

GROW UP! IT

Competences and framework for social system youth workers.



Erasmus+

Self Starting Program

Scenario 4 for 4 hours



POWIATOWE CENTRUM
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UK - Butterflies LTD



FERI

„ Peer Relationships“ Platon

How to overcome the fear associated with contact with the group by building self-confidence?
Self Starting Program Scenario 4 for 4 hours

1. GENERAL INFORMATION

- Duration of classes
- Recipients of classes
- Number of participants
- Work methods
- Materials needed for the meeting
- The purpose of the workshops

2. INTRODUCTION

- Introduction of the leader of the workshops
- Ice breaker: Group integration
- Setting group rules
- Garage

3. MERITS

- Introduction to the programme
- Icebreaker
- Mini-lecture
- 8 activities
- 2 work cards
- 2 work cards- information cards

4. END OF THE WORKSHOPS

5. EVALUATION SURVEY

6. CERTIFICATE EXAMPLE

1. General information

Duration of the workshop:

4 hours

Recipients of the workshop:

The recipients of the workshops are youth groups (girls and boys) between the ages of 13 and 18 who are pupils of care and education centres, youth educational centres, foster families and schools. All other people interested in dealing with stress related to public appearances can use the course scenario.

Number of participants:

Workshop group for 12 people of both sexes. You can also carry out a workshop in a smaller group, at least 8 people, depending on the venue.

Suggested methods of work:

- Brainstorm
- Active ways to conduct the workshop: work in groups
- Individual work
- Relaxation techniques
- Imagination techniques
- Psycho-education
- Psychodrama
- Mini lecture

Examples of materials needed for the workshop:

- Work cards
- Markers
- Crayons
- Felt tip pens
- Sticky notes
- Scissors
- Flip chart
- A3, A4 cards
- Pens
- Certificates
- Evaluation survey

The aim of the workshops- information for the leader

The main goal is to strengthen competences in terms of knowledge about the peer group, its impact on the process of socialization and adolescence, the types of communication and difficulties encountered, and the acquisition of competences related to responding in conflict situations. During the program, the youth will learn to recognize and react to conflict situations, how to acquire support from a peer group and how the group can destructively affect the behaviour of a young person. The group will receive information on where and how they can get help and support in a stressful or crisis situation. An important goal is to develop methods of effective coping in destructive situations related to functioning in a peer group.

The participants are expected to achieve the following results:

- Increased self-confidence
- Strengthening competences in communication with peers
- Strengthening competences in dealing with situational anxiety
- Ability to show assertive behaviour,
- Acquisition of competences in management of their own emotions
- Elimination of somatic symptoms of stress
- Ability to use relaxation techniques,
- Ability to enter a peer group and build healthy relations with others

2. The course of the workshops

1. Introduction of the leader- Welcome (5min.)

- First name and last Name,
- Education,
- Experience
- Interests

2. Group rules - (10 min.)

- The leader distributes two sticky notes to the participants and asks participants to write on one of them what we do and what we do not do during the workshop to ensure a nice and safe atmosphere. Give the participants approx. 2min

Example:

What we do

We are nice to each other
We respect everyone
We ask for breaks

What we do not do

We do not judge others
We do not use over mobile phones
We do not criticise

The lecturer collects the notes, reads them aloud, asks if everyone agrees to the rules presented. and glues them in a visible place or asks one of the participants to do it. Then the lecturer proposes that everyone writes their name on a sticky note and sticks it in a prominent position on their chest.

Questions relating to expectations after the programme. Verification of expectations- (5 min)

The leader distributes one sticky note to each participant and asks them to write out the expectations in relation to the Self-Starting programme. Give participants three minutes. Then collect the notes, read the questions / statements and discuss them.

3. Garage - (5 min.)

The trainer takes out a pre-prepared A4 sheet/ flipchart with the word "GARAGE" and a marker and informs the participants what a garage is: "Garage - during breaks, each of you can anonymously write down a question in the garage about the content and course of the workshop. We will answer them after the break.

3. Merits

1. Introduction to the programme (10 min.)

Information part. The lecturer talks about the assumptions of the workshop program by the use of the text below. He welcomes the participants.

The peer group creates opportunities to develop various skills, among which we differentiate, devotion to the cause, loyalty (including loyalty to the leader) and self-control. Members of peer groups fighting for a social position inside their group try to adapt their preferences to accommodate to the interests that their group prefers. Each peer group creates the opportunity to express their own views and the attitude towards society. That attitude is expressed through various elements of the group's culture: choice of attire, behaviour, hairstyle and group's own language and music.

