



HANDBOOK

How to enhance resilience



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INTRODUCTION

The development of this handbook was coordinated by University of Humanities and Economics in Łódź. The contents presented in this document were elaborated also with the contribution of the partners of Resilience project.

The main objective of the project is to reduce the number of young people (13-18 years) who leave the education system in Poland, Lithuania and Romania.

The main problems, which were defined by project partners are: primarily insufficient number of preventive actions in the area of risky behaviors that concern young people, as well as not enough actions against drop out of schools and education system.

The specific objectives of the project are:

- to create active support environments for preventive and re-socialization activities,

- creation of universal and innovative prevention program
- creating a place to exchange experiences and present good practices in the field of prevention, (Virtual Preventive Laboratory VPL)
- creation of educative and information packages for teachers in the field of prevention,
- developing intercultural and language competences, in the work with an international team project as well as the management skills for all project participants.

Project partners

Resilience partnership includes the following institutions:

- University of Humanities and Economics in Łódź (PL)
- Regionalny Ośrodek Metodyczny - Edukacyjny "METIS" w Katowicach (PL) •
- Centrul Judetean de Resurse si Asistentă Educatională Braşov (RU) •
- Vilniaus miesto psichologinė- pedagoginė tarnyba (LI)

About the resilience approach

In spite of adversities - how to strengthen the resilience of children and young people?

What are risky behaviors? The term defines various incorrect student behaviors that are dangerous both to physical and mental health as well as to its social environment (K. Ostaszewski, 2003).

Various factors make that child behaves in accordance with social norms and expectations or undertakes risky behavior. Among many attempts to explain the causes and consequences of risky behavior, there is **the theory of risk factors and protective factors** (Garmezy, Hawkins, Baxley).

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The term threat / risk often appears in specialist literature, devoted to education and psychology. Teachers often use this term to describe children and young people who are at risk of dropout of the education system or for young people who have not learned how to cope with difficult situations. It is assumed that children, who were born in families where there is a warm, loving and caring relationship with family and friends, the risk of future problems is much smaller. Regardless of the conditions under which a young man is brought up, it happens that he will have to face difficult situations, and the level of individual immunity is conditioned by many current experiences.

Nowadays, in the face of socio-economic changes, when more and more families are losing their jobs, are in a difficult financial situation, it all reflects deeply on the proper growth of young people. Many factors determine whether this fact will have long-lasting negative effects, including the child's age, level of maturity, personal traits or available resources

According to the theory of **resilience** / the ability to bounce off the bottom, flexibility, resilience, regeneration of forces / children at risk can not always be considered as being lost. This concept says that they are children who have mysterious powers that allow them to survive in extremely difficult conditions and still develop properly.

This adaptation depends on many factors that support and protect development, also known as *welfare factors*. Children struggling with life's adversities can not achieve immunity alone.

They need love, care and support from adults - parents, teachers or other people from the environment. Research shows that teachers at all stages of **education play a key role in building resilience**. Adequate requirements, giving positive feedback, being a trustee, it all builds the student's motivation and gives him a sense of security.

The classic factors that protect and build immunity include:

- **Family environment** - this is the most important of all factors affecting the child's healthy psychosocial development - involvement in the child's life.
- **Social environment, extra-ordinary** - the child receives support from the social environment - school, local environment or people who are close to him, e.g. peers. Care from other people outside of the family increases the child's immunity and vulnerability to threatening situations. Particularly in this case is the important role of the teacher, who for a teenager can become the second most important person.
He is assessed as more objective than parents, so his opinions have a great impact on the student's forming personality (self-esteem, emotions, world image); The teacher's relationship with the student can determine the student's sociometric position, influence the group processes and roles in the classroom. Teacher's support can compensate the lack of support from parents and peers.
- **Peer environment** - contacts with peers that accept social norms, with educational and prosocial aspirations are another source of support for a child at risk.
- **Personality traits** - children and adolescents with resilience competences -*super-children* who deal with challenges in a socially acceptable way. Their positive approach to life's problems and seeking constructive solutions allow to solve in optimal way emotionally risky experiences.

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Analyzing the factors of well-being, we can say that they are not really unusual, because they are conditions that accompany the proper development of a young person and support the process of adaptation in the environment in which he lives and grows up. It must be remembered that their existence in some dimension belongs to all children. What is the conclusion?

Scientific considerations about factors that protect and support development indicate that they should be treated not only in the areas of protection against threats, but also in the areas of positive development of children and youth. This approach allows for an integral treatment of the area of education, prevention and health promotion at school / institution. Activities that functioned separately in traditional approach.

The handbook on enhance resistance is a collection of methods and ways of work that can help and inspire you to take action to strengthen immunity in children and adolescents.

Magdalena Wieczorek,

Literature:

Szymańska J. Programy profilaktyczne. Podstawy profesjonalnej psychoprofilaktyki, CMPPP, Warszawa 2002.

W. Junik. Na przekór przeciwnościom losu – jak wzmacniać rezilencję dzieci z problemem alkoholowym, w: Chowanna 1, 163-174, 2010.

W. Junik. Resilience. Teoria – badania – praktyka. Parpamedia, Wydawnictwo Edukacyjne, Warszawa 2011.

Methodology of the handbook

The handbook is dedicated to pedagogists, educators, teachers and other specialists that provide professional support in the area of school prevention. The handbook consists of 13 modules that deliver information about risky behaviours that concern young people. It also provides the guidance about the way that “protective factors” (e.g. skills, appropriate attitudes, values, etc.) could be developed during the preventive actions.

Each module includes the following information:

- Title
- General goal(s)
- Learning outcomes
- Methods
- Duration
- Resources needed
- Order of activities (scenarios)

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- Keeping learners safe
- Evaluation of the module
- References

The handbook consists of the following modules:

MODULE 1: Simulation game "Rushing river"

MODULE 2: "Sponsorship"- dangerous relations.

MODULE 3: „On the other side of the network”-„grooming”and „sexting” - risky behavior of young people

MODULE 4: Risky emotions and relationship problems. Pornography, prostitution and the use of a specific life situation children and youth

MODULE 5: Myths and facts about suicide

MODULE 6: Suicide risk factors

MODULE 7: How we overcome difficulties/Overcoming of difficulties

MODULE 8: Addictions of the modern world: drugs and designer drugs

MODULE 9: Discover skills, not disabilities!

MODULE 10: „To be more tolerant”

MODULE 11: I dare you to be different

MODULE 12: “Just the way you are- acceptance versus discrimination”

MODULE 13: “The Way to the Equality Land”

MODULE 14: Different, but all together!

MODULE15: Psychoeducational workshop: „*What lies dormant in my child?*”

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MODULES

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| MODULE 1 : | Simulation game "Rushing river" |
| GENERAL GOAL(S): | To remind adults of the pressures that young people may be facing. |
| LEARNING OUTCOMES | Raising the awareness of the importance of building relationships in the school environment. |

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| METHODS: | Simulation game, drama-theatrical techniques. |
| DURATION: | About 2 hours |
| RESOURCES NEEDED: | A blindfold Masking tape Several pieces of newspaper Index cards Newsprint Markers |
| ORDER OF ACTIVITIES: | <p>1. Prepare index cards with suggested character roles (as provided immediately below). Depending on the size of your group, use as many or few of the characters as appropriate. Be sure that one person gets the Young Person role.</p> <p>2. Explain that too often, as adults, we forget what it is like to be a teenager with competing pressures and influences in our lives. This exercise is an effective way to understand some of the pressures that teens face. Set up the river, laying out two long pieces of masking tape to form it. Ball up several pieces of newspaper and scatter them throughout the river to form barriers. Be creative, calling them alligators, lava, white water, etc.</p> <p>Ask for volunteers for the role-play. Select up to ten volunteers and distribute an index card with a character role to each participant. Give volunteers about two minutes to think about their roles. Explain that there are many conflicting influences in the lives of youth, today more than ever. These influences may affect the decisions that young people make, including decisions about sexuality. Ask all of the volunteers to come up to the front of the room and stand on either side of the river. Ask the Young Person to come forward and blindfold him or her. Explain that the various characters must guide the Young Person down the river, helping her or him avoid the danger spots (alligators, lava, white water, etc.). Give the other characters about 10 minutes to guide the Young Person down the river. Conclude the activity using the discussion points.</p> |
| KEEPING LEARNERS SAFE: | Ensuring that all participants have access to the proposed activities Providing all participants with sufficient space during the simulation game. Applying stop – frames |
| EVALUATION OF THE MODULE: | <p>What did you think of this exercise ?</p> <p>Was it realistic ?</p> <p>Why or why not ?</p> <p>How did it feel to be the Young Person ?</p> <p>Were you faced with similar pressures and influences when you were a teen?</p> |

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|-------------------|---|
| | How do these influences affect a teen's ability to make decisions |
| REFERENCES | Prepared on the basis of: Social integration. Training kit No. 8. Publisher of the Council of Europe, November 2000, pp. 73-74. |

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ANNEX Cards with roles for simulation game Rushing River.

Young Person

Listen to all those who are trying to guide you down the river.

Parent/Foster Parent

You know best. Tell the Young Person what to do, keeping his or her best interests in mind. Use phrases like, "When I was your age ...". Feel free to be creative in your role !

Grandparent

You know best. Tell the Young Person what to do, keeping his/her best interests in mind. Use phrases like, "When I was your age..." Feel free to be creative in your role !

Spiritual / spiritual guide.

You are a moral guide for a young person. Appeal to values. Build a role, be creative.

Colleague / friend

You are a good friend. You really care about a young person. Build a role, be creative.

Social worker

Give advice to the Young Person concerning issues such as drug use, sex, family,

school,etc. Feel free to be creative in your role !

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Policeman

Give advice to a young person about legal consequences. Feel free to be creative in your role !

Health care provider

Give advice to the Young Person regarding his or her health and general well being.
Some examples : talking about smoking, sex, nutrition, weight. Feel free to be creative in your role !

Teacher

Stress the importance of school. Give guidance where you see fit. Feel free to be creative in your role !

Coach / trainer

Develop the passions and interests of a young person. Feel free to be creative in your role !



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| MODULE 2 : | "SPONSORSHIP"- DANGEROUS RELATIONS |
| GENERAL GOAL(S): | The general aim of the activity is to acquire the necessary knowledge about one of the forms of dangerous sexual contact, which is "sponsorship". |
| LEARNING OUTCOMES | <ol style="list-style-type: none"> 1. Awareness of the risks associated with dangerous relationships 2. Identification of protective factors for young people 3. They will acquire the necessary knowledge about the risk of making sexual contacts in exchange for gifts and money. |
| METHODS: | <ul style="list-style-type: none"> • Discussion, • The individual case method, • Brainstorm, • Questionnaire survey • Groupwork • Lecture |
| DURATION: | 65 min |
| RESOURCES NEEDED: | pens, white board, flipchart, paper, multimedia player / film CD |

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| <p>ORDER OF ACTIVITIES:</p> | <p>Activity 1 (5 MIN)</p> <p>Introduction to the workshop and contract</p> <ol style="list-style-type: none"> 1. A short introduction to the "sponsorship" problem. The lecturer informs that the classes will concern one of the forms of risky sexual behavior undertaken by young people - commonly referred to as "sponsoring". 2. The coach proposes to conclude a joint contract, so writing down a few rules that everyone will follow during the workshop, e.g.: <ul style="list-style-type: none"> • We respect others and their opinion on a given topic; • I do not judge other people; • During the classes, we work calmly without various forms of aggressive behavior; • We try to be involved in classes; • When another person speaks, listen carefully; • All information, heard during the workshops, we treat with discretion and respect. • |
| | <p>Activity 2 (10 MIN)</p> <p>Group work: create a definition of "sponsorship"</p> <ol style="list-style-type: none"> 1. The trainer divides participants into small (e.g.: five- person, or six- person) groups. 2. Each group should create a definition of "sponsorship" 3. Each definition should contain information, e.g.: |



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| | <ul style="list-style-type: none"> • Who is a participant in "sponsorship" (perpetrator and potential victim)? • What is the age of people who used in sponsoring? <ul style="list-style-type: none"> • What is the motivation of people involved in the "sponsoring" system? • Where are the meetings held? <ol style="list-style-type: none"> 4. After creating the definition, each group presents their work on the forum. 5. The trainer discusses all created definitions. Summarizes the exercise. |
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| | <p>Activity 3 (10 MIN)</p> <p>Lecture: what do you know about „sponsorship ”</p> <ol style="list-style-type: none"> 1. The trainer provides information about the problem of "sponsoring" among young people, in the form of a multimedia presentation. 2. The presentation should contain a set of short messages, e.g.: <ul style="list-style-type: none"> • Definition of "sponsorship" • The scale of the "sponsoring" phenomenon in a given country and in the world • Who is the victim and who is the perpetrator most often? • At what age are the "sponsors" and victims of this procedure? • What are the mutual "benefits of sponsoring"? • What is the law (in your country and the world) regarding sexual abuse and sexual violence against minors? 3. The trainer summarizes the lecture and briefly refers to the definitions created by the participants. |
| 1. | <p>Activity 4 (10 MIN)</p> <p>Film or story about „ sponsorship ” /Annex no 1, Annex no 2/</p> <p>The trainer presents a selected film or an example story of a person with the problem of "sponsoring" (Annex 1, or film by Kasia Rosłaniec / WarszawskaSzkołaFilmowa: https://www.youtube.com/watch?v=gkGoOlbE9gk , or FundacjaDieciNiczyje: http://fdn.pl/dla-nauczycieli-i-pedagogow)</p> |
| | <p>Activity 5: (15 MIN)</p> <p>Brainstorming:</p> <ol style="list-style-type: none"> 1. The trainer can choose activity to brainstorm, e.g. <ul style="list-style-type: none"> • Presentation and discussion of the film • Or to discuss and read the history of Dominica - Annex no 1 (or other selected history about "Sponsoring", “Galerianki”) |



