



# TIC TAC Method



# TIC-TAK Method

1

Indicates the stages  
of youth  
development

2

Focuses on the  
biological aspects  
of growth

3

Allows a better  
understanding  
of young people

# Method assumptions

Identifies correctly behaviors that are seen as part of the growth process.

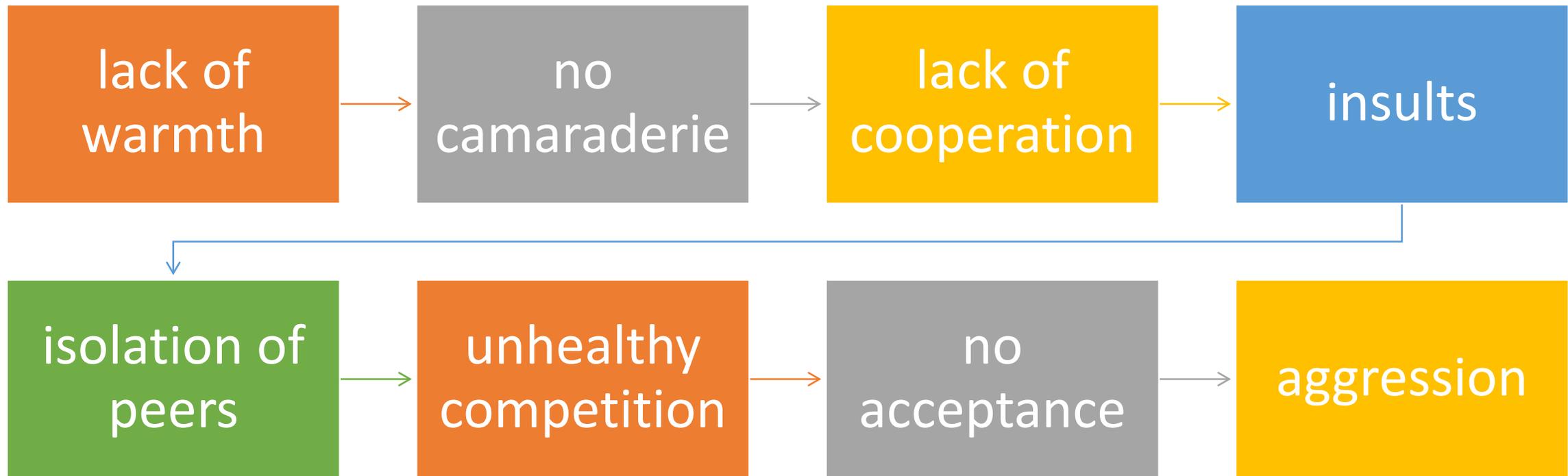
Focuses on work with young people who have problems with making friends and integrating with the group.

Assumes working with a group of young people who have difficulties in integration, manifested by a lack of cordiality, camaraderie, cooperation, insults, peer isolation, unhealthy competition, lack of acceptance, and aggression.

# The Method focuses on:

- work with young people who have problems in making friends and integrating with the group.

Assumes working with a group of young people who have difficulties in integration, which is manifested through:



# The main purpose of the Method:

strengthen competences regarding the concepts of:

group integration

communication

assertive attitudes

solving the conflict

change of behaviors that have a negative impact on the group

users of the Method will be able to take over the role of mediator

# The results of using the Method:

increase knowledge of areas related to the concept of choices and consequences,

acquisition of competences in recognizing emotions and their impact on relationships

acquisition of competences in the field of conflict resolution and teamwork

acquisition of knowledge about growth stages and the impact of brain development on behavior

acquisition of the ability to conduct difficult conversations about expectations

trust and understanding between teenagers and their carers and therapists

# TOOLS

- 4 model scenarios for youth work
- 30 individual work cards for youth work
- 20 therapy cards for working with young people
- 1 training program used to prepare of therapists, teachers, educators and guardians of youth at risk of social exclusion and socially excluded. opis metody TIC-TAC
- presentation of the Method
- 4 excercises

## „Group Relations”

1. scenario of TIC-TAC  
Method for work with  
young people



# GOALS

- Analyzing a difficult situation and creating conditions to cope alone in a difficult relationship with the new environment
- The young man is in a double difficult situation related to the change of the environment.
- He can be lonely in entering into relationships with newly met people and in "reading" the requirements and principles prevailing in the group.
- Classes are designed to help young people adapt to new conditions in a new group, help with integration with the environment.