Each peer group "gives a sense of subjectivity, strengthens and extends the personality. It also gives a sense of self-confidence and support in actions. Member of a peer group becomes independent of the authority of adults" The peer group plays an irreplaceable role in the process of socializing. The criterion of social effectiveness of this role is considered to be the amount of its members at particular stages of education that reach social maturity, and those who are derailed and go down towards of social pathology.

The peer group satisfies all those needs that parents or educators could not satisfy. Each individual who belongs to a peer group has the opportunity to raise their sense of self-worth and value. Everything depends on what position an individual assumes in a given peer group.

The positive effect on the socialization of an individual is also demonstrated by the fact that each unit that belongs to a given group depends on the fact that other members of the group accept it. The recognition and approval of the other members of the group must be deserved. Therefore, a given unit complies with the norms applicable for the entire group and recognizes sanctions imposed by it. Often, members of a group begin to form natural peer groups inside of action group with some or even all participants of the community become members of such subgroups.

Such division into smaller groups is frequent in the classroom. The task of every educator is to get acquainted with how peer relationships in those groups affect a given individual because during their didactic, educational and caring work, they meet with them almost every day.

Self Starting is a program aimed at young people who have barriers and problems with overcoming the fear associated with attachment, establishing peer relationships, establishing and maintaining friendships, feeling empathy and communicating their needs. Communicating one's needs is often a challenge for young people. Young people meet with various forms of crossing their boundaries, such as exclusion and isolation from groups, abuse, being forced to destructive activities, i.e smoking cigarettes, body modification, transgression of social norms. The Self Starting program focuses on working with young people who have experienced difficulties in managing emotions and self-regulation in such situations.

The method assumes the perception of problematic behaviour as a sign that the young person experiences excessive stress. He focuses on working with a young person who is impulsive, aggressive, withdrawn, explosive, has difficulty adjusting emotions, often experiences emotional crises.

Emotions informing the body about danger are anxiety and fear. Anxiety appear when we wait for an unpleasant event. We feel fear in a situation when we are in a stressful situation, i.e. someone criticizes us on the group forum or excludes us from the group.

Workshops related to peer violence are aimed at supporting young people in building self-esteem, opening up to the outside world, strengthening verbal and non-verbal communication skills as well as setting boundaries. Indirectly, the classes will also contribute to increasing the skills of young people in maintaining relationships with peers. During the workshops, emphasis will be placed on the skills of self-control, awareness and control of body language, coping with stress and anxiety in the relationship in a group or with an individual.

Program participants will be able to practice assertive attitude, work on communicating their needs, overcome fear and control over stress, to feel confident in relationships with others, make choices, give up toxic relationships, find and react in conflict situations and learn how to solve conflicts.

The SELF STARTING method helps you learn self-regulation. The distraction and relaxation techniques used in this method help to recognize the approaching anxiety, overcome stress, reduce its somatic symptoms.

Stress related to reaction or lack of response is associated with fear of judgement and rejection. Stress usually occurs when we are not confident. Research shows that one of the most important factors affecting the attractiveness of youth peer groups is the decline in the importance of the family. It turns out that the peer group has the strongest influence on the relationships between parents and children if disruptions in fulfilling the guardianship function occur. The decline in father's authority is noticeable in the research results. The increase in the importance of the peer group in the existence of contemporary youth is also noticeable in the influence of this group on the functioning of the individual in the school environment. It can be concluded that at the turn of the century, the number young people treating peer meetings as the most important reason for attending school has risen. In addition, the peer group determines the place of the student in the structure of the school class, supports the individual's creativity and perception of social subjectivity. The peer group also changes attitudes towards the importance of good results at school. People declaring belonging to a peer group value school grades less when compared to young people outside of such groups. The peer group makes a significant contribution to socially intolerable behaviour taking place at school. These include vandalism, truancy, or deceiving teachers. In studies conducted in 2016, the influence of peers on the growth of behaviours that are met with severe penal sanctions such as assaults, thefts and burglaries was found. It can be stated that in contemporary society, the importance of the peer group in the process of youth socialization is growing. Increasing the role of peer groups is the result of changes in institutions dealing with the upbringing of young people, mainly family and school. The factor that strengthens the importance of friends in creating a "picture of the world and being in the world" of contemporary youth are changes in the global cultural system, which can be treated as the evolution of intergenerational distance from culture. The increase in the importance of the role of the peer group for youth is therefore an indicator of

changes taking place in almost all subsystems that make up the functioning of modern society.