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| | <p>2. The trainer divides the group into two parts:</p> <ul style="list-style-type: none"> • One group is tasked to write (on cards) losses that people who enter into the system suffer „ sponsorship ” • The second group is to write (on cards) the profits that people who enter into the system have „ sponsorship ” <p>3. Then the trainer summarizes the group's statements</p> <ul style="list-style-type: none"> • What can you lose / destroy through the "sponsoring" system? • And what could happen in other such situations? • What are the risks associated with "sponsoring" (rapes, beatings, addictions ect.)? |
| | <p>Activity 6: (5 MIN)</p> <p>Discussion "What can I do without hurting and judging?"</p> <p>2. The lecturer encourages the workshop participants to think about it:</p> <ul style="list-style-type: none"> • What would they do if they found out that the person they know is involved in „ sponsorship ” and maintains sexual contact for gifts or money. • What can I do for people who feel unworthy, abandoned, discriminated and excluded. • How can I help my friends who think about setting up a "meeting for gifts" or that have stopped dating but suffer the consequences. |
| | <p>Activity 6: (5 MIN)</p> <p>Summary - a short lecture: Where to find help?</p> <p>1. The trainer briefly summarizes the meeting.</p> <ul style="list-style-type: none"> • He indicates the possibilities of help, distributes leaflets with telephone numbers of trust; • Asks short questionnaires about acquired knowledge after the workshop. |
| KEEPING LEARNERS SAFE: | <ul style="list-style-type: none"> • Ensure that access to the activity available for all • Ensure room large enough to allow mobility for all learners. • Provide access to teaching aids and the necessary multimedia equipment. |
| EVALUATION OF THE MODULE: | <p>Activity 7: (5 MIN)</p> <ul style="list-style-type: none"> • Tutor asks participants to complete the questionnaire (Annex no. 4) |
| REFERENCES | <ul style="list-style-type: none"> • AMERICAN PSYCHOLOGICAL ASSOCIATION ONLINE. (2007). Just the facts about sexual orientation and youth: A primer for principals, educators and school personnel. WASHINGTON, DC: American Psychological Association. Retrieved April 25, 2007, from http://www.apa.org/pi/lgbt/publications/justthefacts.html • IALONGO, N., PODUSKA, J., WERTHAMER, L., & KELLAM, S. (2001). The distal impact of two first-grade preventive interventions on conduct problems and disorders in early adolescence. Journal of Emotional and Behavioral Disorders, 9(3), 146-160. • IZDEBSKI Z. (2012). Seksualność Polaków na początku XXI wieku. Studium badawcze. Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego. Kaczorek M., • MYSIOR R. (2015) SPONSORIN –nowy sposób na życie. Remedium . nr 7-8, s. 6-7. |



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| | <ul style="list-style-type: none">• STACHURA K. (2009). Przemiany seksualności. Gdańsk: Wydawnictwo Uniwersytetu Gdańskiego• WHITBECK, L.B., YODER, K.A., HOYT, D.R., & CONGER, R.D. (1999). Early adolescent sexual activity: A developmental study. Journal of Marriage & the Family, 61(4), 934-946. |
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Additional materials for the 2 module:

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| MODULE 2: | <u>"Sponsorship"- dangerous relations.</u> |
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History of Dominica :



I have a problem with my parents for a long time. They do not want to give me money for new clothes, a good cell phone, or for going to the cinema or meeting friends in the city. They are still working and still have no money. At school everyone laughs at me, they say that I have old and unfashionable clothes and that I am a "beggar". My brother does not care, but he is the best in class both in science and in sport. Unfortunately, "I mean nothing - I'm nobody."

Recently, my friend Anna showed me a new mobile phone and great perfume. She told me that she received all the things from a nice gentleman. which she introduced in the shopping gallery. She told me, that she must be very kind to him and do whatever he wants. She also said, that now she can have anything she wants.

A month ago I went to this shopping gallery with her...

I met men who pay a lot for meeting me. I have new clothes, a mobile phone, great shoes, cosmetics and I feel like a "rag". Sometimes I come home beaten and sleepless. I'm afraid. My brother suspects something, but the parents can not see anything.

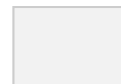
I do not want to live ... what should I do?

History from the film "Galerianki" or

"Sponsoring":

<http://fdn.pl/dla-nauczycieli-i-pedagogow>
<https://www.youtube.com/watch?v=gkGoOlbE9gk>

• Telefon Zaufania dla Kobiet w Cięży i Rodziny o 85 732-22-22



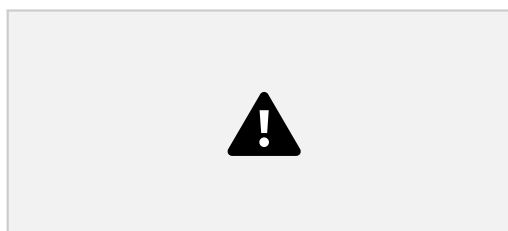
Selected helplines in Poland :

• Ogólnopolskie pogotowie dla ofiar przemocy w rodzinie "Niebieska Linia" (przemoc,

przemoc w rodzinie, przemoc w relacjach)

- o 800 120 002 – telefon zaufania (czynny przez całą dobę)

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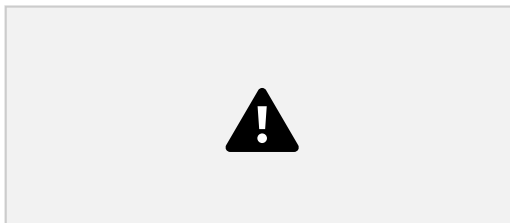


- o niebieskalinia@niebieskalinia.info – poradnia mailowa
- Telefon Zaufania Komitetu Ochrony Praw Dziecka
 - o 22 6269419
- Pogotowie rodzinne
 - o 22 613 69 91
- Poradnia Młodzieżowa i Rodzinna Towarzystwa Rozwoju Rodziny o 22 828 61 92
- Ruch Pomocy Rodzinie
 - o 22 621 03 67
 - Skłócone małżeństwa, problemy młodzieżowe i osobiste
 - o 22 728 64 35
- Narkomania — Pomoc Rodzinie, Infolinia Towarzystwa Rodzin i Przyjaciół Dzieci Uzależnionych „Powrót z U”
 - o 800 120 359
- Telefon Zaufania dla Dzieci i Młodzieży
 - o 116 111
- Dziecięcy Telefon Zaufania Rzecznika Praw Dziecka
 - o 800 12 12 12
 - Ogólnopolski Telefon Zaufania Narkotyki - Narkomania
 - o 801 199 990
 - o http://www.kbpn.pl
 - Infolinia Stowarzyszenia KARAN (problemy narkotykowe)
 - o 800 120 289
- Anonimowa Policyjna Linia Specjalna
 - o 800 120 148
 - Infolinia Pogotowia Makowego Towarzystwa „Powrót z U”
 - o 801 109 696
- POMARAŃCZOWA Linia - program informacyjno-konsultacyjny dla rodziców dzieci pijących alkohol i zażywających narkotyki
 - o 801 140 068
 - o porady/konsultacje on-line – pomoc@pomaranczowalinia.pl
- AIDS- całodobowy ogólnopolski telefon Stowarzyszenia „Bądź z Nami” o 22 692 82 26
 - o 801 888 448 (płatne za pierwszą minutę połączenia)
 - o http://www.swwaids.org
 - o http://www.cd4.com.pl/organizacje/badz-z-nami
- Ogólnopolski Całodobowy Telefon Zaufania AIDS
 - o 22 692 82 26
 - o 801 888 448 (płatne za pierwszą minutę połączenia)
 - o http://www.aids.gov.pl
- Młodzieżowy [i nie tylko] Telefon Zaufania
 - o 9288
- Towarzystwa Pomocy Młodzieży
 - o 22 635 54 67
- Komitet Ochrony Praw Dziecka
 - o 22 831 24 29
- Telefon "Stop Przemocy" dla Dzieci i Młodzieży oraz ich Rodziców o

42 682 28 37

- Telefon zaufania Poradni Profilaktyki i Terapii Uzależnień Monar ○
22 823 65 31
- Narkomania: Pomoc rodzinie - telefon Ogólnopolskiego Pogotowia Makowego ○
22 844 44 70

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- Telefon zaufania Polskiego Towarzystwa Zapobiegania Narkomanii ○
32 206 82 17
 - <http://www.ptzn.katowice.pl>
 - Dla kobiet - telefon wsparcia Federacji na rzecz Kobiet i Planowania Rodziny ○
22 635 93 92
 - Gdy Twoim problemem jest ciąża – telefon Fundacji Pro Familia
 - 22 628 95 24
 - STOP - telefon Centrum Praw Kobiet dla kobiet dotkniętych przemocą i dyskryminacją ○
22 621 35 37
 - Dla rodzin osób zaginionych - telefon Fundacji ITAKA
 - 801 24 70 70 lub 654 70 70
 - Linia Żadnych Pytań - dla zaginionych, którzy chcą dać znak życia
 - 22 654 70 70
 - Dla osób w trudnej sytuacji życiowej - telefon Biura Porad Obywatelskich ○
22 828 12 95
 - Antydepresyjny Telefon Zaufania Centrum ITAKA
 - 22 654 40 41
 - Krajowego Centrum Interwencyjno-Konsultacyjnego dla Ofiar Handlu Ludźmi ○
22 628 01 20
- e-mail: info@kcik.pl
- Telefon zaufania dla prowadzących działalność gospodarczą
 - 572 154 289
- e-mail: telefonzaufania-dlafirm.pl

Anonymousquestionnaire:



| <u>Anonymous questionnaire : "Sponsorship"- dangerous relations.</u> | | | | |
|---|--|-------------------|-----------------|--------------------|
| <u>Workshop participants mark the answer with a cross in the appropriate field</u> | | | | |
| <u>age</u> | | | | |
| <u>woman man</u> | | | | |
| <i>write the age</i> | | | | |
| <u>No</u> | <u>Question</u> | <u>Yes</u> | <u>N</u> | <u>I do</u> |
| | | | <u>o</u> | <u>not</u> |
| | | | | <u>know</u> |
| <u>1</u> | <u>Do you think that "sponsoring" is a common phenomenon in teenagers?</u> | | | |

| | | | | |
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| 2 | <u>Do you know what forms of risk is associated with "sponsorship"?</u> | | | |
| 3 | <u>Do you know people who provide sexual services for "gifts"?</u> | | | |
| 4 | Do you know how to help such a person? | | | |
| 5 | <u>Do you know the reasons why such contacts are made?</u> | | | |

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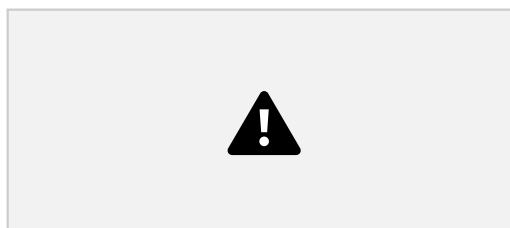


| | | | | |
|---|--|--|--|--|
| 6 | <u>Do you know who you will ask for help if you have a problem?</u> | | | |
| 7 | <u>Do you think, that the information provided by the trainer was valuable to you?</u> | | | |

Thank you for completing the questionnaire

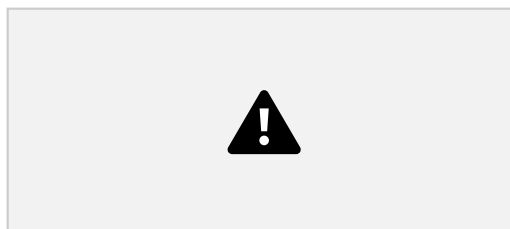
| | |
|--------------------------|---|
| MODULE 3 : | „ON THE OTHER SIDE OF THE NETWORK”. „GROOMING”AND „SEXTING” - RISKY BEHAVIOR OF YOUNG PEOPLE |
| GENERAL GOAL(S): | The general aim of the activity is to acquire the necessary knowledge about one of the forms of dangerous sexual contact, which is “grooming and sexting” |
| LEARNING OUTCOMES | <ol style="list-style-type: none"> 1. Students will be aware of the risks associated with dangerous relationships on the Internet; 2. Students will get information about cyber-violence; 3. Students will get information about activity related to making pictures of sexual content, and taking pictures of victims in degrading and humiliating situations; 4. Identification of protective factors for young people; 5. They will acquire the necessary knowledge about the risks associated with sexting and grooming; |
| METHODS: | <ul style="list-style-type: none"> • Discussion, • The individual case method, • Brainstorm, • Questionnaire survey • Groupwork • Lecture |
| DURATION: | 60 min |

