



Pestalozzi

Training Resources

Education for the prevention of violence at schools (VIO)
“I DARE”- Increasing self-esteem & Developing Assertiveness
for prevention of violence in schools

by

Author: Maria Sfetkou - Greece

Editor: Višnja Rajić



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

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The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Theme: Prevention of school violence by developing awareness and assertiveness

→ **Expected outcome**

- To develop assertiveness and awareness as prevention to school violence
- To recognize attitudes and feelings and increase empathy
- To focus on the positive side that provides convivencia

Target group

Type of training	School level / age	Subject area
Initial and in-service training	Secondary level	Any

Brief description of the unit

Research findings clearly indicate that pupils' abilities increase in an acceptance and cooperation environment. In such an environment pupils are feeling safe and secure, they are able to recognize, express and defend their feelings; they are willing to be active listeners for each other, to respect and being positive between them. Within this environment they are protected from violence. So developing a class environment like this is the best prevention for violence and creation of convivencia.

'I-DARE' provides training, which is aiming to increase teachers' and pupils' general awareness, regarding to violence issues and to help them develop a proactive and assertive attitude in order to prevent such incidence to occur.

In a first level, the activities are planed to allow teachers the opportunity to practice them during the training and to stimulate on the subjects. It aims to help them develop their assertiveness and self-esteem, so they will be able to provide a respectful and acceptance atmosphere in their classes.

In a second level teachers are asked to apply these specific activities in their classes with their pupils. These activities will help their pupils to increase their own assertiveness and self-esteem and to create a positive atmosphere between each other, which is a good protection for prevention of violence.

This training will be applied in three 3 hours meetings, one per week.

The activities are designed in three levels as follows:

- The first meeting aims to help the participants to become familiar with each other, increase awareness and active listening, and feel safe and secure to express things about themselves.
- The second meeting aims to help them recognize and express their feelings, increase empathy, respect each other and understand what is the deference within themselves, if they decide to talk about their feelings or not.
- The third meeting aims to develop assertiveness and to help participants check their personal responsibility for increasing their awareness.

In the meanwhile the participants will get the task to practice some of the activities in their classes and provide a feedback evaluation sheet, which has to be filled-up at the end of each activity. They will be informed about this obligation during the first session's introduction.

Methods/techniques used

Individual work,
 Work in micro-groups,
 Interactive games,
 Self-observation,
 Discussion in the plenary,

Time 9 hours / 3 SESSIONS

SESSION 1	▶ 180 minutes
Welcome and introduction for the program and the facilitator	▶ 15 minutes
Activity 1: The Greeting chain (Warm up activity)	▶ 15 minutes
Activity 2: What am I holding in my hand?	▶ 45 minutes
COFFEE BREAK	▶ 15 minutes
Activity 3: A story of my life...	▶ 60 minutes
Activity 4: If I were a ...	▶ 10 minutes
TASK I for participants classes	▶ 10 minutes
Closing activity - How do I feel now?	▶ 10 minutes

SESSION 2	▶ 180 minutes
Activity 5: A truth and a lie (Warm Up activity)	▶ 20 minutes
Activity 6: Feedback about the activities they applied in their classes	▶ 20 minutes
Activity 7: What do I need when ...	▶ 45 minutes
COFFEE BREAK	▶ 15 minutes
Activity 8: What do I loose and what do I gain when I talk	▶ 60 minutes
Activity 9: TASK II for participants classes / Marilena's Pizza (Closing activity)	▶ 20 minutes

SESSION 3	▶ 180 minutes
Activity 10: I show how I feel with body expression (Warm Up activity)	▶ 10 minutes
Activity 11: Feedback about the activities they applied in their classes	▶ 20 minutes
Activity 12: Can you hold this for a second?	▶ 30 minutes
Activity 13: The broken record	▶ 30 minutes
COFFEE BREAK	▶ 15 minutes
Activity 14: Johari's Window	▶ 60 minutes
Debriefing/ Closing activity / Evaluation and assessment	▶ 15 minutes
Evaluation	

Tips for trainers:

At the beginning of the training a big paper about 3 meters long and 1 ½ meters high is placed on the wall. This Wall List will be filled by the data (facts) that will be rising through the procedure. In the first column, the left end of the paper, the names of the participants are written, after activity 1 “The greeting chain”. Every activity that provides data is mentioned in the text, and the data are being written on the Wall List. So, by the end of the training a full extension of the procedure and every participant's personality can be easily read.

TASK I FOR WORK IN THE CLASSES

Instructions/procedure:

- By the end of the first session all the participants are asked to choose one of the session's activities to practice in their class.
- Similar activities are given in Appendix 5, Appendix 6 and Appendix 7. They can choose some of them, too.
- Record the activity each one chooses next to his/hers name in the Wall List (Write on the Wall List)
- Get Appendix 3 to fulfil after the activity and bring it back at the next session, one week later.
- If, during the week they decide for another activity more adaptable to their class, they can make up their mind.

