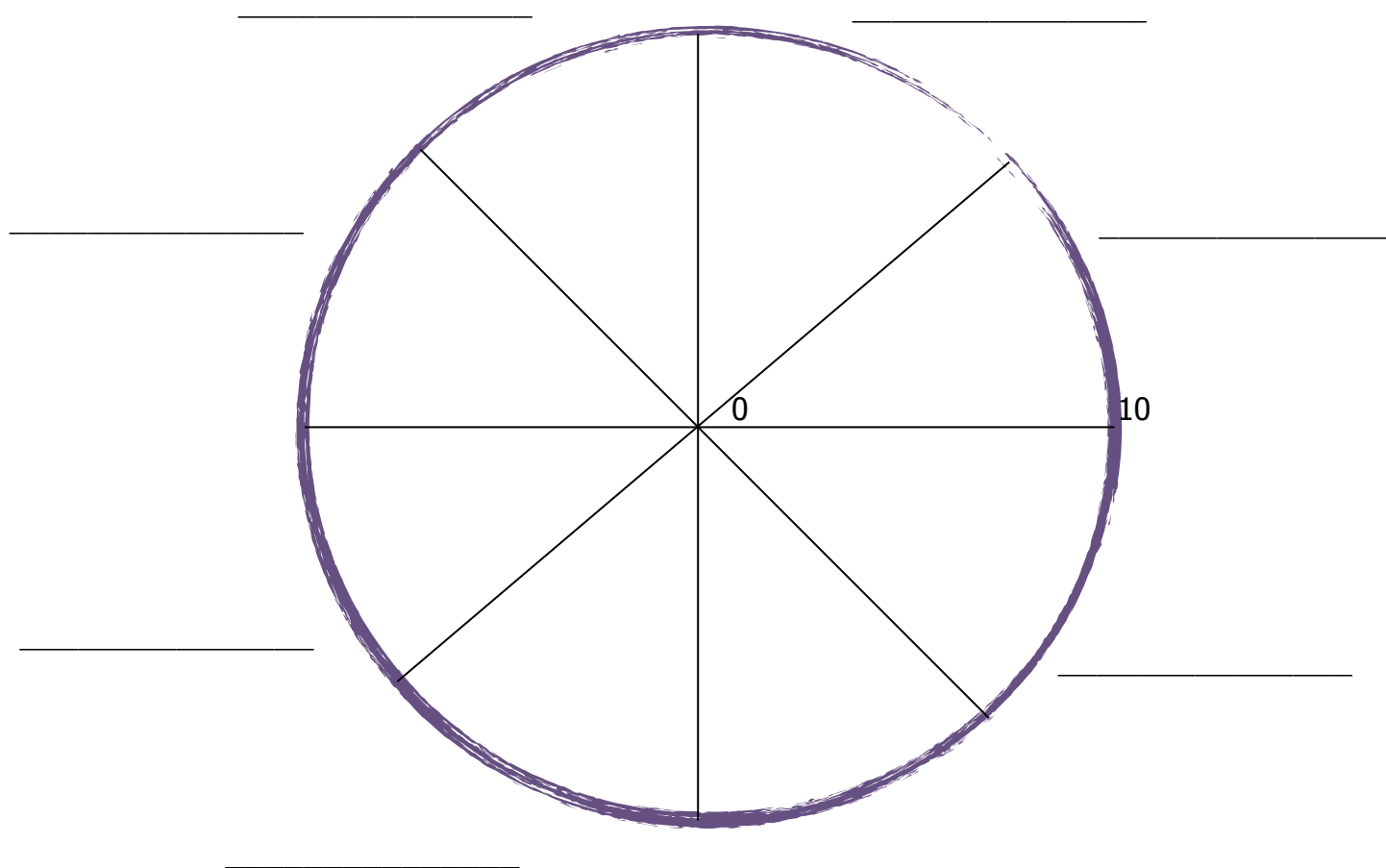


Strong Young Minds

La Rueda de la Salud

Nombre: _____

Fecha: _____



Area 1:

Valor deseable:

¿Por qué?

Hábitos:

Area 2:

Valor deseable:

¿Por qué?