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| RESOURCES NEEDED: | pens, white board, flipchart, paper, multimedia player / film CD |
| ORDER OF ACTIVITIES: | <p>Activity 1 (5 MIN)</p> <p>Introduction to the workshop and reminder of the contract:</p> <ol style="list-style-type: none"> 1. A short introduction to the problem. The lecturer informs that the classes will concern the forms of risky sexual behavior undertaken by young people - commonly referred to as “grooming and sexting”. 2. The coach proposes to conclude a joint contract, so writing down a few rules that everyone will follow during the workshop, e.g.: <ul style="list-style-type: none"> • We respect others and their opinion on a given topic; • I do not judge other people; |



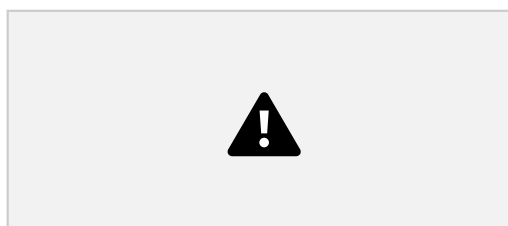
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| | <ul style="list-style-type: none"> • During the classes, we work calmly without various forms of aggressive behavior; • We try to be involved in classes; • When another person speaks, listen carefully; • All information, heard during the workshops, we treat with discretion and respect. |
| | <p>Activity 2 (10 MIN)</p> <p>Group work: create a definition of „grooming and sexting”</p> <ol style="list-style-type: none"> 1. The trainer divides the participants into small (eg Five-person or six-person) groups. 2. Each group should describe what they know about "grooming" and "sexting" 3. Each group receives one of the flipchart cards, then it should write the information: <ul style="list-style-type: none"> • What is “grooming” and how is it different from “sexting”? • What is the motivation of victims to make risky online contacts <ul style="list-style-type: none"> • What is the motivation of the victims to send their naked photos (photos of people who are not fully dressed) to friends, strangers or other people? • What is the age of the victims and perpetrators of "grooming" and "sexting"? • Where can the perpetrators and victims meet? 4. After creating the definition, each group presents their work on the forum. 5. The trainer discusses all created definitions. Summarizes the exercise. |

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| | <p>Activity 3 (10 MIN)</p> <p>Lecture: what do you know about “grooming and sexting”.</p> <ol style="list-style-type: none"> 1. The trainer provides information about the problem of "grooming" and "sexting" among the youth in the form of a multimedia presentation. It shows the real risk of being a victim. 2. The presentation should contain a set of short messages, e.g. <ul style="list-style-type: none"> • Definition of "grooming" and "sexting" • The scale of the phenomenon in a given country and in the world • Who is the victim and who is the perpetrator most often? • At what age are the perpetrators and victims of "grooming" and "sexting"? • In what space (virtual / real) do the victims and perpetrators meet? 3. The trainer summarizes the lecture and briefly refers to the definitions created by the participants. |
| | <p>Activity 4 (15 MIN)</p> <p>The trainer chooses a fragment of the films :</p> <ol style="list-style-type: none"> 1. Film about "grooming" and "sexting" /Annex no 1/ |



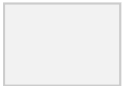
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| | <p>Activity 5: (15 MIN)</p> <p>Brainstorming:</p> <ol style="list-style-type: none"> 1. After watching the fragments of the film about grooming and sexting, the trainer divides participants into small groups (5-6 people). The trainer asks individual groups to write on the cards: <ul style="list-style-type: none"> • What activities are characteristic of “grooming”: for example: the perpetrator gives false information about himself (age, gender, place of residence, intentions, sexual orientation, etc.) • What activities are characteristic of “sexting” for example: (taking pictures of yourself and others and sending them to the Internet, blackmailing, intimidating, mocking on internet forums, etc.) • What can be done to avoid entering into a risky sexual relationship (looking for forms of help)? • What are the risks associated with "grooming" and "sextingem"? 2. Then the trainer summarizes the statements of groups in the form of a "summary table" drawn on a flipchart(Annex No. 2) 3. Each group discusses written messages and attaches to the "summary table" |
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| | <p>Activity 6: (5 MIN)</p> <p>Summary - a short lecture: Where to find help?</p> <p>1. The trainer briefly summarizes the meeting.</p> <ul style="list-style-type: none"> • Indicates the possibilities of help, deals cards with basic information (Annex No. 3). • Asks for a short questionnaire on acquired knowledge after the workshop. |
| | <ul style="list-style-type: none"> • Ensure that access to the activity available for all • Ensure room large enough to allow mobility for all learners. • Provide access to teaching aids and the necessary multimedia equipment. |
| EVALUATION OF THE MODULE: | <p>Activity 7: (5 MIN)</p> <ul style="list-style-type: none"> • Tutor asks participants to complete the questionnaire (Annex no. 4) |
| REFERENCES | <ul style="list-style-type: none"> • CENTERS FOR DISEASE CONTROL AND PREVENTION. (2007). Sexual risk behaviors. Washington, DC: U.S. Department of Health and Human Services (HHS). Retrieved May 15, 2007, from http://www.cdc.gov/HealthyYouth/sexualbehaviors/index.htm • DZIEWANOWSKA M. (2012). Sexting- wyzwanie dla prawa i rzeczywistości, Niebieska Linia nr 2, s. 27-29. • GIDDENS A. (2006). Przemiany intymności. Seksualność, miłość i erotyzm we współczesnych społeczeństwach. Warszawa: Wydawnictwo Naukowe PWN. • GOLA B. (2008). Modele zachowań seksualnych w prasie młodzieżowej i poglądach nastolatków. Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego. • LIVINGSTONE S., MASON J. (2015). Sexual rights and sexual risks among youth online. A review of existing knowledge regarding children and young people's developing sexuality in relation to new media environments. London, This report was commissioned by eNACSO, THE EUROPEAN NGO ALLIANCE FOR CHILD SAFETY ONLINE : Web: www.enacso.eu • MYSIOR R. (2012). Grooming–uwodzenie dzieci w Internecie. Remedium nr 9, s. 4-5. |



Additional materials for the 3 module:

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| MODULE 3 : | <p>„On the other side of the network”. Grooming and sexting - risky behavior of young people</p> |
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History from the film “ sexting”

Buckinghamshire Safeguarding Children Board BSCB Strategy:
<https://www.youtube.com/watch?v=FakGpaTPgD4>

History from the film “ Grooming ”

B4UClick is the premier resource for online safety education in the United States. B4UClick aims to create a way to educate, communicate, and provide a way to report online abuse of any kind in a manner familiar to children and adolescents. In addition, B4UClick has supporting resources for parents, caregivers, teachers, and educators that meet government educational testing standards
<https://www.youtube.com/watch?v=IUjwHPah72o>

„On the other side of the network”.

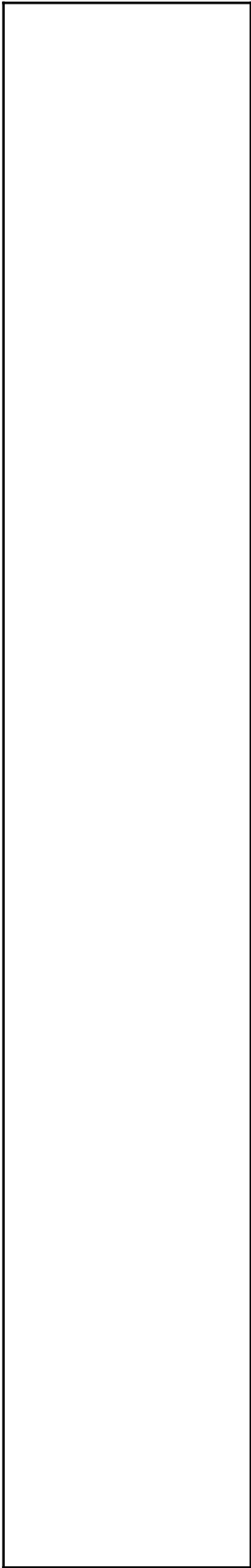
**Grooming and sexting - risky behavior of young people
summary table**

**On the other side of the network
summary table**

**What activities are
characteristic of
“grooming”**

**What activities are
characteristic of “sexting”**

Forms of help



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RISKY/ CORRECT SEXUAL BEHAVIOR OF YOUTH

According to specialists' opinions

| No | RISK SEXUAL BEHAVIOR |
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| 1 | Sexual contacts for pay (so-called sponsorship) |
| 2 | Sexual contacts without protection |
| 3 | Sexual contacts with multiple partners / sexual games |
| 4 | Accidental sexual contact with strangers |
| 5 | Sexual contacts under the influence of alcohol / drugs |
| 6 | Sexual contacts with older people |

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| CONSEQUENCES RIS |
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| Sexually transmitted diseases HIV / AIDS, |
| A sense of shame and self-loathing |
| Unwanted pregnancies |
| Family problems |
| Disturbed peer contacts |
| Exposure to violence, aggression and addic |
| Depressive tendencies |

| DICTIONARY OF RIS CHILDREN |
|---|
| Grooming - this is to establish sexual relat the activity of adults who want to use the c |
| Sexting - it is posting photos of peers onlin derogatory and humiliating. |
| Sex chat - undressing children and teenage |
| Prostitution - having sex in return for a fir |
| Pornography - displaying nudity in pictur anonymously on the Internet. |

Anonymous questionnaire:



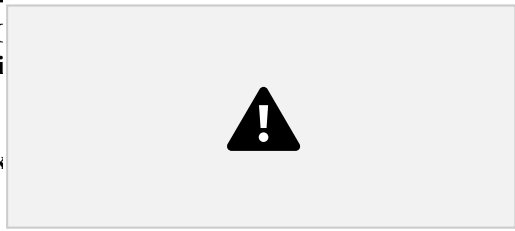
Anonymous questionnaire : „C
network”. Grooming and sexti
people.

Workshop participants mark

age

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| No | Question |
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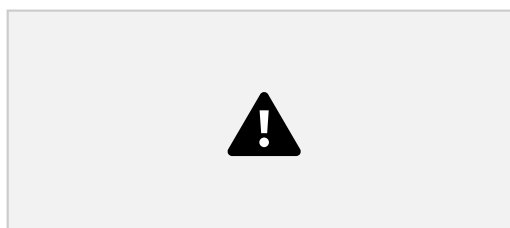
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| 1 | Do you think that "grooming" and is a common phenomenon in child youth ? |
| 2 | Do you know what forms of risk is with "grooming" and "sexting" ? |
| 3 | Do you know people who may be or perpetrator in the area of "grooming" or "sexting" ? |
| 4 | Do you know how to help such a p |
| 5 | Do you know the reasons why such are made? |
| 6 | Do you know who you will ask for have a problem? |
| 7 | Do you think, that the information the trainer was valuable to you? |

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Thank you for completing the questionnaire

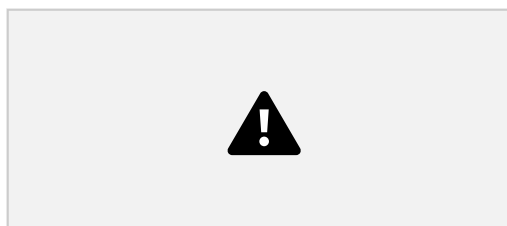
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| MODULE 4: | RISKY EMOTIONS AND RELATIONSHIP PROBLEMS PORNOGRAPHY, PROSTITUTION AND THE USE OF A SPECIFIC LIFE SITUATION CHILDREN AND YOUTH |
| GENERAL GOAL(S): | The general aim of the activity is to acquire the necessary knowledge about one of the forms of dangerous sexual contact, which is pornography, prostitution and the use of a specific life situation children and youth |
| LEARNING OUTCOMES | <ol style="list-style-type: none"> 1. Students will be aware of the risks associated with dangerous relationships and dependencies and prostitution and pornography 2. Students will get information about crime associated with risky sexual behavior; 3. After the workshop, students will be able to point out protective factors and help factors; 4. They will acquire the necessary knowledge about the risks associated with prostitution, pornography and disturbed relationships. |

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| METHODS: | <ul style="list-style-type: none"> • Discussion, • Drama • The individual case method, • Brainstorming, • Questionnaire survey • Groupwork • Lecture |
| DURATION: | 60 min |
| RESOURCES NEEDED: | pens, white board, flipchart, paper, multimedia player / film CD |



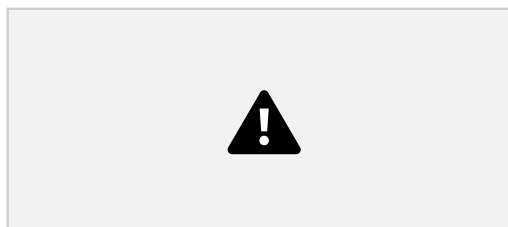
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| ORDER OF ACTIVITIES: | <p>Activity 1 (5 MIN)</p> <p>Introduction to the workshop and reminder of the contract:</p> <ol style="list-style-type: none"> 1. A short introduction to the problem. 2. The lecturer informs that the classes will concern the forms of risky sexual behavior undertaken by young people or – pornography, prostitution and the use of a specific life situation children and youth 3. The coach proposes to reminding a joint contract, so writing down a few rules that everyone will follow during the workshop, e.g.: <ul style="list-style-type: none"> • We respect others and their opinion on a given topic; • I do not judge other people; • During the classes, we work calmly without various forms of aggressive behavior; • We try to be involved in classes; • When another person speaks, listen carefully; <ul style="list-style-type: none"> • All information, heard during the workshops, we treat with discretion and respect. |
| | <p>Activity 2 (10 MIN)</p> <p>1. Story about: pornography, prostitution and the use of a specific life situation children and youth</p> <ol style="list-style-type: none"> 1. Based on the presented story, try to define prostitution, pornography and the specific life situation of the victim. 2. The trainer divides participants into groups (5-6 persons). 3. Each group reads the presented story (Annex No. 1) |