Debriefing/reflecting:

- How does the activity you choose develop empathy?

- How does this activity raise respect in a class of teenagers?
- How does this activity help in the prevention of violence in a class?

Resources

Wall List	Appendix 1
List of A's and B's to split the plenary in pairs	Appendix 2
Task I and Task II - Feedback Paper	Appendix 3
What do I need when I am ...	Appendix 4
I am...	Appendix 5
How would I feel if I were...	Appendix 6
What do I need when... - Pupils List	Appendix 7
What do I lose - What do I gain	Appendix 8
List of opposite words to split the plenary in pairs	Appendix 9
Johari's Window	Appendix 10
Evaluation paper	Appendix 11

SESSION 1

Activity 1 Introduction and 'The greeting chain'



15+15 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ The first session aims to help the participants familiarize with each other, increase self observation and active listening, verbal and non-verbal communication and feel safe and secure to express themselves. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ Concentration at two subjects: Verbal communication and the importance of each one's contribution to the plenary 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Welcome the participant and introduce the "I Dare" program, the European Violence Prevention Program, the Pestalozzi Programs, the Facilitator. ➢ Rules, rights and demands of the "I Dare" program. ➢ Interactive Game: "THE GREETING CHAIN" ➢ Interactive game - discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Paper 3mX1m for the Wall List ➢ Markers ➢ Masking tape ➢ Appendix 1 	

<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Chairs in a circle so that anyone can see all the participants. 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Have the members of the group sit in a circle. ➤ Welcome the participants and introduce the “I-DARE” training, the European Violence Prevention Program, the Pestalozzi Programs, the Facilitator. ➤ Explain rules, rights and demands of the “I-DARE” training. (15 minutes) ➤ Have the members of the group stand up, move in the space, meet each other and introduce themselves by shaking right hands and saying their name. (- “Hallo, I am Maria” -“Hi, I’m Peter”...) ➤ While they are holding one’s right hand they are searching to meet another person to be introduced. They should not leave their right hands until they find someone else to greet with their left hands. And so they carry on, until they are greeting to anybody. ➤ Soon they are all connected in some kind of funny chain. ➤ When they have greeted to everyone have them sit in a circle again. ➤ They should try to remember the names of the other members of the group. ➤ Write all the names on the left column of Wall List (Write on the Wall List). ➤ A big metric paper is placed on the wall. There are as many horizontal lines as the participants are. After the “Greeting Chain” the names are written at the left end. Every activity that is supposed to give some useful results is marked on the next column. The Wall List is staying all sessions long and gives feedback to all the participants. Appendix 1. By the end of the training it will be sort of mirror for the groups’ profile. 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ This Wall List can be useful in a class too. ➤ If the members of the group know each other, have them to answer the question: “What is the first object rising in my mind right now?” Invite them not to think on it but to do it spontaneous. ➤ They can introduce themselves using this object instead of their name: “- Hallo, I am soft pillow” - “Hi, am a red balloon”, etc. ➤ During the activity the facilitator encourages the members not to leave the first shaking hand if they haven’t got another. ➤ At the end of the activity ask them to remember the objects that represented the participants and 	

<p>the facilitator writes them on the left column on the Wall List, next to their names. In this case it is important to notice the object that each one chooses to represent himself. Keep it written on the Wall List, but don't comment it. See if there is any type of connection between the person and the object, or if you (as a teacher or facilitator) can get some information from this choice.</p>	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> • Is it easy is to keep in mind two different tasks, (manage the hands and remember the names)? • What can you use instead of names if participants know each other? (Abilities, characteristics, hobbies...) • Do they find it easy to touch each other? How do they feel? • What do I think about the object each one has chosen to represent him/her? Is there any connection? What I can say about mine? (In case they know each other and only if the facilitator can manage this discussion) • What makes this activity amusing? • Can I use this activity in my class? What for? 	

Activity 2: What am I holding in my hand?



45 minutes

<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ The first session aims to help the participants familiarize with each other, increase self observation and active listening, verbal and non-verbal communication and feel safe and secure to express themselves <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To create positive learning environment 	<p>Notes</p>
<p>▶ Methods /techniques used:</p>	

<ul style="list-style-type: none"> ➤ Active listening ➤ Self-observation and concentration ➤ Interactive Game – Discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Wall List Paper, Markers 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Have the participants sitting in a circle 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Have the participants select an imaginary object holding it in their hands. ➤ Write each person's object next to his/her name on the Wall List. ➤ The members start moving around, meeting each other and exchanging their imaginary objects saying 'I'm giving you a...' while listening 'I'm giving you a...' ➤ Then, 'holding in hands' the new imaginary object, they meet another participant and exchange it again. ➤ The participants keep exchanging for 5' ➤ Finally they sit in a circle holding the latest imaginary object they have been given. ➤ Write each person's last object next to the previous one on the Wall List. ➤ Check the list on the Wall Paper. ➤ What was the initial list? ➤ Which objects do now exist? ➤ Which objects have been lost? ➤ Which objects have been doubled or trebled? ➤ Why? <p>After discussing about the activity try it once again.</p>	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Try to give clear directions in the beginning and keep silent during the activity. ➤ After selecting their imaginary object, keep the participants silent and concentrated until they start 	