Hábitos:

1. ¿Quieres que tus hijos sean como tu?
2. ¿Hay algo que preferirías no saber?
3. ¿De qué te sientes más agradecido?
4. Si te quedaran 24 horas de vida, ¿con quién pasarías las próximas 23 horas?
5. ¿Cuál ha sido el mejor cumplido que te han dicho nunca?
6. ¿Hay alguien en tu vida que admires?
7. ¿Qué es lo que hace a tu familia tan especial?
8. ¿A qué no le dedicas suficiente tiempo?
9. ¿Cómo crees que te describen tus amigos?
10. Si pudieras hablar con cualquier persona del mundo ¿con quién hablarías y qué le dirías?
11. ¿Qué te gustaría saber que aun no sepas?
12. ¿Qué quieres hacer antes de morir?
13. ¿Qué te hace perder el sentido del tiempo?
14. ¿Por qué luchas?
15. ¿Qué consejo le pedirías a alguien a quien admiras mucho?
16. ¿Cuál fue tu edad favorita y por qué?
17. ¿Qué consejo le darías a tu YO de hace 5 años?
18. ¿Qué valoras que no cueste dinero?
19. ¿Cuál es tu primer recuerdo en el que conseguiste algo?
20. ¿De qué tiene más necesidad este mundo?
21. ¿Qué te gustaría que más gente supiera sobre ti?
22. ¿Qué características, no físicas, te parecen más atractivas en los demás?
23. ¿Qué te da esperanza?
24. ¿Qué lección de vida te gustaría que le enseñaran en el colegio?
25. ¿Qué te importa y por qué?
26. ¿Qué pequeñas cosas te tomas el tiempo de parar para apreciarlas?
27. Si no pudieras morir ¿vivirías de manera diferente?
28. ¿Qué te hace ser tú?
29. ¿Qué fue lo más amable que alguien hizo por ti?
30. ¿Cuándo fue la última vez que mentiste?
31. ¿Qué es el éxito para ti?
32. ¿Dónde encuentras paz?
33. ¿Qué puedes hacer hoy que no podías hacer hace un año?
34. ¿Qué valoras más en una amistad?
35. ¿Con qué sueñas?
36. ¿Qué retos te gustaría superar?
37. ¿De qué te gustaría librarte?



COLEGIO



**Fiesta de
Cumpleaños**



**CLASE
DE BAILE**



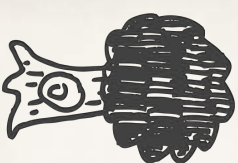
**Estación de
Autobuses**



**SESIÓN DE
JUEGOS DE MESA**



BIBLIOTECA



PARQUE



SESIÓN DE CINE



ESCUELA DE ARTE



SUPERMERCADO



CAFETERÍA



POLIDEPORTIVO



FRUTERÍA



SEMENANZAS Y DIFERENCIAS

ENCUENTRAD COSAS QUE TENGAIS
EN COMUN Y COSAS QUE OS
DIFERENCIAN.

ENUMERAD TODAS LAS QUE
PODAIS.
INTENTAD PROFUNDIZAR AL
MÁXIMO.

PODÉIS HABLAR SOBRE LA FAMILIA,
HABILIDADES PERSONALES, PLANES
FUTUROS Y SUEÑOS, GUSTOS,
AFICCIONES...



MOSTRAR SIN HABLAR

NO PODÉIS HABLAR.

ESTABLECED CONTACTO VISUAL Y
UTILIZAR ÚNICAMENTE LENGUAJE NO
VERBAL PARA COMUNICAROS.

PODÉIS HABLAR DE LO QUE
QUERÁIS PERO NO PODÉIS PARAR
NI UN MOMENTO.



MOSTRAR SIN HABLAR

NO PODÉIS HABLAR.

ESTABLECED CONTACTO VISUAL Y
UTILIZAR ÚNICAMENTE LENGUAJE NO
VERBAL PARA COMUNICAROS.

PODÉIS HABLAR DE LO QUE
QUERÁIS PERO NO PODÉIS PARAR
NI UN MOMENTO.



MOSTRAR SIN HABLAR

NO PODÉIS HABLAR.

ESTABLECED CONTACTO VISUAL Y
UTILIZAR ÚNICAMENTE LENGUAJE NO
VERBAL PARA COMUNICAROS.

PODÉIS HABLAR DE LO QUE
QUERÁIS PERO NO PODÉIS PARAR
NI UN MOMENTO.



EXPRESA TU PERSONALIDAD

COMPARTIR Y HABLAR SOBRE COSAS
QUE TE GUSTAN (HOBBIES, ARTE,
MÚSICA, LIBROS, PELÍCULAS,
DEPORTES, COMIDA...)