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| | <p>Activity 3 (20 MIN)</p> <p>Group work, Brainstorming : create a definition of pornography, prostitution and the use of a specific life situation children and youth</p> <ol style="list-style-type: none"> 1. The trainer divides participants into small groups (eg Five-person or six-person). 2. Each group should describe (based on the story of Joanna and his own knowledge) what he knows about prostitution, pornography, and risky sexual behavior 3. Each group receives "small-self-adhesive" cards. They should write information on them: <ul style="list-style-type: none"> • What is pornography (eg, sharing sexual situations on the Internet, recording others, sharing photos online, etc.) • What is prostitution (for example: forcing victims to prostitution, violence, aggression, taking identity documents, etc.) • What is the motivation of victims and perpetrators to take risky sexual behavior • What is the age of the victims and perpetrators • Where can the perpetrators and victims meet? 4. After creating the definition, each group presents their work in the forum. 5. He glues his information on the "bulletin board"(Annex No 2) 6. The trainer discusses all created definitions and information. summarizes |
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| | <p>Activity 4 (20 MIN)</p> <p>Drama and film: History of 16-year-old Paulina:</p> <ol style="list-style-type: none"> 1. The trainer divides participants into small groups (eg 4 - person). 2. The students are watching film (history of 16-year-old Paulina) – Annex No 3 4. After the screening of the film .. 5. Participants have the task to play a role in drama: <ul style="list-style-type: none"> • mother and father - persuade Paulina that she would not go abroad (e. g: in the country is better; safer; "look - the situation is strange and your boyfriend should not ask you for a trip - you still go to school", etc.) • Paulina - who wants to go abroad to a boyfriend (e.g "I love my boyfriend" "I have to see him" "I would like to help him" etc.) • A witness to a conversation - (e.g: he must think about it: how Paulina's conversation with her parents: father and mother; how to help a family; what arguments are missing, etc.) 6. Summary. 7. The coach together with the group discusses: <ul style="list-style-type: none"> • The rules of assertive speaking are not; • Principles of mediation; • How do Joanna's parents feel; • How Joanna feels in this situation; • What the witness of the incident sees. |
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| | <p>Activity 5 (10 MIN)</p> <p>Lecture: what do you know about pornography, prostitution and the use of a specific life situation childran and youth</p> <ol style="list-style-type: none"> 1. The trainer provides short information about the problem of pornography, prostitution and the use of a specific life situation childran and youth in the form of a multimedia presentation. 2. It shows the real risk of being a victim. 3. It shows in what space (virtual / real) do the victims and perpetrators meet? 4. What is the risk and consequences 5. The trainer summarizes the lecture and briefly refers to the definitions created by the participants. |
| KEEPING LEARNERS SAFE: | <ul style="list-style-type: none"> • Ensure that access to the activity available for all • Ensure room large enough to allow mobility for all learners. • Provide access to teaching aids and the necessary multimedia equipment. |
| EVALUATION OF THE MODULE: | <p>Activity 7: (5 MIN)</p> <ul style="list-style-type: none"> • Tutor asks participants to complete the questionnaire (Annex no. 4) |
| REFERENCES | <ul style="list-style-type: none"> • BĘBAS S. (2014) Patologie I zagrożenia wirtualnego świata – wybrane aspekty. Wychowanie Na Co Dzień nr 3, s. 21-26. • GARDIAN-MIAŁKOWSKA R. (2015)ProstytucjaNioletnich. Remedium nr 1, s. 1-4. • KURZĘPA J. (2005). Młodzieżpogranicza-“świnki”. O prostytucjinieltnich. Impuls. • MELASA W.(2008) Zainteresowanie nastoletnich chłopców ofertami seksualnymi w Internecie Problemy Opiekuńczo-Wychowawcze nr 5, s. 42-46. |



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| | <ul style="list-style-type: none"> • WOJTASIK Ł. (2004). Nigdy nie wiadomo, kto jest po drugiej stronie. Ogólnopolska kampania społeczna „Dziecko w sieci” .Niebieska Linia nr 3, s. 30-31 27. • KLAIN E. J. (1999)Prostitution of Children and Child-Sex Tourism: An Analysis of Domestic and International Responses. National Center for Missing &ExploitedChildren.Rockville. • FOX J.(2014).IntoHell: Gang-Prostitution of Minors, 20 Wash. & Lee J. Civ. Rts. &Soc. Just. 591.Availableat: http://scholarlycommons.law.wlu.edu/crsj/vol20/iss2/11 |
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Additional materials for the module 4:

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| MODULE 4 : | <p>Risky emotions and relationship problems</p> <p>Pornography, prostitution and the use of a specific life situation</p> |
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History from the Pornography,

prostitution and the use of a specific life situation

Sixteen-year-old Joanna was a very nice but shy girl. One day she acquainted the great boy Lukas. She fell in love at first sight. He was tender, thoughtful and cared for her very much. There were days when he did not leave her for a second. Joanna's family, however, saw many flaws in Lukas. The boy was much older than Joanna. He was 24 years old. He did not work and did not learn. He did not maintain contact with his family. However, he had a very good car and a large apartment and money. He also met with strange people. Sometimes the family witnessed very aggressive telephone conversations.

However, Joanna did not see anything.

One day Lukas told Joanna that he had a terrible financial problem. He asked her to take part in a ball for businessmen and talk to them at the table and dance with them. In exchange for this service, businessmen promised to pay a large sum of money.

Joanna agreed and went to the ball with businessmen. She was raped there by them and brutally beaten. However, she got money - "for sexual service". She gave all the money she had earned to Lukas. The boy said he loves her very much, but he needs more money. Despite the pain and humiliation, Joanna did not tell her parents.

One day Lukas told Joanna that he had a terrible financial problem. He asked her to take part in a ball for businessmen and talk to them at the table and dance with them. In exchange for this service, businessmen promised to pay a large sum of money.

Joanna agreed and went to the ball with businessmen. However, she was brutally raped and beaten. However, she got money - "for sexual service". She gave all the money she had earned to Lukas. The boy said he loves her very much, but he needs more money. Despite the pain and humiliation, Joanna did not tell her parents. Lukas insisted that she go again to meet with businessmen. Joanna loved the boy and she agreed. Once again she came back beaten and raped. She told him that she would never go there again. Lukas, however, had photos taken during events with businessmen - he said he would show photographs to her parents and friends. Joanna



was wasted ... she was afraid of harassment and humiliation. She had to start working as a prostitute ...

In time, Lukas began recording her sexual encounters and posting on the internet. Joanna's life turned into a nightmare

Without taking drugs and alcohol, she could not start the day

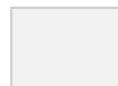


Risky emotions and relationship problems
Pornography, prostitution and the use of a specific life situation

Pornography, prostitution and the use of a specific life situation children and youth summary table

What is pornography What is prostitution What is a specific life situation children and youth

The story of 16-year-old Pauline





The educational material of the Foundation We Give Children A Strength (formerly the Nobody's Children Foundation).

<https://www.youtube.com/watch?v=TETojzBHQT0>

Anonymous questionnaire:

Anonymous questionnaire :

**Risky emotions and relationship problems
Pornography, prostitution and the use of a specific life situation children
and youth**

Workshop participants mark the answer with a cross in the appropriate field

age

woman man

write the age

No Question Yes No I do not

know

- 1 Do you think that prostitution and pornography are common phenomena in children and adolescents?
- 2 Do you know what forms of risk are associated with prostitution and pornography of other sexual risky behaviors?
- 3 Do you know people who may be a victim or perpetrator in the field of pornography and prostitution?
- 4 Do you know how to help such a person?
- 5 Do you know the reasons for these contacts?
- 6 Do you know who you will ask for help if you have a problem?
- 7 Do you think the information provided by the coach was valuable to you?

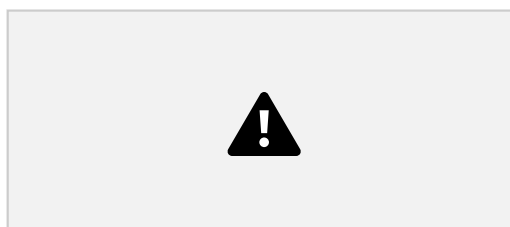
Thank you for completing the questionnaire



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| MODULE 5: | MYTHS AND FACTS ABOUT SUICIDE |
| GENERAL GOAL(S): | To provide correct information and develop an adequate approach to suicides. |
| LEARNING OUTCOMES | <ul style="list-style-type: none"> • Students will be able to understand what myths and true facts about suicides are; • They will gain realistic knowledge; • They will be able to speak more openly about this topic. |
| METHODS: | Discussion, questionnaire survey. |
| DURATION: | 60 min |
| RESOURCES NEEDED: | pens, white board, flipchart, paper, hand-outs |
| ORDER OF ACTIVITIES: | <p>Activity 1: “Brainstorming” 15 min The trainer asks participants (they could be divided into small groups) to think about the importance of suicide topic. Trainer can ask some additional questions:</p> <ul style="list-style-type: none"> - Why is it important to talk about suicides? - Why is it difficult to talk about this topic? - How knowledge about this topic can help me and my peers? <p>The trainer should attempt to engage all participants in discussion. Criticism and evaluation should be avoided. In the end of discussion, the thoughts are summarised. This topic can be frightening because of large emotional charge and the lack of knowledge. We will speak about this topic during several meetings to feel stronger when experiencing life difficulties.</p> <p><i>Students do not tend to talk about their suicidal thoughts. It shows that they do not trust surrounding people and fear to be misunderstood. Few will tell school management about their friend who intends to commit suicide and it shows a twofold problem: students do not want to betray their friends or fear responsibility that can upset in case of the worst scenario.</i></p> |
| | <p>Activity 2: Questionnaire “Statements about suicide” (Annex No.1) 10 min • Tell the students that the questionnaire answers will help to learn about knowledge and attitudes to suicides.</p> <ul style="list-style-type: none"> • Provide an instruction: “Read each statement of the questionnaire and assess if, in your opinion, it is true (mark it with letter “T”) or false (letter “F”). The questionnaire is anonymous, so you do not need to write down your name and surname; just mark it with a specific sign to be able to recognise your questionnaire latter. Fill in the questionnaire individually.” • Collect the questionnaires. |
| | <p>Activity 3: Discussion of the questionnaire 15min • Divide students into groups of 5 people.</p> <ul style="list-style-type: none"> • Ask the groups: “What statements caused most doubts?” • Ask the representative of each group to present the summary of group discussion. • Write down the most important observations of each group on a whiteboard. • Summarize the student’s statements. Discussion can reveal different views. |

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| | <p>Activity 4: Comparison of myths and facts about suicide 15 min • Divide students into groups.</p> <ul style="list-style-type: none"> • Distribute hand-outs (Annex No.2). • Ask groups to discuss material provided in the list and discover what didn't match the previous opinion. • Ask the representative of each group to present observations emerged in group discussion and discrepancies they discovered. |
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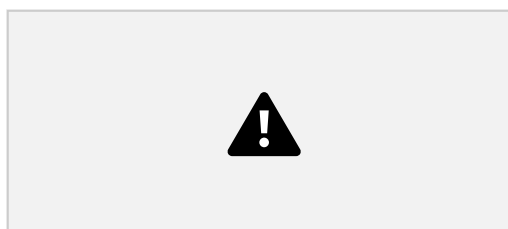
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| | <ul style="list-style-type: none"> • Take care of discussing all myths and facts. |
| KEEPING LEARNERS SAFE: | <ul style="list-style-type: none"> • Ensure that access to the activity is available for all. • Ensure room large enough to allow mobility for all learners. |
| EVALUATION OF THE MODULE: | <p>Ask students to complete 3 sentences orally or in written 5min • It was new to me that...</p> <ul style="list-style-type: none"> • I learned that... • I was surprised by... |
| REFERENCES | <ul style="list-style-type: none"> • Pivorienė R. V., Striunga S., Sturlienė N., Švyturys. Savižudybių prevencijos programa/Vilniaus miesto psichologinė pedagoginė tarnyba, 2000 • Savižudybių prevencija mokykloje. Metodinė medžiaga. Medžiagą parengė: Virginija Mikėnienė, dr. Kristina Ona Polukordienė, dr. Paulius Skruibis, Jelena Trofimova. Jaunimo psichologinės paramos centras. Vilnius, 2012 |

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| MODULE 6: | SUICIDE RISK FACTORS |
| GENERAL GOAL(S): | Highlight experiences, feelings, thoughts that overwhelm a person in a difficult situation. |
| LEARNING OUTCOMES | <ul style="list-style-type: none"> • Students will discover the problems experienced by teenagers. • Students will understand what feelings are caused by various difficulties and problems. • Students will understand the relations between encountered problems and experiences. • Students will understand what difficulties and experiences increase/cause the risk of suicide. |
| METHODS: | discussion, reflection, role-play. |
| DURATION: | 60 min |
| RESOURCES NEEDED: | pens, white board, flipchart, paper, hand-outs |