2. Ice breaker - presentation of the class participants (20 min.)

Ask the participants to start a roundabout "Let's get to know each other – finish the sentence". Each participant finishes the sentence from the materials provided by the lecturer. The round lasts until all participants, including the lecturer, had a chance to speak about themselves in accordance with the model. The trainer can prepare a flip chart or A4 sheet of paper, fill it with information listed below and distribute the materials to the participants.

Finish the sentence:

- My name is.....
- I Like.....
- I do not like.....
- On a desert island, I would bring

3. Mini lecture: Peer violence forms (20 minutes)

The lecturer thanks the participants for presenting themselves. They begin the mini lecture with the following words:

The ability to recognize the type and intentions of the group and its members is a skill that protects life and health. Statistics show that violent and conflict behaviours in the group have become the norm that young people often fail to cope with. If we know our role and position in the group, it will be easier for us to react, claim our rights and react. We will be able to react effectively, but also give up destructive behaviours by setting limits.

Peer group definition and types of groups are discussed with the group after the exercise measuring the participants' knowledge level. Before classes, the lecturer prepares a table with division into formal and informal groups on the flip chart card and discusses the chart below using the information from the table below.

The lecturer starts a brainstorming session with the group to create a peer group definition and simultaneously records everything that young people talk about during the moderated discussion:

- What is a group?
- What are the roles of the group members?
- What types of people can be found in a group?

- What benefits does a member have from belonging to a group?
- What are the profits and what are the losses of being in a group?

The teacher reads what definition the group has created and then completes it with the definition below.

The peer group is defined as a type of social group, it is a definite group of people at the same or very similar age. Associating factors in the peer group are in addition to age, belonging to a common organizational structure, the occurrence of specific contacts, no significant differences in the level of knowledge and intellectual development of its members. Groups are divided according to various criteria, of which, most often taken into are the size and emotional ties. Characterized by the fact that affiliation to it is voluntary, it is created spontaneously or intentionally. It is important because of the process of the individual's socialization. The subcultures are created inside of peer groups.

Task 1. Types of peer groups (15 min.)

The trainer divides the participants into two groups and gives them one flip chart. Group 1 has to write down informal groups while group 2 writes down formal groups as well as profits and losses from participation in the group.

Instructions:

"Now I will divide you into two groups and each group will receive a flip chart and pens. The leader divides the group here.

"Group 1 has the task to write out formal groups - those that have structure and are legal, for example: class. Group 2 lists informal groups - those that do not have a structure and are formed for the need of some group, eg band. The task of each group is to write down what are the positives and negatives resulting from belonging to particular groups.

You have 10 minutes to complete the task.

Task 2. Presentation (15 min.)

After 10 minutes, the instructor asks participants to read what each group wrote. He saves them in the table on the previously prepared flip chart, according to the formula below.

The instructor asks participants to read the positives and negatives resulting from belonging to particular groups. He may ask one of the participants to save the content on the card in order to organize the participants' knowledge.

Types of peer groups and their functions:

<p>Formal groups:</p> <ul style="list-style-type: none"> - they have a strictly defined formalized structure - they are established as a result of a legal act - the objectives and rules of action are set by law - it is possible to apply sanctions to members 	<p>Informal groups:</p> <ul style="list-style-type: none"> - they form spontaneously, without the use of procedures and formalities - they do not have a formal structure - do not have internal legal provisions - based on internal relations between members - they are created due to mutual interests, way of spending time or views
<p>Family – bonds, maintaining tradition</p>	<p>Band – breaks the law, destroys, applies violence, drugs, steals, etc.</p>
<p>School, Class – learning, sharing with peers, competition</p>	<p>Clique – uses violence, uses, abuses, persuades, for example, to smoke cigarettes</p>
<p>Sports team, scouts etc. - they pass on values to each other, help the weaker</p>	<p>Friends – spending time together, supporting in difficult moments, chatting, virtual spending time on conversations and games</p>
<p>Association – acting for a social purpose</p>	<p>Special Interests Groups – developing interests, learning from each other, development</p>
<p>Military – defence of the country</p>	<p>A group of friends – spending time, supporting,</p>
<p>Political party – representing social interests</p>	<p>Pack – trust, mutual goals</p>

After completing the task, the lecturer summarizes the exercise by reading from the table what participants wrote down. He asks if there are any questions regarding this exercise. He answers questions and supplements knowledge about the indication of two toxic informal groups: band and clique.