<p>exchanging.</p> <ul style="list-style-type: none"> ➤ Repeat the activity asking the participants to be more careful at the exchanges the second time. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Why have some objects been lost while others appear twice or three times? ➤ What made these objects disappear and others not? ➤ Is the object related to its “owner “? ➤ Are there objects I prefer? Do I remember easily the objects I prefer? ➤ Do I listen? Do I pay attention? Am I alert? ➤ What makes my attention destructed? ➤ How quickly do I adjust to the new object? ➤ Can I use this activity in my class? What for? 	

Activity 3 A story of my life



60 minutes

Notes	
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ The first session aims to help the participants familiarize with each other, increase self observation and active listening, verbal and non-verbal communication and feel safe and secure to express themselves. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ Active listening ➤ Respect the other persons view ➤ Self observation 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ A funny, non verbal activity for divide to pairs, discussion in pairs, discussion to the plenary. 	
<p>▶ Resources:</p>	

<ul style="list-style-type: none"> ➤ Flip chart ➤ Sticky notes ➤ Marker ➤ Appendix 2 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Have the participants sitting in a circle ➤ Start with the divide to pairs activity. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ The facilitator walks behind the participants and sticks to each person's back a sticky note showing 1 or 2, A or B, I or II, a or b etc. Appendix 2 ➤ Have them try to find their partner without talking at all. Be strict to this! ➤ When they form pairs they are said to think of a very important story or fact of their life, they would like to share with their partner. ➤ Take 2' to decide what to talk about. ➤ Person A talks for 3' continuously sharing his/hers story while person B just listens as carefully as he can, without interrupting or questioning. ➤ They shift roles. ➤ Back to the plenary, they sit next to their partner and each one is describing the partner's story to the plenary. ➤ While person A talks, the B is not allowed to interrupt. At the end person B can add if something was forgotten and comment how much of an active listener the other person was. ➤ A title for every story is given after mutual agreement and is written on Wall List 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The members are not allowed to talk while they are looking for their partner ➤ Keep privacy and have the pairs discuss in a distant place ➤ Keep the time limits ➤ Make it clear from the beginning that the story they are going to share with their partner will be 	

discussed to the plenary

► **Debriefing/reflecting**

- Is it easy for me to tell my story?
- How do I feel talking for 3 minutes continuously without reflection?
- Would I describe the same story if I had a different partner?
- How do I feel when I listen someone else (my partner) describing my story, focusing on different points than me? Do I feel comfortable?
- What if he/she forgets some important details?
- What if he/she adds comments or give his/hers own interpretation?
- How do I feel in the plenary hearing about me by my partner's words?

- Am I an active listener? Do I keep eye contact?
- Can I focus and pay attention in my partner's words?
- Do I loose my interest? Why?
- Is it easy for me to follow?
- Is it easy for me not to ask questions?
- Is it easy to be silent?
- Can I be accurate when I describe my partners story to the plenary?
- Did I miss some? Why?
- How do I feel?

- Can I use this activity in my class? What for?

Activity 4 'If I were...' / Task for their classes / Closing activity



30 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ The first session aims to help the participants familiarize with each other, increase self observation and active listening, verbal and non-verbal communication and feel safe and secure to express themselves. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Group work 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Flip chart ➤ Marker ➤ Appendix 3 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ The participants are sitting in the circle 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Ask the question "If I were a flower or a plant, which flower or plant would I be?" ➤ Give a minute to concentrate on it and make a decision. ➤ Make it quickly and spontaneously. ➤ Have the participants comment on the answers, agree or disagree ➤ Write on the Wall List. ➤ By the end of the first session ask all the participants to choose one of the session's activities to practice in their class until the next meeting, one week later. ➤ Record the activity each one chooses next to his/hers name in the Wall List (Write on the Wall List) ➤ Get Appendix 3 to fill in after the activity and bring it back at the next session, one week later. ➤ If, during the week they decide for another activity more adaptable to their class, they can make up 	

<p>their mind.</p> <ul style="list-style-type: none"> ➤ Ask them to keep in mind and search for an answer to the following questions: ➤ How does the activity you choose increase assertiveness? ➤ How does this activity raise respect in a class of teenagers? ➤ How does this activity help in the prevention of violence in a class? 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The participants now know some more personal information for each other. This activity provides a safe environment in order to make them come closer and feel more secure. The flower or plant (or any object you choose) gives them the opportunity to calm, imagine, express, create their own images for each other and make them laugh. 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➤ In the plenary, in a circle, ask the participants how they feel at the closing of this first session. (Closing activity) ➤ Have them express their feelings in no more than 2-3 words. ➤ Don't comment what they are saying, even if they are raising questions. ➤ Record the feeling on the Wall List next to their name. (Write on the Wall List) 	