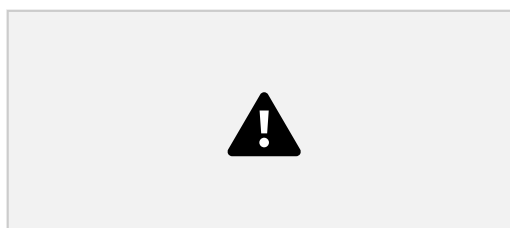
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| <p>ORDER OF ACTIVITIES:</p> | <p>Activity 1: “Brainstorming” 15 min Ask students a question: - What difficulties are faced by teenagers, youngsters in their lives: in their family, at school or with peers, etc.? The trainer encourages the participants to list as many difficulties/problems as possible and write them down on a piece of paper. The trainer helps youngsters not to avoid inconvenient topics: risky behaviour, alcohol, drugs, bullying, etc. The list of difficulties will be needed in “Module 3” during the Activity 3.</p> |
| | <p>Activity 2: brainstorming “Feeling’s map” 15 min • Ask students what feelings they know. Write them down on a piece of paper in a random order, similarly as on a map. Encourage to list as many feelings as possible. • Explain students that there are no “good” or “bad” feelings. All emotional experiences are the part of our inner life. • Summarize the conversation. Life difficulties and problems can cause very strong feelings to a teenager and they can become unbearable and depressing. It is difficult for a person overwhelmed by such feelings to tell about them because he/she can fear of frightening others or being misunderstood. It is difficult to describe them in words. Only when we become aware of and name our feelings, we can control and manage them. Therefore, it is very important to be able to recognize our own feelings and feelings of the companion, to have a sufficient dictionary to name the feelings and be able to speak about the feelings and express them.</p> |
| | <p>Activity 3: game “Monster” 25 min</p> |



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| | <p>In the beginning of the game all players stand in circle. The “Monster” stands in the middle of the circle; it can move only very slowly and imitate jaws with his hands. His goal is to approach a selected player and “swallow” him, i.e. imitate swallowing by hugging him with his hands- “jaws”. In the beginning of the game the trainer takes the role of the “Monster” to show how to play. A participant who sees the “Monster” approaching has the only way to escape: by asking for another participant’s help with his eyes only. The player who sees that his help is needed should tell his name loudly to draw the “Monster’s” attention to himself. So, having heard the participant’s name, the “Monster” starts moving towards a new “victim” slowly. If the “Monster” manages to reach the “victim” and hug him, the hugged player becomes the “Monster” and stands in the middle of the circle to continue the game. Discussion: - What were the feelings experienced by “victims” when the danger was approaching? - Did they succeed to ask for help with their eyes? - What did they feel when nobody responded to their call for help? - What did the “victim” feel when he heard the name of his saviour? - What did the “Monster” feel?</p> <p>Discussion on the topic how difficult it could be to ask for help, to wait for it and hope... Not to disappoint if you don’t get help from the person you expected to help and search for it in a different place... - Who is a “Monster” that frightens me in my life, and it seems that there is no escape from it?</p> |
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| KEEPING LEARNERS SAFE: | <ul style="list-style-type: none"> • Ensure that access to the activity is available for all • Ensure room large enough to allow mobility for all learners. |
| EVALUATION OF THE MODULE: | <p>Ask the students to complete 3 sentences orally/in written 5min • It was new to me that...</p> <ul style="list-style-type: none"> • I learned that... • I was surprised by... |
| REFERENCES | <ul style="list-style-type: none"> • Pivorienė R. V., Striunga S., Sturlienė N., Švyturys. Savižudybių prevencijos programa/Vilniaus miesto psichologinė pedagoginė tarnyba, 2000 • Savižudybių prevencija mokykloje. Metodinė medžiaga. Medžiagą parengė: Virginija Mikėnienė, dr. Kristina Ona Polukordienė, dr. Paulius Skruibis, Jelena Trofimova. Jaunimo psichologinės paramos centras. Vilnius, 2012 |

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| MODULE 7: | HOW WE OVERCOME DIFFICULTIES/OVERCOMING OF DIFFICULTIES |
| GENERAL GOAL(S): | Develop the student's belief that help is possible and necessary to a person who experiences a crisis. |
| LEARNING OUTCOMES | <ul style="list-style-type: none"> • Students will learn to recognize suicide factors. • Students will learn about appropriate ways to help. • Students will become more confident to solve life problems. |
| METHODS: | Discussion, reflection, role-play. |
| DURATION: | 60 min |
| RESOURCES NEEDED: | E.g. pens, white board, flipchart, paper, hand-outs |



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| ORDER OF ACTIVITIES: | <p>Activity 1: “Brainstorming” 10 min Ask the students:</p> <ul style="list-style-type: none"> - Is it possible to avoid life crises, difficulties and problems? - Why a person who experiences a crisis do not see the way out and becomes reserved? - How to understand that a person has suicidal intentions? <p>During the discussion the trainer emphasizes that all people experience difficulties, problems, crises and sometimes may have suicidal thoughts. When experiencing a crisis, depression the thinking gets narrow, the feeling of isolation becomes stronger and a person feels helpless and hopeless.</p> <p>We can notice signs that a person asks for help: a person loses interest in leisure, hobby, stops communicating, behaves carelessly, makes harm to him/herself, excessively consumes alcohol or drugs, does not take care of his/her appearance, tells that he/she “cannot stand...”, “does not understand what happens...”, “he/she always fail...”, “nobody can help me...” and etc. It is important to notice signs of asking for help even if help is not requested directly.</p> |
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| | <p>Activity 2: Reading of farewell letters 25 min Writing a letter is a cry for help.</p> <ul style="list-style-type: none"> • Provide questions to be answered after reading the letters. Write them down on a white board or a poster: <ul style="list-style-type: none"> - Tell what did the person who wrote the letter feel? - What kind of life problems are reflected in his/her letter? - What cries for help could be noticed by people around? • Divide students into 4 groups and give one letter to each group. (Annex No.3, 4, 5, 6) • Ask the group to read the letter and answer the provided questions. • Ask the representative of each group to read the letter and group answers to questions. Write them down on a white board/paper. While summarising the student's reflections, emphasize what feelings people experience, what problems they encountered and what cries for help/signs should be responded to by people around. |
| | <p>Activity 3: discussion "Appropriate-inappropriate ways" 10 min</p> <p>Please think about yourself:</p> <ul style="list-style-type: none"> - What are your ways to solve difficulties and problems? - What are APPROPRIATE and INAPPROPRIATE ways to solve the issues? <ul style="list-style-type: none"> • Divide participants into groups of 4 persons. Each group discusses the ways to overcome problems and compiles the lists of Appropriate and Inappropriate ways. Hang out "The list of Problems/Difficulties" that was developed during the first meeting so that participants can base on it. • The representative of a group introduces the lists. • The general list of Appropriate and Inappropriate ways is compiled. <p>The trainer should make careful distinctions between appropriate/inappropriate ways and behaviour because those ways that seem an appropriate solution of a problem for a teenager can deepen an issue or a crisis. During the discussion suicide should be listed as an inappropriate way for solving problems.</p> <p>We can listen, help to get oriented in a situation, tell adults who are important to us and whom we can trust and help to find specialists. Having heard about the intent to commit suicide, it is important to inform about it immediately.</p> <ul style="list-style-type: none"> • Suggest everybody to think about and tell the name of a person whom they would contact in case of a crisis. • Hand out flyers with the contacts of people who can help in school and community. (Annex No. "You are not alone"). |



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| | <p>Activity 4: game “Everybody who.... hug each other” 10 min</p> <p>The participants walk around the room. The trainer tells a feature, an activity etc. loudly and everybody who shares this feature should get together and hug.</p> <ul style="list-style-type: none"> • The trainer says: “Everybody who has blond hair, hug.” • The participants sharing the same feature should find each other and hug. Others observe. • When listing the features, the trainer should ensure that all participants of the group would hug many times. • If the trainer thinks that students would not like to hug, he can offer to hold each other’s hands. <p>Examples of common features: to have a dog, to drink coffee in the morning, to like fishing, to postpone tasks, to be the only child in a family, to get late sometimes, to enjoy sporting, to be sad, to wear glasses etc.</p> <ul style="list-style-type: none"> • The trainer thanks everybody for being open and willing to understand and help themselves and others. |
| <p>KEEPING LEARNERS SAFE:</p> | <ul style="list-style-type: none"> • Ensure that access to the activity is available for all • Ensure room large enough to allow mobility for all learners. |
| <p>EVALUATION OF THE MODULE:</p> | <p>Ask the students to complete 3 sentences orally/in written 5 min • It was new to me that...</p> <ul style="list-style-type: none"> • I learned that... • I was surprised by... |
| <p>REFERENCES</p> | <ul style="list-style-type: none"> • Pivorienė R. V., Striunga S., Sturlienė N., Švyturys. Savižudybių prevencijos programa/Vilniaus miesto psichologinė pedagoginė tarnyba, 2000 • Savižudybių prevencija mokykloje. Metodinė medžiaga. Medžiagą parengė: Virginija Mikėnienė, dr. Kristina Ona Polukordienė, dr. Paulius Skruibis, Jelena Trofimova. Jaunimo psichologinės paramos centras. Vilnius, 2012 |

Annex No.1

QUESTIONNAIRE

INITIALS _____

CLASS _____

SCHOOL _____

DATE _____



| | TRUE | FALSE |
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| 1. People who commit suicide are insane | | |
| 2. Depression is the main feature of a person who thinks about suicide | | |
| 3. Suicides happen suddenly | | |
| 4. People who speak about suicide do not commit suicide | | |
| 5. Speaking about suicide with a person can make him thinking of this idea | | |
| 6. Suicide often is the main reason of death among teenagers | | |
| 7. If you promised to keep suicide thoughts of your friend in secret, you should keep your promise | | |
| 8. Failure, loss of things is a sign of suicide danger | | |
| 9. You should always try to influence your friend to stop him thinking about suicide | | |
| 10. Suicide is a way to solve problems used by human beings | | |
| 11. Speaking about suicide is a sign of suicide danger | | |
| 12. People who think about suicide, at the same time experience two opposite feelings – one part of them wants to live, while another wants to die | | |
| 13. The best that could be done when you suspect that somebody is thinking about suicide is to straightforwardly ask him/her about it | | |
| 14. If your friend is thinking about suicide and has a plan for it, it is a crisis and he needs to get help immediately | | |
| 15. It is impossible to help people who are thinking about suicide | | |

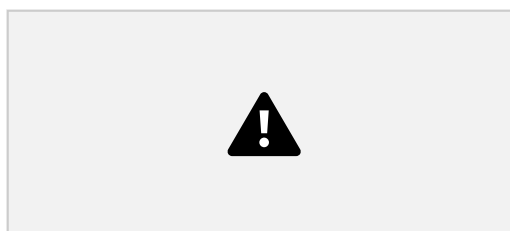
Annex No. 2

Myths and facts about suicide

| Myth | Fact |
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| 1. People who speak about suicide do not commit suicide. | Eight of ten people who committed suicide, gave clear warning signs about their intentions. People who think about committing suicide often tell about their intentions in various ways. In most cases they speak or write about it. People who speak about suicide should be taken seriously. They do not only seek for your attention – they ask for help . |

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| 2. Suicides happen without any previous warning. | Research shows that people who commit suicide give a lot of “keys” and warning signs about their intentions. If people truly feel hurt, they sometimes show feelings that are opposite to what they really feel. Often teenagers hide their pain behind aggressive and violent behaviour. They engage in a risky behaviour or behave in destructive ways to change the situation or escape it. Drug usage increases the risk of suicide. |
| 3. People who commit suicide truly want to die. | Most suiciders are not completely determined to live or to die. They “gamble with death“ by leaving others the chance to rescue them. Almost nobody committed suicide without leaving a message to others about their feelings. |
| 4. If a person is a “suicider”, he/she will remain a “suicider” forever. | A person who has decided to commit suicide is a “suicider” for a certain period. It is possible to help people who think about committing suicide. |
| 5. Suicides are more often among rich people or, vice versa, they are common only to poor people. | Suicides is not a rich or poor people “disease” or “privilege”. Suicide is often very “democratic” and is equally common for all social groups. |

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| 6. Suicide is inherited. | Suicide cannot be inherited; it is an individual thing. |
| 7. All suiciders have psychic disorders. | Research of hundreds of suiciders shows that although a suicider is a very unhappy person, he/she does not necessarily have a psychic disorder. |
| 8. Conversations about suicide can inculcate a thought about it and encourage to commit suicide. | Conversations about suicide do not encourage a person to act this way. By contrary, they provide an opportunity to speak about his/her feelings. |

Annex No.3

Farewell letter

To anyone who will find this letter:

Marija hates school. Going to school is not her favourite activity. No matter how many efforts she puts, she fails to do anything. She got tired of trying. Teachers get angry that she does not complete tasks. Children laugh at her and call her stupid. Marija cannot think clearly. She was crying all last night. I can tell how much pain is in her eyes. Why others do not see it? She will escape and start her life anew. Perhaps, she can find new friends who won't reject her. Maybe, she can find peace in her thoughts. Perhaps, she can find something she could do right. Marija is so tired of pain. She is afraid and feels desperate. Does anybody want to help her? Marija knows she would be a huge burden to anybody. Marija cannot bear it anymore. She will pass away soon. She does not have friends to share her pain. Marija cannot deal with failures and rejection. Marija needs so much to be happy.