Band – a group of people, usually unorganized; term used usually in the discussion of criminal groups, especially juvenile groups.

Clique – or hermetic groups that do not allow other people to join their circle, the leader makes decisions and the members are submissive to him.

Task 3. Conflict in the group (25 minutes)

The teacher introduces the group to the definition of conflict:

“Conflict is a situation in which the attainment of one party’s goals makes it difficult or impossible to achieve the goals of the opposite party”

The leader divides the group into three subgroups according to any key. At the time of the task, workshop participants enter the role of members of the school’s volunteer circle and have the task of deciding which charity event organized in the school will take place first. Groups receive 10 minutes to prepare for the debate and 10 minutes for discussion. If no agreement is reached, none of the tasks will be implemented this school year, and thus the functioning of school volunteering will be suspended.

Each subgroup also receives additional instructions to complete the task.

Work card

Information Card 1

Instructions 1. The following information is intended for your group only. You do not disclose them to the other members of the debate.

A charity action: raising money for building a school in Uganda

You are a group focused on communication. You do not initiate conflicts, you ease your disputes, you strive to achieve your goals in such a way that no one feels aggrieved. Your arguments are factual, spoken calmly but firmly and decisively. If, for example, a cry appears in the discussion, unjustified criticism, insults, etc. clearly show that you do not agree to such a way of continuing the conversation.

Instructions 2. The following information is intended for your group only. You do not disclose them to the other members of the debate.

Charity campaign: collection of food for an animal shelter

You are a conflict-free group that easily accepts the opinions of others. Initially you try to argue why your charity is to

be carried out, but you are withdrawing from your task when other groups present to you a few counterarguments. You are silent for a moment in the discussion, and then you start to support one of the groups.

Instructions 3. The following information is intended for your group only. You do not disclose them to the other members of the debate.

You are a very conflictual group, arguing your beliefs in a loud, aggressive way, trying to strongly impose your opinion on others. Your goal is to negotiate the first place for the implementation of your action. Do it at all costs. After completing the task, the lecturer summarizes the work of each group by asking questions:

- Was there a conflict during the debate? What was it about? Why did it appear?
- Are the participants satisfied with the methods and methods of communication that they have chosen to achieve their goals?
- What role did you have in the group? How did you feel in her?
- Was any of you assigned to a group whose conflict resolution does not match his everyday style of conflict resolution? How did you deal with it? What bothered you? What helped you?
- Has a leader appeared in your group that influenced the attitude of other people in the team?
- How will this exercise help you solve your own conflicts?

Task 4. Attitudes in communication (20 min.)

The leader introduces three types of attitudes in communication: aggressive, submissive, assertive.

Aggressive	Submissive	Assertive
<ul style="list-style-type: none"> - I am okay - Others are not okay - My needs are the most important. - I have respect for myself. I have no respect for other people. - I do not control my emotions. - I consider myself better than others. 	<ul style="list-style-type: none"> - Others are okay, I'm not okay. - My needs are not the most important. - I do not respect myself. - I do not show emotion. - I consider myself a person worse than others. 	<ul style="list-style-type: none"> - I am okay, others are okay. - My needs are just as important as the needs of other people. - I have respect for myself and other people. - I can openly express my emotions. - I am neither better nor worse than others. - I'm equal to other people

After presenting the attitudes, the instructor distributes pre-prepared strips of paper in the form of a lottery basket with statements describing: an assertive, submissive and aggressive person. The task of each person is to match the statement he received on the paper strip to the appropriate board, which the trainer prepared earlier, consisting of three parts: ASSERTIVE ATTITUDE, SUBMISSIVE ATTITUDE, AGGRESSIVE ATTITUDE.

The drawn stripes of each participant are glued to the correct part on the flipchart card.