SESSION 2

Activity 5: A truth and a lie



20 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ The second session aims to help participants develop interest, respect and empathy. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ Define what they suppose for each other. ➤ Check personal ideas and images. ➤ Identify the inner knowledge. ➤ Funny, warm up activity. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Interactive Game 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ A5 Paper size ➤ Markers ➤ Masking tape 	
<p>▶ Practical arrangements:</p>	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Every participant writes a truth statement and a false statement about him/her on an A5 size paper. ➤ They stick the paper on their chest. ➤ Everyone wanders around the room, reading each other's statements and trying to guess which one is the truth. ➤ After they guess they ask for the right answer and they get it. ➤ When everyone has seen everybody's statements, the truth is written on the next column of the Wall 	

List.	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ This is a warm up activity that provides guesses and knowledge for each other. ➤ Encourage participants to write simple sentences about themselves on the paper, things they like to do, or situations they like to be. i.e. “I like go skiing”, “I feel happy when I get a present”, “I am a basketball player” “I like horror movies” etc. Let them enjoy the guess and check their personal impression about the others. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Can I use this activity in my class? What for? 	

Activity 6: Feedback based on Appendix 3



20 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ The second session aims to help participants develop interest, respect and empathy. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ Feedback about the activity they applied in their class. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Discussion in the plenary. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Appendix 3, filled up with comments about the activity the participants practiced in their class. 	

<p>▶ Practical arrangements:</p> <ul style="list-style-type: none">➤ The participants are sitting in the circle	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none">➤ The facilitator asks and gets answers in one each of the questions of Appendix 3➤ Not all the participants are to answer each question. Have two – three answers only.➤ Focus on the observations – notes – remarks.➤ Focus on the effect on pupils' behavior.➤ Get the general feeling of the activity	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤ Teachers are talking a lot, mind the time!➤	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none">➤ What would I change if I were to repeat the activity?	

Activity 7: What do I need when...?



45 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ The second session aims to help participants develop interest, respect and empathy. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ Feel the other person's emotions. ➢ See by his point of view. ➢ Recognize attitudes. ➢ Have a better understanding on the others behavior. ➢ Recognize attitudes and feelings while developing empathy 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Individual work – work in micro groups – work in plenary ➢ Discussion in the plenary. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Candies, emotion worksheet (Appendix 4), pens, flip-chart, markers, Wall List 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Divide the plenary to 4 persons micro groups ➢ Have as many candies as the members of the plenary are. ➢ Have as many tastes as the micro groups that will be formed. (i.e. 4 oranges, 4 strawberries, 4 apricots, etc). ➢ 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Put all the candies in a bawl and offer to the participants. ➢ Everyone choose the taste she likes, she eats or keeps the candy, holds the candy wrapper. 	

<ul style="list-style-type: none"> ➤ All participants with the same color of candy wrapper are forming a micro group. ➤ Each micro group decides for a person to be the writer and do the presentation. ➤ The facilitator gives a copy of the emotion worksheet [“What do I need when...” (Appendix 4)] ➤ Everyone fills it individually (individual list). ➤ Then they turn to their micro group. ➤ A discussion must follow in each micro group according to each participant’s list. They talk about all the topics, one by one and justify their opinion, try to answer the question: “Why do I need...?” ➤ Conclude to a common micro group list on a new emotion worksheet (Appendix 4) that includes the final agreements of the group (list of the micro group). ➤ Presentation of the micro groups’ list to the plenary. ➤ Put the results on a flip-chart, on the wall (list of the plenary). 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Mind the time! When participants work in micro groups its easy to get out of the time limit. ➤ When they work individually encourage them to be authentic. ➤ Do a rotation when the groups are informing the plenary about their list. Usually all groups are writing similar sentences. It is not equal if the first group presents its entire list. ➤ Comment, clarify, compare, identify and ask for explanations when each topic is discussed. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Is it clear that there is a need besides every feeling? ➤ What is my reaction to a negative emotion? ➤ Is it easy to take care of the person that needs ...(this or that) ➤ What can I do instead of overflow feeling? ➤ Can I use this activity in my class? What for? ➤ How does this activity help in the prevention of violence in a class? 	

Activity 8: What do I gain – what do I lose?



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ The second session aims to help participants develop interest, respect and empathy. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ Realize difficulties that stop someone from expressing himself. ➤ Realize that people have common difficulties. ➤ Focus on the situations that help someone to overcome personal difficulties. ➤ Experience the positive regard that encourage someone to express himself. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Discussion, individual work, work in micro groups, work in plenary, brainstorming. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Flip chart, Markers, A4 size paper, pens, Appendix 8 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Form the same micro groups as in the previous activity. ➤ Ask the participants to answer the question: “What do I lose or I am afraid that I will lose if I express something that bothers me?” Appendix 8 ➤ Everyone forms an individual list. ➤ They discuss in their micro group and result all the losses in a common micro group list. ➤ Discussion in the plenary, group by group in rotation. ➤ Form a common list of the plenary, on a flip-chart, with all the losses written on it. ➤ Every participant is asked individually to decide which his/hers main loss is. (Write on the Wall List) ➤ Follow the same steps for the question: “What do I gain if I discuss something that bothers me?” 	