My name is Marija.

Annex No. 4

Farewell letter

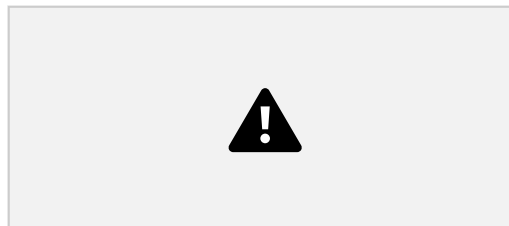
Last weekend I told my friend that I want to commit suicide. He looked at me as if I was insane. Afterwards he started laughing and told me: “Of course, John. What are you going to do? Explode your head to pieces with a hunting gun? It is not serious. Are you crazy?”

I said I was joking. He really felt easier, but now he avoids me as if I am sick. The thing is: “I am not crazy. But I am very serious – deadly serious.”

Annex No. 5

Farewell letter

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My mother and father are getting divorced. Sometimes I feel that struggles between my parents throw me to different sides. As if I should choose my side... I cannot do that, and it is so hard to be in the middle...I cannot run from one side to another...It is such a confusion... I feel so disrupted... I know that their quarrels are not my fault, but sometimes I feel that what if I could tell the right words or do the right thing, what if I could be everything they need and want; perhaps, I could make them be together, make them happy. I feel if I could show them my pain, maybe they would stop.

I think that when I tried to commit suicide it was a cry for help – for all of us.

Annex No. 6

Farewell letter

They have never loved me, you know. I remember one occasion when I was five. My mother was speaking on the phone for so long. I was outdoors and she didn't even take a look what I was doing. I hid from her. When she came to call me for a dinner I didn't respond. She turned around and went back home. She didn't come to find me, although I was hiding until my father returned. He also didn't love me, that's true – he didn't. When I was good and studied well they tolerated me. But they had never asked how I felt, what I wanted, if I felt any pain, if I was happy. If I was in line with their schedule – everything was fine. But my feelings were not so important as their convenience and needs.

My mother always attended lectures on being good parents, playing tennis or housewives or any other stupid courses. My father thought that everything was perfect if you wore the right clothes, knew the right people,

had two children, two cars and a dog.

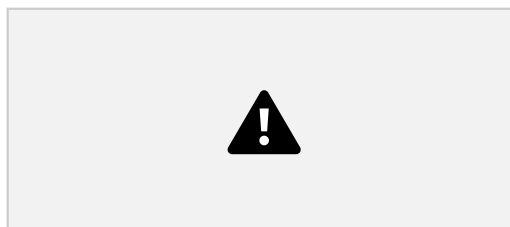
I have been dead for them for a long time. Will suicide change anything?

Annex No. 7

PSICHOLOGINĖ PAGALBA TELEFONU IR INTERNETU

| PAVADINIMAS | TELEFONAS | DARBO LAIKAS | INTERNETINIS PUSLAPIS, EL.PAŠTAS |
|---|--------------------|---------------------------|--|
| JAUNIMO LINIJA Budisavanoriaikonsultantai | 8 800 28888 | I-VII visą parą | http://www.jaunimolinija.lt |
| VAIKŲ LINIJA Budisavanoriaikonsultantai, profesionalai | 116 111 | I-VII 11:00-23:00 | http://www.vaikulinija.lt |
| LINIJA DOVERIJA (parama teikiamarusųkalba) Budisavanoriaikonsultantai. Pagalbaskirtapaaugliamsirjaunimui. | 8 800 77277 | II-VI 16.00 - 20.00 | - |
| VILTIES LINIJA (parama suaugusiems) Budiprofesionalai, savanoriaikonsultantai | 116 123 | I-VII visą parą | http://paklausk.kpsc.lt/contact.php arba vilties.linija@gmail.com |
| PAGALBOS MOTERIMS LINIJA Budiprofesionalai, savanoriaikonsultantai | 8 800 66366 | I-VII visą parą | Rašyti el. paštu: pagalba@moteriai.lt |

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PAGALBOS GALIMYBĖS GYVAI

| PAVADINIMAS | TELEFONAS | DARBO LAIKAS | INTERNETINIS PUSLAPIS |
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| Skubipsichologinėpagalbapoli kli nikoje Be eilės. Be siuntimo. | Psichikos sveikatos centro registratūros tel. | I-V 7.00 - 20.00 val. | |
| VAIKO RAIDOS CENTRAS Vaikų ir paauglių krizių interve nci josskyrius | 8-5 2757564 8 659 73007 Santariškių g. 7, Vilnius | I-V 8.00- 19.00 (budivisą parą) | www.raida.lt |
| KRIZIŲ ĮVEIKIMO CENTRAS Pirmakonsultacija- nemokama | 8640 51555 Antakalnio g. 97, Vilnius | I-V 16.00-20.00; VI 12.00-16.00 | www.krizesiveikimas.lt |
| VILNIAUS MIESTO PSICHOLOGINĖ PEDAGOGINĖ TARNYBA | 8-5 265 0912; 8-5 265 0908 A.Vivulskio g. 2a, Vilnius | I-V 8.00-17.00 | www.vilniausppt.lt |

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| VŠĮ PARAMOS VAIKAMS CENTRAS | 8-5 2715980, 8- 611 43567 Latvių g. 19A, Vilnius | I-V 8.00-17.00 | www.pvc.lt |
| Vilniaus arkivyskupijos CARITAS Dvasinė pagalba. | 865502242 Odminių g. 12, Vilnius | - | info@caritas.lt www.vilnius.caritas.lt |
| Asociacija „Artimiems“ Jeigunusižudė Jūs artimas is. Savitarpio pagalbos grupės | - | - | laukiam@artimiems.lt www.artimiems.lt |

Skambučiai visais šiais numeriais yra nemokami. Skambučius apmoka LR Socialinės apsaugos ir darbo ministerija

Pagalbos teikėjai mokykloje ir bendruomenėje

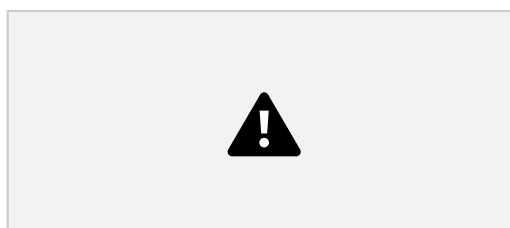
People who can help in school and community

Projekto partneriai įdeda savo šalies galimų pagalbos teikėjų kontaktus.

Project partners enclose their country's contacts of people who can help.

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| MODULE 8: | ADDICTIONS OF THE MODERN WORLD: DRUGS AND DESIGNER DRUGS |
| GENERAL GOAL(S): | The intention is to convey real knowledge concerning the effects of psychoactive substances (especially designer drugs) |
| LEARNING OUTCOMES | At the end of the module, the participants will be able to: <ul style="list-style-type: none"> • cope with peer pressure situations encouraging them to use drugs • solve interpersonal conflicts more constructively make rational choices concerning the use of various psychoactive substances |
| METHODS: | mini-lecture, brainstorming, working in small groups |
| DURATION: | |

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| RESOURCES NEEDED: | marker pens, whiteboard, flipchart, paper, reference materials on psychoactive substances |

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| ORDER OF ACTIVITIES: | <p>Introduction (15 minutes) The lecturer divides the participants into groups of 5 or 6, according to the coloured cards/stripes they received when entering the room</p> <p>Brainstorming (30 minutes) The lecturer hands out reference materials on psychoactive substances, and asks the participants to underline statements they think are true in red, and underline statements they have doubts about in green.</p> |
| | <p>Public discussion (20 minutes) Screening of a documentary on the effects of psychoactive substances on the body (and in particular on the teenage body)</p> <p>Discussion, comments, conclusions A mini-lecture on assertiveness (30 minutes with educational films)</p> <p>Part 2. How not to be framed, or assertiveness basics A discussion on “What assertiveness is for – is it useful or not?” (15 minutes)</p> |
| | <p>Film études(1.5 hours) The lecturer divides the participants into teams of 5 or 6 (according to any criterion: the season in which they were born, what kind of pizza they like or their eye colour) The task for each group is to make a script for a captivating drug-prevention film. The participants may choose what actors they would like to cast, what locations they would like to use, etc.</p> <p>Public presentation of the scripts (30 minutes) Comments, conclusion, reflections. Choosing the most convincing script. Making a comic out of the chosen script. Brainstorming (30 minutes) – “Where should such a comic be found?”</p> |
| KEEPING LEARNERS SAFE: | <ul style="list-style-type: none"> • All participants shall have the opportunity to speak, and express their opinions • Participants are not exposed to verbal attacks from other group members |
| EVALUATION OF THE MODULE: | <ul style="list-style-type: none"> • Evaluation through free-form interviews (final round) |
| REFERENCES | |
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| MODULE 9: | DISCOVER SKILLS, NOT DISABILITIES! |
| GENERAL GOAL(S): | Encourages empathy towards people with disabilities |
| LEARNING OUTCOMES | Among the issues addressed are the obstacles that people with disabilities encounter in the physical and social environment, as well as the perception of the rights of persons with disabilities as fundamental human rights |
| METHODS: | |
| DURATION: | 50 min |



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| <p>RESOURCES NEEDED:</p> | <p>For part one: a sheet of paper and a writing tool for each participant; For the second part (pair): - A plastic bag containing a cabbage or a leaf salad, a pencil, a piece of chalk, a leaf (from any tree), a colored paper sheet and a plastic bottle; - Eyestraps; - A piece of paper and a pen; For the fourth part: - Wheelchairs (one for every eight people); - Space to create an obstacle route; - Obstacles (eg tables, chairs, woodenboards, piles of newspapers); - Flipchart and markers - Stopwatch.</p> |
| <p>ORDER OF ACTIVITIES:</p> | <p>Activity 1: 5MIN – A brief discussion about: Why are the students scared that they might acquire disabilities? What is the most surprising thing they have learned during the time activities? Do you know someone with disabilities? How do they handle everyday life? How do other people react to their sight? Analyse the city's public buildings with students. Are they made accessible? Are there traffic lights with audible warning in the city? Eg does tactile marking exist?</p> |
| | <p>Activity 2: 10 min</p> <p>This activity is organized in four parts: Part I</p> <ol style="list-style-type: none"> 1. Explain that this activity will focus on three distinct disabilities: seeing, deafness and mutilation and physical disabilities. 2. Ask the participants to think for a few minutes how to learn, they liked and they would not like to be treated if they had disabilities. Ask them to write a few keywords. 3. Then ask the participants to note what they would be afraid of if they had disabilities. 4. After finishing, gather the paper sheets and tell them to prepare to face reality. |
| | <p>Activity 3: 10min</p> <p>Part II - Walking blind</p> <ol style="list-style-type: none"> 1. Ask people to pairs. Give them their eye covers. In each pair, one person will be the disability person, and the other is his guide. Guides are not allowed to answer than to simple questions, yes or no. 2. Ask guides to take a walk through school together with their partners, including the climbing stairs. 3. Upon return to the classroom, ask the guides to drive partners to a chair where they will find a bag. 4. Eye pupils will need to identify each item in the bag and their guides will need to write down the answers. 5. Ask the students to pull their eye bands and tell what they have experienced. 6. Leave enough time for students to talk and skip to Part III. |

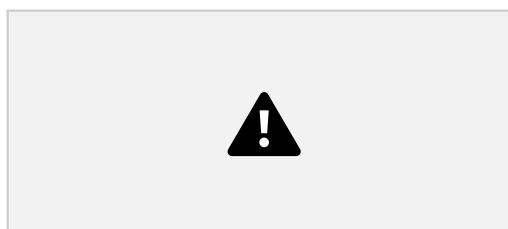
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| | <p>Activity 4:10min</p> <p>Part III. Sign language</p> |
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| | <ol style="list-style-type: none"> 1. Tell your partners to exchange with each other. Guides will be the people with disabilities; this time, they will not be able to talk, and their partners will be assistants. 2. Provide one random card to each group. People with disabilities are not allowed to show their cartonspartners. 3. Explain that people with disabilities will have to explain the cart to their partners. They will not be allowed to speak, to writeor draw. Assistants will need to note what they understand from the message received. 4. When the person with disabilities communicated everything he hadshe could, she could show her partner's card. Leave time for thosetwo to discuss the communication issues they have encountered. <p>Situation I.</p> <p>Without talking, try to explain to your friend that you were the victimviolence. A group attacked you in the park, stole your bag and they got youbeaten. Ask where the nearest police station is. Not haveyou can talk, write or draw.</p> <p>Situation II.</p> <p>You are in a school canteen. Explain to the person who serves you - you cannot eat Bolognese spaghetti because you are vegetarian and do not eat animal products (dairy, eggetc.). You are not allowed to talk, write or draw.</p> |
| | <p>Activity 5:10min</p> <p>Part IV. Wheelchair Race (Optional)</p> <p>Organize a wheelchair race on an obstacle course.</p> <p>Each participant will take a timed tour. The person who gets the best time, wins</p> |
| <p>KEEPING LEARNERS SAFE:</p> | <p>Prepare the workshop room so that all participants to be able to talk with ease, walk in will, form and reform groups, display works on the walls</p> |