- Knows what they want
- Openly expresses feelings and opinions
- Has a sense of harm
- Is conflicting
- Hides behind somebody's views
- Mistreats
- Bully on the Internet
- Freely speaks
- Speaks and accepts constructive criticism
- Attacks others
- He thinks that the opinion of others does not count
- Directly, firmly refuses
- Imposes their opinion on others
- Feels guilty When refuses somebody
- Thinks their opinion is less important than the opinion of others
- Often criticizes other people
- Confident

The lecturer reads the behaviours from the bars assigned to each of the attitudes and asks the group questions:

- Which attitude is the most effective?
- Are there any advantages or disadvantages from being a submissive or aggressive person? If so, which ones?
- How can setting limits, or being an assertive person, affect your self-esteem and how can others receive you?

The lecturer summarizes the exercises giving the definition of assertiveness:

Assertiveness is the ability to express one's own opinion, feelings, attitudes in an open manner, within the limits that do not violate the laws, or the psychological territory of other people and their own. In other words, it is the ability to behave simultaneously with respect for yourself and for others.

Task 5. Find a solution (20 min.)

The instructor gives each participant a work card No. 2 and says:

"Each of you has received a card with four situations in which you take an active part. Your task is to write an assertive response."

Work Card 2

1 situation:

You are with 3 friends as a volunteer on a charity action, helping organizing games for children. At one point, you felt bad. You ask friends to replace you because you have to rest for a moment. One of them begins to rebel the others and tells that you have committed to help and regardless of your well-being you have to do it until the event ends. The other two friends have no opinion. You want understanding.

Your goal

.....

How will you do it, what will you say

.....

.....

2nd situation:

During the break, Jasiek and his band start to make fun of you. He says that you're a nerd, and that the likes of you never tried or went on truancy. They tell you that if you do not want to be a "nerd and ponce" then you have to go with them for a cigarette after the lessons. Adam is present in this group. You are meeting Adam after classes and the band does not know about it. Adam is silent. You want to refuse and save Adam.

Your goal

.....

How will you do it, what will you say

.....

.....

3rd situation:

Kasia with whom you go to the same class has founded a closed group on Facebook about fashion and invited you. You are surprised because you do not consider yourself a fashion-conscious person. You have your own style but you do not feel like an expert. Kasia approached you at school break and asked if you would like to join her package of girls who will prepare a fashion show. You tell her you are not a fashion fan. You want to refuse her without offending her and becoming an observer in the group.

Your goal

.....

How will you do it, what will you say

.....

.....

After 10 minutes, the instructor asks the willing participants to read their answers. He discusses them with the group and answers questions.

Task 6. How to react? (20 min)

The trainer divides participants into groups of 4 or 5 people. The task of each group is to prepare and perform dramas. Each of the dramas contains a situation in which there is a group against one person. Each group begins by designating the role of the victim in the group and then the leader gives the person on a separate sheet effective ways to behave in the form of "rules of behaviour towards the perpetrators of aggression and violence". The group plays a scene for 5 minutes.

Situations

1. A group of people are mocking your clothes.
2. Colleagues say something offensive and unpleasant to you
3. In the corridor during the break two boys come to you and one of them kicks you.
4. In the dressing room before the lessons, two people throw your jacket on the floor intentionally.

Information card No. 2

- straighten up
- look in the eyes
- speak loud and clear
- try to ignore the taunts
- say that you do not like what they do, you will not put up with it
- if you can, ask someone for help or support
- use your own ways
- think that you have strength, imagine yourself winning.

At the end of the task the lecturer talks with the participants about what situations it is better to defend and in which to escape. Let them give examples of such situations. Each participant gives rules of behaviour.



Task 7. Imaginative training (20 min.)

he instructor explains to participants what imaginative training is.

“Imagination has a huge impact on the human body and its behaviour. To realize this, it is enough to remember your imaginary creatures located in wardrobes, basements and similar “terrible” places. We did not want to go there alone, without anyone more courageous. At the thought, all muscles strained, and the pulse accelerated. This is a great example of how the imagination works on our body. The thought of the monster evoked the body’s defensive reaction – the acceleration of the heart beat, which we can examine by measuring the heart rate. The imaginative mental training works in a similar way. The basic phenomenon used in mental training is the so-called imagination technique. It involves the creation or reproduction of sensory experiences received by a person imagining a specific motor activity or situation, as if he was participating in it.