<p>Appendix 8</p> <ul style="list-style-type: none"> ➤ Everyone forms an individual list. ➤ They discuss in their micro group and result in a common micro group list. ➤ Discussion in the plenary, group by group in rotation. ➤ Form a common list of the plenary, on a flip-chart, with all the gains written on it. ➤ Every participant is asked individually to decide which his/hers main gain is. (Write on the Wall List) ➤ Brainstorming at the plenary: “What helps me to discuss something that bothers me?” ➤ Write down on a flip-chart. (These are the supportive skills that the teacher is asked to develop in his/her class!) 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The trainer needs some counseling skills to facilitate this activity. She is asked to make comments, clarify, define, identify and ask for explanations about the participants’ lists. ➤ Give time and ask micro groups to become conscious of the inner dimension of the topics they are writing in their lists. ➤ Stay and repeat the final “what helps” list. <u>These are the supportive skills that a teacher is asked to develop in his/her class!</u> ➤ 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ How does weighing the gains help increase interest and respect among pupils? ➤ What could be a positive motivation? ➤ How can I create a supportive atmosphere in my class? ➤ Why expressing someone’s self becomes such an important point in school life? ➤ How does this activity help prevent violence in school? 	

Activity 9: Marilena's pizza



20 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ The second session aims to help participants develop interest, respect and empathy. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ Treat each other and relaxation. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Interactive activity 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Repeat the 'Task for their classes' as mentioned before, and ask the participants to choose and apply in their classes one the second days activities. ➤ ➤ Have all the participants standing very closely in a circle. ➤ Ask all of them to turn right, simultaneously, so they will face next persons back. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ By the end of the second session ask all the participants to choose one of the session's activities to practice in their class until the next meeting, one week later. ➤ Record the activity each one chooses next to his/hers name in the Wall List (Write on the Wall List) ➤ Get Appendix 3 to fill in after the activity and bring it back at the next session, one week later. ➤ If, during the week they decide for another activity more adaptable to their class, they can make up their mind. 	

<ul style="list-style-type: none"> ➤ Ask them to keep in mind and search for an answer to the following questions: ➤ How does the activity you choose increase assertiveness? ➤ How does this activity raise respect in a class of teenagers? ➤ How does this activity help in the prevention of violence in a class? ➤ ➤ All together start massaging the back of the person in front of you as if kneading the dough for a pizza. ➤ Turn the other side and then massage as if you were working the pizza into a flat circle by pressing down and working it outward. ➤ Turn once again and massage as if spooning on the sauce, sprinkling the cheese, cutting the pepper-plant into pieces and adding the mushrooms. ➤ Turn again and finally gently push the person in front of you to leave the room as if you were pushing the pizza to the oven. 	
<p>▶ Tips to trainers/anticipated difficulties: This is a funny and relaxing activity after a hard day's work. Give the directions slowly and step by step, allowing the participants to enjoy the treatment they get. Describe in a funny way as if you are the pizza maker and the participants are your helpers. Make the activity shorter or longer accordingly to the feeling they get.</p>	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Do the teenagers accept this activity? ➤ Do they feel comfort touching each other? 	

SESSION 3

Activity 10: I show how I feel with body expression



10 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ The third session aims to develop assertiveness and increase self-esteem. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ Warm up activity 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Non verbal expression ➢ Body language 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Standing in the circle 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ One by one, the participants say “hallo” and describe how they feel right now, not in words, but using their body. ➢ The plenary repeats the movement after him/her. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➢ Encourage the participants avoid repeating the same movement. Let anyone’s movement be unique. 	

- | | |
|--|--|
| <ul style="list-style-type: none"> ▶ Debriefing/reflecting: <ul style="list-style-type: none"> ➢ Can this activity be useful in a class? What for? ➢ Do teenagers find it easy to express themselves in a non verbal way, using only body expression? | |
|--|--|

Activity 11: Feedback based on Appendix 3



20 minutes

	Notes
<ul style="list-style-type: none"> ▶ General aim: <ul style="list-style-type: none"> ➢ The third session aims to develop assertiveness and increase self-esteem ▶ Specific aims: <ul style="list-style-type: none"> ➢ Feedback about the activity they applied in their class. 	
<ul style="list-style-type: none"> ▶ Methods /techniques used: <ul style="list-style-type: none"> ➢ Discussion in the plenary. 	
<ul style="list-style-type: none"> ▶ Resources: <ul style="list-style-type: none"> ➢ Appendix 3, filled up with comments about the activity the participants practiced in their class. 	
<ul style="list-style-type: none"> ▶ Practical arrangements: <ul style="list-style-type: none"> ➢ The participants are sitting in a circle 	
<ul style="list-style-type: none"> ▶ Instructions/procedure: <ul style="list-style-type: none"> ➢ The facilitator asks and gets answers in one each of the questions of Appendix 3 ➢ Not all the participants are to answer each question. Have two – three answers only. ➢ Focus on the observations – notes – remarks. ➢ Focus on the effect on pupils' behavior. 	