RODANDO EN LA PROFUNDIDAD

DISCUTIR Y COMPARTIR SOBRE
ESTOS TEMAS PERSONALES:

SI TE QUEDARAN 24 HORAS DE
VIDA ¿QUÉ HARÍAS EN ESE TIEMPO?



RODANDO EN LA PROFUNDIDAD

DISCUTIR Y COMPARTIR SOBRE
ESTOS TEMAS PERSONALES:

SI PUDIERAS DECIR ALGO A TODOS
LOS HABITANTES DEL PLANETA
¿QUÉ LES DIRÍAS?



RODANDO EN LA PROFUNDIDAD

DISCUTIR Y COMPARTIR SOBRE
ESTOS TEMAS PERSONALES:

¿QUÉ CONSEJO TE DARÍAS A TU YO
DE HACE 5 AÑOS?



SIN HABLAR

UTILIZA ÚNICAMENTE LENGUAJE NO
VERBAL Y NINGÚN SONIDO.

¿QUÉ TE GUSTARÍA QUE MÁS GENTE
SUPIERA SOBRE TI?



RODANDO EN LA PROFUNDIDAD

DISCUTIR Y COMPARTIR SOBRE
ESTOS TEMAS PERSONALES:

¿QUÉ ES LO MÁS BONITO QUE
NADIE HA HECHO POR TI?



RODANDO EN LA PROFUNDIDAD

DISCUTIR Y COMPARTIR SOBRE
ESTOS TEMAS PERSONALES:

¿QUÉ VALORAS MÁS EN LA
AMISTAD?



RODANDO EN LA PROFUNDIDAD

DISCUTIR Y COMPARTIR SOBRE
ESTOS TEMAS PERSONALES:

¿CUÁLES SON TUS SUEÑOS?



PASAR TIEMPO JUNTOS

COMPARTID Y HACED UNA LISTA DE
ACTIVIDADES QUE PODÉIS HACER
JUNTOS COMO AMIGOS

EJEMPLO: (COGINAR, ESCALAR, IR AL
CINE, ESTUDIAR...)

FLUJATE BIEN EN LO QUE OS GUSTA A
CADA UNO





Strong Young Minds

Presión de grupo

Role Playing

Ana Luisa está estrenando un nuevo abrigo que le compró su madre durante un viaje.

Ana Luisa cree que el abrigo es muy bonito y le encanta, aunque sabe que no tiene nada que ver con los abrigos de sus amigos de clase y le da miedo de que piensen que es curre y de llevarlo al instituto.

Un día Ana Luisa decide ponerse el abrigo e ir al instituto, y todo aquello que temía que ocurriera... ocurrió: Las chicas del instituto comienzan a meterse con su abrigo y se preguntan dónde pudo comprar algo tan curre.

David está en clase y escucha a su profesor que les dice que van a hacer un examen de matemáticas.

David murmura algo sobre una reacción que ya tuvo su madre cuando suspendió otro examen de matemáticas anterior. Sus amigos le escuchan y le dicen que no se preocupe, que le van a pasar una chuleta con las respuestas.

David duda porque si le pillan copiando la reacción de su madre sería aún peor. Los amigos le dan razones por las que creen que no pasará nada y que todo el mundo lo hace y rara vez les pillan.

Un grupo de chicas están reunidas en un corro alrededor de un chaval que les está mostrando un videoclip en su móvil.

Están todos disfrutando del video, Iván es un chico que lleva poco en el instituto, al oír la canción sabe que es un video que conoce bien así que intenta acercarse al grupo para que le dejen verlo. Una de los del grupo mira a Iván por un segundo pero le ignora y sigue mirando el video.

Iván intenta acercarse al grupo una vez más pero nadie hace nada para incluirle.

JOHN DOE (with Fraggles)



Características de Bombo:

- Tímido
- Sabe muchísimo de electrónica, videojuegos, conexión por satélite, colecciona virus informáticos
- No le gustan las fiestas porque no sabe bailar y le asusta que le miren
- Tuvo una novia en la guardería
- Le gusta contar chistes y seguir a otros

Características de Rosi:

- Extrovertida
- Muy alegre
- Se ríe de todo
- Se queda con la boca abierta en cuanto le enseñan algo
- Le gusta mucho salir de fiesta y bailar
- Siempre está al día de las últimas tendencias de moda y música.



Strong Young Minds



STRONG YOUNG MINDS

MANUAL DE ACTIVIDADES DE SALUD MENTAL