A great example is to feel like a super hero and sense of his power. A person subjected to such training can imagine the smell of grass, the view of success in confrontation with the perpetrator, applause of the audience, as well as colleagues and opponents standing behind his back. The use of the imaginative technique evokes a number of changes in the body. These are modifications with physiological and emotional background. The first ones can include, among others, an increase in heart rate, accelerated breathing, increased muscle tone, and the emotional can invoke any emotions accompanying the performance of a given motor activity under certain conditions, for example during a difficult conversation or confrontation. Very often imaginative training is confused with other techniques of widely understood mental training such as concentration, positive thinking, relaxation and visualization. All the senses of the human body should participate in the creation of the image. It is a process that uses all the receptors available in the human body (sound, smell, taste, touch, balance and proprioceptive feeling.) The more senses are taken into account during the imaginative training, the more imaginable the imagination is. the fact that imaginations arise in the human mind regardless of the surrounding environment - they do not require external stimuli.

This training will allow you to acquire new motor skills. Thanks to it, you can control your anxiety appearing in stressful situations, perfectly optimizing the stimulation of the human body. Therefore, it should be used by people with insufficient or excessive emotional arousal. After explaining what the imaginative training is, the teacher proceeds to the exercise.

Work Card 3

Information Card

Sit back, relax, you can stretch yourself and imagine how you bite into a juicy apple, how you feel its taste, what sound you make, feel the touch, taste and smell. Now, tighten your hand with the apple. It is hard, smooth, despite the few bites it is still a hard, juicy, fragrant apple. Imagine now how this apple grew. At first there was a lonely tree, then a bud was formed from which the flower developed. A few months passed from the tiny seed to a large, juicy, healthy apple. This strong apple was exposed to sun rays, rain, wind and pests. Despite these adversities, he is a beautiful, juicy, hard apple. Imagine yourself, you are like this apple, despite adversity, strong, hard and beautiful. Think that adversity is your wind, the annoyances you experience are rain, storm and gale and yet you are still a strong, healthy and beautiful apple.

Think about all the adversities and how you dealt with them. Even when you think you can not do it, you are still fighting. Recall all the moments of joy, happiness, people who give you strength, they are like this apple. Now take a deep breath, when you are in a difficult situation, remember the apple, its history, its successes... you can do it right. Now, open your eyes slowly, look around you, take a deep breath, feel the strength and think about what to face today, tomorrow or in the near future. Now you know that you can do it.

After the exercise, the teacher gives the participants text. He informs them that they can imagine themselves what they probably are doing not only in the event of losing but winning. Training works as a motivator.

Dear host!

Participants may want a copy of this exercise. Therefore, have enough copies ready for the participants. With regular use of imaginative training, you can see changes in behaviour. The man becomes calm and more confident. After only 4 exercises, the fear of situations such as conflict, confrontation or exposure to a stressor is significantly reduced.

4. Ending (20 minutes)

The lecturer asks that the participants to sit in a circle and answer the questions:

- What did you like most about today's workshops?
- What knowledge did you gain?
- What are you going out with? What's your plan?

The lecturer thanks for participating in the workshop. After the participants answer the questions, the lecturer asks them to complete the evaluation questionnaires. After taking the surveys, the lecturer hands out the diplomas.

Evaluation Survey

Peer Relationships Self-Starting Method

Dear participant,

We hope that today's workshops were interesting for you and you could learn many interesting things. We want to receive feedback from you, which is why we would be very grateful for your time and completing the survey below.

The survey is anonymous.

1. Did the workshops provide you with answers to the questions that have appeared in your life?

Strongly agree Agree Disagree Strongly Disagree

2. Did the workshops provide you with useful tips and techniques on how to deal with different situations in everyday life, especially when it comes to strengthening your competences related to peer groups?

Strongly agree Agree Disagree Strongly Disagree

3. Did the workshops provide you with useful tips that can help you overcome your fear of crossing boundaries and dealing with stress in relations with peers?

Strongly agree Agree Disagree Strongly Disagree

4. Which part of the workshop did you like the most and why?

.....

5. Would you like to participate in another workshop?

YES NO

6. If you said YES, what topic would you be interested in?

.....

7. Additional comments

.....

Thank you for completing the survey!





Certificate

It is certified that,

(Full name of the participant)

Has taken part in the workshop titled:
Peer Relationships

GROW IT UP - COMPETENCES AND FRAMEWORK
FOR SOCIAL SYSTEM YOUTH WORKERS
Project nr 2018-1-PL01-KA205-050049

Organisation/school:

Workshop leader:

Date:

Place:

Programme co-funded by Erasmus+



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