➤ Get the general feeling of the activity	
▶ Tips to trainers/anticipated difficulties: ➤ Teachers tend to talk a lot, mind the time!	
▶ Debriefing/reflecting: ➤ What would I change if I were to repeat the activity?	

Activity 12: Can you hold this for a sec?



30 minutes

	Notes
▶ General aim: ➤ The third session aims to develop assertiveness and increase self-esteem	
▶ Specific aims: ➤ Evoke a spontaneous reaction ➤ Realize the personal response ➤ Exploring personal limits ➤ Develop assertiveness	
▶ Methods /techniques used: ➤ Role play ➤ Discussion in the plenary	
▶ Resources: ➤ Coats, bags, ➤ books,	

<ul style="list-style-type: none"> ➤ notebooks, ➤ pens, 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Have all the participants sit in a circle 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Call a rather shy participant to come and help you. All the others are watching. ➤ Pretend that you are about to start an activity and you need some help. ➤ Give him/her your coat to hold by saying 'Can you hold this for a sec?' ➤ After 5-6 seconds give him/her your notes, your bag, another heavy coat, repeating the same sentence. Do it slowly, as if you are searching for something. ➤ Have him/her to hold them in his arms. ➤ Go on giving him/her more and more things (coats, bags, books, notebooks, pens) to hold until he/she can't hold it anything else. ➤ But carry on giving him/her things until he/she reacts. ➤ Actually, you are waiting for this reaction. Pay attention to his/hers reactions. ➤ When this happens ignore it and go chat a little, with someone else. ➤ If he/she is trying to leave them down say that it is not permissible. ➤ If he/she protests loudly saying that he/she can't stand it any longer, tell him/her to give all the coats, books, etc, to somebody else but not to leave them down. (Possibly no one will accept to hold this stuff after watching what has happened. If yes, go on with the new volunteer, waiting for his reactions). ➤ Make your decision when is the right time to stop the activity and thank the participant for his/her collaboration. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ This is a funny activity searching for spontaneous reactions. ➤ Don't inform the plenary for this activity, in order to have spontaneous feelings and reactions. ➤ You have more possibilities to make the activity last further if you chose a rather shy participant to help you. A more assertive person will react sooner, so the plenary will not have the opportunity to attend the facilitator's and the participant's behaviour or search for their own reactions / feelings. ➤ Try to be authentic in your behaviour when you pretend. 	

<ul style="list-style-type: none"> ➤ If the participant, who is holding the heavy things, starts complaining ignore him/her! Act as if nothing happens. ➤ Ignore his/hers complains and start a small conversation with somebody else while he/she is holding all the heavy stuff. Call him/her to come near but don't take seriously his comments. ➤ Pay attention on the participant's reactions. It's very useful for the discussion that will follow. ➤ Mind how long he/she can stay his uncomfortable situation: what is he/she saying, how long it takes him/her to react, what kind of reaction, (verbal, body language, etc), is the reaction successful for him? 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ How do I feel about this? (the participant, the facilitator, the other participants) ➤ Why do I accept it or allow it? ➤ How long can I stay it? Why? ➤ When is the right moment for me to react? ➤ Can I think other ways that I could react? ➤ Do I exceed my limits of tolerance? If so, why do I do it? ➤ What can I do instead? ➤ Has a situation like this happened to me before? ➤ Does it happen often in my life? Why? ➤ How this activity can develop assertiveness? ➤ How this activity can prevent violence in schools? 	

Activity 13: Broken record



30 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ The third session aims to develop assertiveness and increase self-esteem <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To give the participant the opportunity to reinforce and empower their position ➢ To develop assertiveness ➢ To increase self-esteem 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Work in pairs ➢ Discussion to the plenary. ➢ 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Cards with opposite words Appendix 9. 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Divide the plenary into pairs using cards with opposite words. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Everyone is getting a card with a written word and is trying to find the person whose word matches to his/hers, without using verbal communication. ➢ They form a pair. Every pair sits close to each other. ➢ The facilitator asks the following directions: ➢ Think of a situation that you have difficulties to ask what you want. Take 2 minutes to find it. Don't talk about the situation, try to get in the mood - Feel it. ➢ Suppose that your pair is the one to ask what you want. 	