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| EVALUATION OF THE MODULE: | <p>5 min</p> <p>Discuss in plenary on eachside of the activity.</p> <p>Part II</p> <p>Ask both members of each group to share the experience lived:- How do you feel in the game?</p> <ul style="list-style-type: none"> - What seemed the hardest to them? What seemed funniest to them? What the did it seem the most frightening? - How hard was it to trust the other? How hard it is it was for the guide to confront the responsibility that it is has it toward the other? - How easy it was to identify the items in the bags on chairs? What were the senses on which they relied? Has anyone the courage to open the bottles and taste the content? Part III Sign language - How did everyone feel during the exercise? - What seemed the hardest to them? What seemed funniest to them? What the did it seem the most frightening? |
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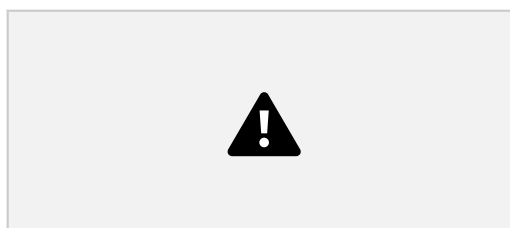
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| | <ul style="list-style-type: none"> - Was it frustrating to see that the partner did not understand him? - It was frustrating or embarrassing for the partner not to understand what it's said? Part IV The wheelchair race - How did they feel like a person with reduced mobility? - What seemed the hardest to them? What seemed funniest to them? What the diditseem the most frightening? |
| REFERENCES | Guide to good practice for the application of the principle of non - discrimination in didacticactivities |

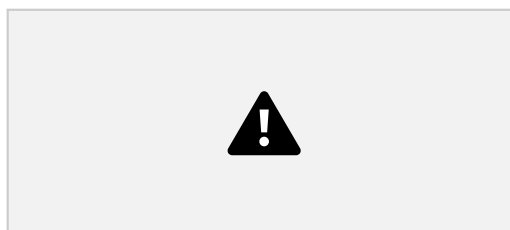
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| MODULE 10: | „TO BE MORE TOLERANT” |
| GENERAL GOAL(S): | <p>The general aim of this activity is to develop a more tolerant attitude and a tolerant behavior for a lifestyle quality (in order to ensure the quality of life).</p> |
| LEARNING OUTCOMES | <p>By the end of the activity, students will be able to:</p> <ul style="list-style-type: none"> - Define the” tolerance” concept - Work in teams in a constructive way - Realize the difference between a tolerant person and an intolerant person |
| METHODS: | <p>Explication, explanation, debate, brainstorming</p> |
| DURATION: | <p>50 minutes</p> |
| RESOURCES NEEDED: | <p>Pens, colored crayons, black-board, A4 papers, chalk</p> |

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| ORDER OF ACTIVITIES: | Activity 1: 10 minutes - Students have to think of the quality (feature, characteristic) of a classmate and to pass it on (e.g. “Mihai, you are a clever person”) - The teacher writes on the black board the word “tolerance” and asks students what means |
| | Activity 2: 15 minutes - The teacher proposes students to watch a movie called “Story about Tolerance” - After 5 minutes, the teacher asks the following questions: <ol style="list-style-type: none"> 1. What happened in the movie? 2. What means to be” tolerant”? 3. What did you learned from this movie? 4. How should we act with the others classmates? |
| | Activity 3: 25 minutes - The teacher proposes students, in group of 4 and elaborate a slogan about tolerance - The slogan will be presented to the other classmates. |
| KEEPING LEARNERS SAFE: | - Ensure that access to the activity is available for all - Ensure room is large enough to allow mobility for all students - All students should have the required materials |
| EVALUATION OF THE MODULE: | - The students must give a synonym for “tolerance” and make a conclusion about this activity. |
| REFERENCES | Andrei Barna(coord), “Indrumator metodic pentru practica pedagogica”, Editura Europlus, Galati, 2006. |



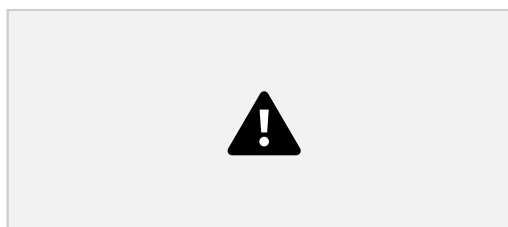
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| MODULE 11: | I DARE YOU TO BE DIFFERENT |
| GENERAL GOAL(S): | Students will learn about these discrimination and will have a chance to “dare to be different” by altering their appearance for a day |
| LEARNING OUTCOMES | By the end of the module, participants will be able to: <ul style="list-style-type: none"> • To relate, using their own experience, to people how had been judged by the way they look • Explain the connection between judgments and discrimination |
| METHODS: | experiment |
| DURATION: | 3 days |
| RESOURCES NEEDED: | white board and markers, definitions of "prejudice"; a variety of "weird" clothing, costuming & accessories |

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| ORDER OF ACTIVITIES: | <p>Activity day 1- MIN – 30 Trainer asks participants (they could be divided into small groups) to think about the judgments and discrimination. Using a graphic organizer on the board discuss with students ways that they are different from each other and ways that they are the same. (Guide students to list differences that relate to ethnic backgrounds, race, religion, gender, and lifestyle.) Trainer can ask some additional questions:</p> <ul style="list-style-type: none"> - Think about a time when you have been treated differently. What was different about you? How the others acted? How did you feel? - How might a person who is prejudiced treat another person?? |
| | <p>Activity day 2:the entire school day</p> <ul style="list-style-type: none"> • Students are informed that they will participate in a social experiment. That they are to change their appearance using clothes, wigs, accessories, etc. and they can stay dressed like that the hole day (20 min) • Students are monitored during the day and data is collected |
| | <p>Activityday 3: 1h After the experience, students have to write down a recounting of their day. They are to be encouraged to write about their feelings, comments that they heard from others, what was hard/easy, etc. Invite students to share their experiences with the class. this lesson can be follow up with activities that show the connections between their experiences with prejudice and the real-life situations that occur on a daily basis.</p> |
| KEEPING LEARNERS SAFE: | <p>E.G</p> <ul style="list-style-type: none"> • Ensure that access to the activity available for all • Ensure room large enough to allow mobility for all learners. |
| EVALUATION OF THE MODULE: | <ul style="list-style-type: none"> • Tutor asks participants to complete a questionnaire 15 min |
| REFERENCES | <p>https://humaneeducation.org/blog/2014/6-activities-exploring-prejudice-discrimination/</p> |



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| MODULE 12: | “JUST THE WAY YOU ARE- ACCEPTANCE VERSUS DISCRIMINATION” |
| GENERAL GOAL(S): | The general aim of the activity is to develop social interaction abilities in different situations. |
| LEARNING OUTCOMES | <p>By the end of the activity participants will be able to:</p> <ul style="list-style-type: none"> • Understand concepts like “acceptance”, “discrimination”, “tolerance”. • Analyze the consequences of discrimination • Identify values, attitudes that reflect tolerance and acceptance |
| METHODS: | Explication, brainstorming, therapeutic story, debate. |
| DURATION: | 50 minutes |

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| RESOURCES NEEDED: | pens, colored crayons, blackboard, flipchart paper, A4 paper, markers, worksheets. |
| ORDER OF ACTIVITIES: | <p>Activity 1:10 MIN</p> <ul style="list-style-type: none"> • 5 volunteers are asked to come in front of the class. The teacher writes different words that represents stereotypes or prejudices (e.g. muslim, women, blonde, gypsy, lawyer, old man, homosexual, person with disabilities) on postits and sticks them on the back of the volunteers. They will have to guess, by the reaction of the classroom, what word was written on their back. • The teacher asks the following questions: <ul style="list-style-type: none"> - How did you feel being evaluated/judged by others? - How do you feel about knowing that someone has an opinion on you based only on a word written on your back? - Have you ever done the same? |
| | <p>Activity 2:20 MIN</p> <ul style="list-style-type: none"> • The teacher will read a story - Pancinello, you are special! by Max Lucado. (annex 1) • After reading the story the teacher asks some questions: <ul style="list-style-type: none"> - What were the golden stars and the black labels? - Why do you think the others acted that way around Pancinello? Have you ever been in his situation? - Do you recognize this kind of attitudes around you? - What advice did Eli give? - How important should be the opinion of others about us? • The teacher presents, writes and then discusses with the participants concepts like “stereotype”, “prejudice”, “discrimination”. The participants will be asked to identify different situations of discrimination and then, with the teachers support, to find and analyze the main causes of this kind of attitude towards others. |
| | <p>Activity 3:20 MIN</p> <ul style="list-style-type: none"> • The teacher will write the word “tolerance” and the participants will be asked to find, in a brainstorming session, words, concepts, values attitudes that are specific to the notion of <i>tolerance</i>. • The participants will engage in the activity - <i>What if....</i> They will have to find a colour, an emotion, a character, an animal, a taste for the word <i>tolerance</i>. • The participants will be divided in groups and each group is asked to realize a collage <i>The rules of tolerance and acceptance</i>, rules that help us to have positive relations with others. |



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| KEEPING LEARNERS SAFE: | <ul style="list-style-type: none"> • Ensure that access to the activity is available for all and the methods that are being used suitable for their specific. • All students should have the required materials |
| EVALUATION OF THE MODULE: | <ul style="list-style-type: none"> • The participants have to write a think they learned, a thing they liked, an emotion they experienced during the lesson. |

Annex 1

Panchinello- You are special

The Wemmicks were small wooden people carved by a woodworker named Eli.

Each Wemmick was different. Some had big noses, other s had large eyes. Some were tall and others were short.

Each Wemmick had a box of golden star stickers and gray dot stickers. The wooden people went around the village sticking stars or dots on one another.

The pretty ones got stars. Wemmicks with rough wood or chipped paint got dots.

The talented ones got stars, too. Some could jump over tall boxes or sing pretty songs. Others, though, could do little. They got dots.

Panchinello was one of these.

He tried to jump high like others, but he always fell. So the Wemmicks would give him dots. When he tried to explain why he fell, he would say something silly, so the Wemmicks would give him more dots.

"He deserves lots of dots," the wooden people would say. After a while Panchinello believed them. "I guess I'm not a good Wemmick," he decided. So he stayed inside most of the time.

When he did go outside, he hung around other Wemmicks who had lots of dots. He felt better around them.

One day he met a different kind of Wemmick named Lucia. She had no dots or stars.

The Wemmicks admired Lucia for having no dots , so they would give her a star. But it would fall off. Others gave her a dot for having no stars. But it wouldn't stay either.

That's the way I want to be, thought Panchinello. So he asked Lucia how she did it.

"It's easy," she replied. "Every day I go visit Eli the woodcarver."

"Why?"

"You'll find out if you go see him." Then Lucia turned and skipped away.

"But will he want to see me?" Panchinello wondered. Later, at home, he sat and watched the wooden people giving each other stars and dots. "It's not right," he muttered to himself. And he decided to go see Eli.

Panchinello walked up the narrow path and stepped into Eli's shop. His eyes grew big. The stool was as tall as he was. He had to stretch on tiptoe to see the top of the workbench.

Panchinello swallowed hard. "I'm not staying here!" Then he heard his name. "Panchinello?" The voice was deep and strong. "How good to see you. Come - let me have a look at you."

Panchinello looked up. "You know my name?"

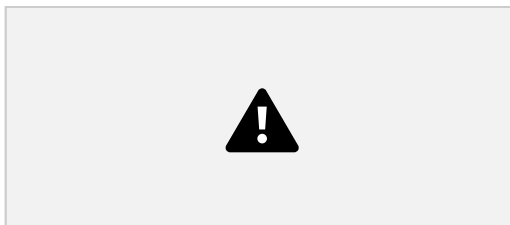
"Of course. I made you."

Eli picked him up and set him on the bench. "Looks like you've been given some bad marks," said the maker.

"I didn't mean to, Eli. I really tried hard."

"Panchinello, I don't care what the other Wemmicks think."

"You don't?"



"No. You shouldn't either. What they think doesn't matter. All that matters is what I think. And I think you are pretty special."

Panchinello laughed. "Me, special? Why? I'm not very talented and my paint is peeling. Why do I matter to you?"

Eli spoke very slowly. "Because you're mine. That's why you matter to me."

Panchinello didn't know what to say.

"Every day I've been hoping you'd come," Eli explained.

"I came because I met Lucia," said Panchinello. "Why don't the stickers stay on her?"

The maker spoke softly. "Because she has decided that what I think is more important than what others think. The stickers only stick if you let them.

"What?"

"The stickers only stick if they matter to you. The more you trust my love, the less you care about their stickers."

"I'm not sure I understand."

Eli smiled. "You will, but it will take time. For now, come to see me every day and let me remind you how much I care."

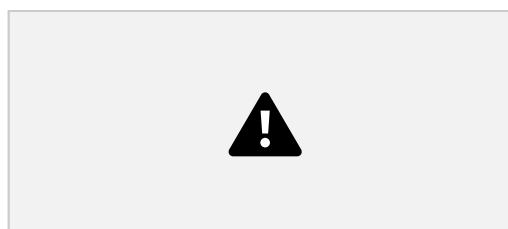
Eli lifted Punchinello off the bench and set him on the ground.