<ul style="list-style-type: none"> ➤ Follow the next steps while your pair remains silent: Do. ➤ Look the person directly at his/her eyes. ➤ Persist with your request 3-4 times. ➤ Vary your words a little. <p>Keep on asking in a firm voice what you want. Ask in a voice that expects to be obeyed. After the 3rd or 4th request look him/her straight in the eyes and ask in a strong calm voice: “Are you going to disobey me?” Wait a little and take turns. When they finish they turn to the plenary. The facilitator asks: How do you feel now? Everyone in the circle is answering this question. It is important for the plenary to listen to everyone’s answer. Try to answer in one word only! Write the answers next to the names at the Wall List (Write on the Wall List)</p>	
<p>▶ Tips to trainers/anticipated difficulties: Usually when the participants feel embarrassment they talking to each other. Avoid this case to keep the activity’s atmosphere.</p>	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ What this activity is useful for? ➤ Is it easy for me to ask what I want? ➤ What about my pupils? Is it easy for them? ➤ Does this activity develop assertiveness? ➤ How this activity can prevent violence in schools? 	

Activity 14: Johari's window



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ The third session aims to develop assertiveness and increase self-esteem <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ Share feelings and difficulties. ➢ Develop trust and comfort for each other. ➢ Recognize attitudes. ➢ Increase awareness. ➢ Develop assertiveness. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Individual work, Work in pairs, Work in the plenary 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Pen ➢ Appendix 10. 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ The facilitator divides the plenary in pairs: every participant decides for his pair. ➢ Everyone is sitting next to his/her pair. ➢ 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ The facilitator gives a 'Johari's window' hard copy to every participant. ➢ Then he/she makes a short (2-3 min) presentation about Johari's Window theory. ➢ Johari's Window theory is related to a person's attitudes, emotions and behaviors and is helping participants to realize how open they are to themselves and to others. See: Appendix 10 ➢ The OPEN area has to do with a person's attitudes, emotions and behaviors that are known to him 	

<p>and known to others.</p> <ul style="list-style-type: none"> ➤ The CLOSED (or secret) area refers to attitudes, emotions and behaviors that are known to him but unknown to others. (Personal feelings, secret aims, etc.) ➤ The BLIND area refers to attitudes, emotions and behaviours that other persons can see about him but he can not. ➤ The UNKNOWN area refers to attitudes, emotions and behaviours that are unknown both to him and the others. ➤ All participants make notes individually at the ‘open’ as well as the ‘closed area’ of their window. They write the things they are willing to reveal about themselves and their relationship with their class, pupils, other teachers, etc. ➤ Discussion: Everyone - in turns - explains and shares his writings about his/hers ‘open’ and the ‘closed area’ to his/hers pair. Then he/she asks for feedback in relation to his/hers ‘blind area’. ➤ They discuss about the ‘blind area’ and about the unknown area (how do they feel, what is the new information about themselves, how do they feel for their pair that knows more about themselves) ➤ Finally, they report to plenary one by one: <ul style="list-style-type: none"> ➤ What I have learned about myself? (Write on the Wall List) ➤ How do I feel about it? (Write on the Wall List) ➤ What can I do about it? How can I use it in a proper way for my school life? (Write on the Wall List) 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Short presentation about Johari’s Window. ➤ Explain very clearly the steps of this activity to the plenary. ➤ Ask the plenary for discretion. Make them promise strict confidence about the other participants reveals. ➤ It is important to decide for their pair before they are asked to fill up their Johari’s Window and to reveal their writings. It is important to choose someone they trust or feel secure with ➤ When they talk to each other let them do it in turns. Person B starts with his/hers writings only when person A finishes. Otherwise the procedure is not clear. ➤ When they report to the plenary try to make the discussion topics in short positive sentences, i.e. “I’ve learnt that I look secure” , “I feel that I am not alone” “I can be more authentic”, “I can be more supportive” etc. 	

▶ **Debriefing/reflecting:**

- Is this activity useful for increasing awareness?
- Is it easy for me to talk about my 'closed area'?
- Is it easy to listen about my 'blind area'?
- Are the words I use to give feedback about the 'blind area' important? Why?
- What about my pupils? Is this activity easy for them?
- Does this activity develop assertiveness?
- How this activity can prevent violence in schools?

Debriefing/ Closing activity / Evaluation and assessment



15 minutes

	Notes
<p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ Focusing the Positive Side ➤ Feed back and Evaluation for the participants, the facilitator and the Training Unit. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Report, Evaluation paper 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Post it papers ➤ Evaluation Paper (appendix 11) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Participants can stay seated in their groups, but the work should be done individually 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Report of the Wall List: Comments, Notes and Remarks about what is written. 	

<ul style="list-style-type: none">➤ Closing the training unit ask everybody to answer the question: “What is the best think I can say for me?”➤ Let this last positive sentence be a Wish for the person that says it and for all other participants➤ (Write on the Wall List)➤➤ Forehead game: Stick on every participant’s forehead a memo with some letters written on it.➤ Ask the participants to put themselves (and the letters) in the right position so they can construct the phrase: “Prevention is the physical, psychical and spiritual closeness”➤ When they but the words in the proper position ask them to read the phrase all together.	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤ Ask the participants to answer the evaluation paper personal and anonymously	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none">➤	

References

Preparatory reading :

Archontaki Zanna – Fillipou Dafnae : « 205 training activities » Kastaniotis, 2003

Hill Jackie : « Person-Centred Approaches in schools », PCCS Books, Manchester

Jaques David : « Learning in Groups », (Greek version) Metexmio, Athens 2001

Riga Vassiliki : «A handbook for Intercultural dialogue » EADAP, Athens, 2010

Yalom D. Irvin : « The theory and practice of group Psychotherapy » (Greek version) Agra, 2006

Appendix 1:

NAME	WHAT DO I HOLD IN MY HAND	WHAT IS MISSED WHAT IS DOUBLE D	THE TITLE OF MY STORY	IF I WERE	TASK FOR THE CLASS	NO W I FEEL	THE TRUTH	I NEED TO SURVIVE	I LOSE	I GAIN	TASK FOR THE CLASS	BROKE N RECORD FEELING	JOHARI LEARNING	JOHARI FEEL	JOHARI CAN DO	THE BEST THING FOR ME
MARY																
ANN																
PETER																
JIM																
ETC																

Appendix 2:
STICKERS FOR PAIRS

A	B
I	II
a	b
1	2
Alfa	Beta
One	Two

Appendix 3:**TASK FEEDBACK PAPER**

Record the activity you have chosen for your class
What was the aim?
Observations notes and remarks during the activity:
The next day's observation:
What would I change if I were to repeat the activity?
Any other comment:

Appendix 4:

“WHAT DO I NEED WHEN I AM...”

WHEN I AM...	I NEED...
Worried	
Angry	
Sad	
Nervous	
Isolated	
Disappointed	
Sarcastic	
Confused	
Anxious	
Frustrated	
Rejected	

Tips for discuss: What can I do to support someone who feels...

Appendix 5:

“I AM ...”

In class, the teacher leaves as many cards on the floor as the pupils' number. All the cards are describing a pupil's character starting with: “I am...” and are turned upside down. Each pupil takes a card. He takes time to think and write down an answer to the question:

“How would I feel if I were this character?”

If the teachers know their pupils well, and can support what somebody needs to develop his empathy, they can choose the cards personally.

Add characters according to your needs!

Card characters:

- I am the nerd of the class
- I am the star of the class
- I am hesitant – I am waiting the others to tell me or show me what to do.
- I am coward
- I am an orphan
- I am the 'clown'
- I am isolated by the others.
- I am illegitimate child
- I am the pioneer / the rebel
- I am the teaser of the class
- I am aggressive/ I am the bully of the class
- I am sarcastic
- I am snob
- I am hyperactive
- I am dyslexic
- I am a victim of bullying

Appendix 6:

HOW WOULD I FEEL, IF I WERE...»

In class, the teacher holds a pack of cards, each one has the name of a pupil written on it.

Every pupil takes a card. If the card writes his name he gives it back and he chooses another one. He keeps the card hidden. He takes his time to find out and explore his feelings. Then he answers the question:

“How would I feel if I were the person written in the card?”

He describes his feelings but he does not reveal the name.

Appendix 7:

WHAT DO I NEED WHEN I AM...»

Task for the class: Stick on the wall a big paper where different emotional situations are written in the right column and on the horizontal lines the pupil's names are written. Invite all pupils to fill full the list under his name.

Add more emotional situation on demand.

WHEN I AM... I NEED

	Nick	Helen	Andy	Rose	etc
Worried					
Angry					
Sad					
Nervous					
Isolate					
Disappointed					
Sarcastic					
Confused					
Anxious					
Frustrated					
Rejected					

Appendix 8:

What do I lose or I am afraid that I will lose if I discuss something that bothers me?	What do I gain if I discuss something that bothers me?

Appendix 9:

THE OPPOSITE WORDS

SUN

LOCAL

Appendix 10:

APPENDIX 10 JOHARI'S WINDOW		
I DARE	KNOWN TO ME	UNKNOWN TO ME
KNOWN TO OTHERS	OPEN	BLIND
UNKNOWN TO OTHERS	closed	unknown

APPENDIX 10 JOHARI'S WINDOW for participants		
I DARE	KNOWN TO ME	UNKNOWN TO ME
KNOWN TO OTHERS		
UNKNOWN TO OTHERS		

Appendix 11:

EVALUATION PAPER

	YES	MAYBE	NO
Was the seminar a safe and secure place for you to express yourself?			
Do you believe that you have increased your active listening?			
Did the seminar help you recognize your attitudes and behaviors?			
Did the seminar help you increase your empathy?			
Are you now able to check your personal responses?			
Did you have the opportunity to feel more secure about yourselves?			
Did the seminar help you recognize your pupils' attitudes and behaviors?			
Did the seminar give you the motivation to improve the atmosphere in your class?			
Was the facilitator supportive enough for you –Did she responded to your needs?			