"Remember," Eli said as Punchinello was leaving, "you are special because I made you. And I don't make mistakes."

Punchinello didn't stop, but in his heart he thought, *I think he really means it.*

And when he did, a dot fell to the ground.

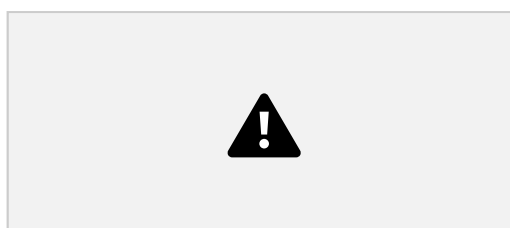
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| MODULE 13: | “THE WAY TO THE EQUALITY LAND” |
| GENERAL GOAL(S): | The general aim of the activity is to raise awareness of the stereotypes, prejudices and discrimination students are facing and to find solutions for combating them. |
| LEARNING OUTCOMES | By the end of the activity participants will be able to: <ul style="list-style-type: none"> • Understand concepts like “stereotype”, “prejudice”, “discrimination”, “tolerance”. • Better interact with one another • Have an increased awareness about human dignity, equal rights and equal opportunities |
| METHODS: | Explication, demonstration, didactic play, debate. |
| DURATION: | 50 minutes |
| RESOURCES NEEDED: | pens, colored crayons, black board, flipchart paper, A4 paper, markers. |
| ORDER OF ACTIVITIES: | <p>Activity 1:10 MIN</p> <ul style="list-style-type: none"> • Every participant receives a colored crayon. <ol style="list-style-type: none"> 1. First task is to find someone in the class who has a similar or almost similar colour with his crayon and to find how many similar characteristics, hobbies, etc they have in common. 2. Second task is to find someone in the class who has the opposite color of his crayon and to find how many opposite characteristics, hobbies, etc. they have. • The trainer asks the following questions: <ul style="list-style-type: none"> - What is your conclusion after this game? - How do you feel about knowing that someone in your class has so many similarities to you? |



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| | <ul style="list-style-type: none"> - How do you feel about knowing that there are people in your class who are different from you? - Which are the characteristics that are common to the class? |
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| | <p>Activity 2: 20 MIN</p> <ul style="list-style-type: none"> • 6-8 volunteers are asked to come in front of the class. The teacher chooses a word that represents stereotypes or prejudices (e.g. muslim, women, blonde, gypsy, lawyer, old man, homosexual, person with disabilities) and asks each volunteer to draw a representation of it on paper in 1 minute. The others have to guess what word was drawn and the volunteer writes it on the paper. • The trainer asks some additional questions to those who drew: <ul style="list-style-type: none"> - What was the first thing that came into your mind when you heard the word you had to draw? - Why do you think this was the first thing that came into your mind? - Would you have drawn it differently? • The trainer presents and discusses with the participants concepts like “stereotype”, “prejudice”, “discrimination”. <ul style="list-style-type: none"> stereotype => prejudice => discrimination idea => emotion => action |
| | <p>Activity 3: 20 MIN</p> <ul style="list-style-type: none"> • The trainer presents and discusses with the participants about “tolerance”, the solution for combating stereotypes, prejudice and discrimination. • The pupils are divided in 6 - 8 groups. <ul style="list-style-type: none"> They have to draw an imaginary map of The Way to the Equality Land. They will have to imagine a story of how they/somebody reaches this land, which are the obstacles to overcome and how can everyone reach this land, regardless of their race, ethnicity, disabilities, sexual orientations, beliefs. They will have to present the map to the other colleagues, explain the symbols from the drawings and offer solutions to stereotypes, prejudice and discrimination. |
| KEEPING LEARNERS SAFE: | <ul style="list-style-type: none"> • Ensure that access to the activity is available for all • Ensure room is large enough to allow mobility for all trainers • All students should have the required materials |
| EVALUATION OF THE MODULE: | <ul style="list-style-type: none"> • The participants have to express in a word, a feeling, a conclusion which they take away from the activity |
| REFERENCES | Băiașu, A.G., Lazăr, M., et. al. <i>Tineri fărâetichete</i> . Constanța: Eea Grants, 2015. |

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| MODULE 14: | DIFFERENT, BUT ALL TOGETHER! |
| GENERAL GOAL(S): | The general aim of the activity is to raise awareness of the discrimination concept, forms and ways to prevent them. |
| LEARNING OUTCOMES | <p>Upon completion of the module, participants will be able to:</p> <ul style="list-style-type: none"> - define the terms; diversity, uniqueness, discrimination - understand the differences between people |



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| | <ul style="list-style-type: none"> - become aware of the benefits of diversity - assess the consequences of discrimination - practice the expression of their own emotions |
| METHODS: | Exercise, role play, computer assisted learning, conversation, debate. |
| DURATION: | 100 minutes |
| RESOURCES NEEDED: | Paper plates, scissors, cords, colored colors, laptop, video projector, Internet connection. |
| ORDER OF ACTIVITIES: | <p>Activity 1: MEASURING DIFFERENCES (25 MIN)</p> <ul style="list-style-type: none"> ✓ In the first stage of this exercise, the participants receive a paper plate with holes cut at the right of the eyes and a string to tie it as a mask. Children put their masks and walk around the room without talking. (5 min) ✓ In the second stage of the exercise, participants are asked to customize their masks using colors to decorate them according to their preferences. Again, they put their masks and walk around the room without talking. (5 min) ✓ At the end of the exercise a discussion of the difference between the two situations takes place. The counselor encourages the expression of feelings, emotions, reflections during the exercise through the questions: <ul style="list-style-type: none"> - How did you feel during the exercise? - How was it when we all looked the same? - Which situation was more enjoyable? - Why? |
| | <p>Activity 2: A FAMOUS EXPERIMENT (30 min)</p> <ul style="list-style-type: none"> ✓ Participants will follow the experiment A divided class (13 min) ✓ After the viewing, the experiment will be discussed ✓ Debate on discrimination. |
| | <p>Activity 3: IMAGINE THAT... (30 min)</p> <ul style="list-style-type: none"> ✓ Children in pairs or groups of three, receive cards with different words expressing categories of most discriminated persons: female / male, homosexual, black, Hungarian, Jewish, Gipsy, disabled, old and so on. ✓ They are asked to build situations in which they can be discriminated against. ✓ Each pair/group will present their situation as a role play. ✓ Each case is discussed with the help of the following questions: <ul style="list-style-type: none"> - How did they feel in the role they played? - What did your colleagues notice? - What could they do to prevent discrimination? <p>Every type of discrimination is discussed: misogyny/misandry, homophobia, racism, xenophobia, anti-semitism, anti-gipsy, disability discrimination, old people discrimination, and so on.</p> |
| KEEPING LEARNERS SAFE: | <ul style="list-style-type: none"> • Ensure that access to activity is accessible to all involved; • Ensure that you have enough room in the room for the proposed activities; • Ensure that the technical equipment works properly; • Ensure that you can arrange the space for the proposed objectives. |
| EVALUATION OF THE MODULE: | In addition to the feedback received during the activities, in the end, all participants are asked to complete final assessment questionnaires (15 minutes). |
| REFERENCES | <p>http://www.actored.ro/file_comp/documente/ActorED_Ghid_de_bune_practici.pdf</p> <p>http://www.ehow.com/list_5912498_children_s-gamesteach_anti_discrimination.html</p> <p>Experimental O clasă divizatã https://www.youtube.com/watch?v=onKVeZaDzWg&t=14s</p> |



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| MODULE 15: | PSYCHOEDUCATIONAL WORKSHOP: „WHAT LIES DORMANT IN MY CHILD?“ |
| GENERAL GOAL(S): | Increased effectiveness of parents' actions to support psychological resistance of their child |
| LEARNING OUTCOMES | At the end of the module the participants will be able to: <ul style="list-style-type: none"> • understand better the needs of their child and to discern the child's potential • formulate appreciating and strengthening feedback toward their child |
| METHODS: | Individual work, work in a small group, comments of the coach |
| DURATION: | Meeting I – 1.5 h Meeting II – 1.5 h |
| RESOURCES NEEDED: | Ballpoint pens, flipchart, coloured pencils, learning materials – Appendices 1 and 2 |
| ORDER OF ACTIVITIES: | <p>Action 1: <i>The point of view from point... in development</i>- 60 min</p> <p>Introduction: „At one time all of us were children, then teenagers. Something of these teenagers is surely still in us... However, a teenager views the world in a different way compared with adult people. It is worth comparing these two perspectives. That is why today I will invite you to do a certain special exercise. Let us split into 4, more or less equinumerous, subgroups. I have in my hand several cards, their number being the same as the number of you all in the room. The cards are green, blue, yellow and red. Now I will pass among you and I will ask you to choose a certain colour...</p> <p>Exercise: Now I will ask the „red“ and „green“ groups to try to „put themselves in teenager's shoes“ as intensely as possible– to see, feel and experience the world the way a teenager sees, feels and experiences it... Take into consideration such categories as: time, duties/pleasures, risk, life/health (the coach may write the categories on the board). Please, discuss it and let each group draw a teenager's perspective on the flipchart sheet, in symbolic form...</p> <p>The „blue“ and „yellow“ groups are asked to try to see and experience the world from an adult's perspective...</p> <p>What seems characteristic of the manner in which an adult experiences the world? You should also take into consideration such categories as: time, duties/pleasures,</p> |



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| | <p>risk, life/health. Discuss it among the members of your group and let each group draw an adult's perspective on the flipchart sheet, in symbolic form..."</p> <p>Then, the individual groups present their works and share their thoughts.</p> <p>Summing-up: „Having examined these works and having listened to the comments of all the groups what are your reflections? If it is just as you have said, how can we build a bridge between these different perspectives?“ What makes the building of it easier? And what makes it more difficult? “</p> |
| | <p>Action 2: <i>My child – what is inside?</i> – 30 min</p> <p>Introduction: „Now I will invite you to the world of experiences and beliefs of your child. To what extent do we know <i>what is in his/her</i> soul...? Now each of you will be given a list of questions. Please stop to think and write the answers...We shall not share these notes with anybody else in the forum, they are for your own use only..“</p> <p>List of questions:</p> <ol style="list-style-type: none"> 1. What pleases your child most? 2. What is your child most afraid of? 3. What saddens your child most? 4. What annoys your child most? 5. What are your child's greatest dreams? <p>Homework: „I suggest that you should talk to your children any time soon and compare your notes with real answers offered by your children. I wonder to what extent your answers to these questions will coincide with your children's answers...“</p> |

2nd MEETING WITH THE PARENTS – *Look on the bright side*

Action 1- *Affluence triangle* – 30 min

Introduction: „ In everyday life we are always on the run, we put out the fire in various conflict situations, make rapid decisions, often shake off the emotions connected with stressful situations resulting from relations with our teenage children. In that pursuit and under the influence of strong emotions, as well as in confrontation with them, we often miss situations, behaviours which we value, respect and like in our children. Today we would like to invite you to a short journey to search for your children’s potential...”

Exercise: „Recall various situations in your family life, especially those in which your child participates. They will surely also include situations from outside your home but in which you and your child participate. Let these situations wind on frame by frame, like a film. If, while winding on, you find unpleasant situations, try to darken



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| | <p>the picture mentally and go on to the next situation... Leave exposed only those situations which are eye-friendly, which are pleasant to you...</p> <p>Using the recalled moments of your family life, try to fill in the „Affluence triangle” – Appendix 1”</p> <p>In the second part of the exercise the coach hands each parent a card with three pieces of information – messages: „What I admire about your child” (such cards are prepared by the coach before the classes). The coach may draw the parents’ attention to the fact that these cards can be an excellent complement to the triangle in the section: What other people like about my child”</p> <p>Action 2 –Hand of encouragement- 30 min</p> <ul style="list-style-type: none"> • „Using the former exercise – the affluence triangle, draw a hand, writing in every finger one strong point of your child which dominates at the moment ...” • „In the center of the hand write one thing – action, behaviour, your characteristic which helps your child be happy...” • „Appreciation is an element of support which everybody needs. Under the hand write an appreciating note which you would like to repeat to your child after coming home...” <p>• Action 5 – Summing-up -30 min</p> <p>„Finally, let us talk about what was easy and what was difficult in the proposed exercises... What are your reflections on the „Affluence triangle” and „Hand of encouragement” in relation to your child?... Who would you like to share this experience with?”</p> |
| <p>KEEPING LEARNERS SAFE:</p> | <ul style="list-style-type: none"> • The members of the group make a commitment to adhere to the principle of secrecy: What has been said within the group - remains within the group • The members of the group make a commitment to accept different views, to abstain from estimating |
| <p>EVALUATION OF THE MODULE:</p> | <p>Participants’ conclusions: „What are the benefits of these meetings?”</p> |
| <p>REFERENCES</p> | |

ABOUT MY CHILD?

WHICH OF MY CHILD'S BEHAVIOURS DO I LIKE ?



WHAT DO I LIKE TO DO TOGETHER WITH MY CHILD?

WHAT DO OTHER PEOPLE LIKE

Appendix 2