# RESULTS

- zwiększenie poziomu integracji w spójności grupy poprzez zbudowanie klimatu zaufania i otwartości,
- ułatwienie młodzieży wzajemnego zapoznania się ze sobą,
- nawiązanie satysfakcjonujących kontaktów z rówieśnikami,
- zbudowanie pozytywnej i długotrwałej relacji w poszanowaniu inności,
- uczenie poszanowania indywidualności i praw każdego człowieka niezależnie skąd pochodzi
- odreagowanie negatywnych emocji, zmniejszenie napięć i niepokojów związanych z nową sytuacją i nową grupą,
- Akceptacja siebie, wzrost zaufania do siebie, ale też do innych

# Mini lecture



The first impression can be crucial, because it is not so easy to change it later. The ability to self-control, self-awareness and deal with our own fears is important for each of us. Situations related to finding employment are typical and can be prepared to a large extent.

# Range of knowledge and skills

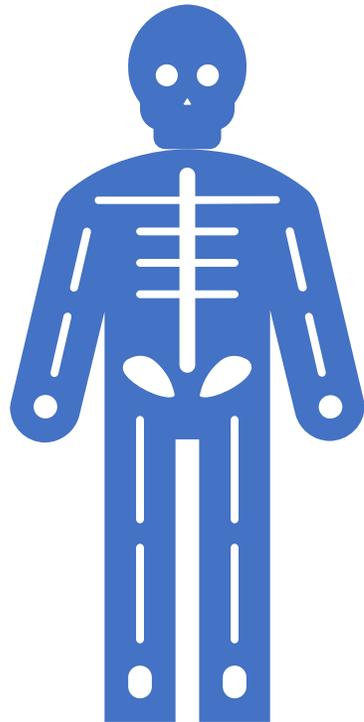
Issues that you raise by doing the appropriate exercises:

- job application,
- recruitment methods,
- asked questions during the interview,
- appropriate outfit,
- right behavior functioning of individual enterprises

# WORKSHOPS:

## Workshop purpose:

- building self-esteem,
- open to the outside world,
- overcoming barriers, coping with new situations related to human entry into adulthood,
- learning techniques and tools to raise awareness of body language, interacting with each other and others, creating reality,
- we will be able not only to meet the tasks posed by adulthood, but also to create them ourselves.



# Therapeutic work card

- How does jealousy affect relationships?

.....  
.....  
.....  
.....

- What would you advise a person who feels jealousy to make him feel better?

.....  
.....  
.....  
.....

# RELAXATION

## Like yourself

- Sit or lie down comfortably (about 10 seconds). Close your eyes. Feel all parts of the body that touch the ground. Relax all muscles in the body and smile to yourself. Feel how the ground carries you with the world around you. Feel good and safe.
- Now put your right hand on your stomach and think about the meadow and the forest, birds singing joyfully (about 15 seconds). Put your left hand on your stomach now and imagine the river flowing quietly and the forest surrounding it.

# BREATHING TRAINING

Take a slow breath...

Hold the air in your lungs for 5 seconds and let it out slowly.

Focus now on making friendships about everything in you.

Be grateful to yourself for everything you give yourself and others.

Fill your body with a golden light, feelings of love for yourself and for the world.

## „Peer mediation as a conflict resolution tool”

2. scenario of TIC-TAC Method for work with young people



# Peer mediation as a conflict resolution tool

The main goal is to strengthen competences in dealing with conflict situations that young people face in everyday life, with particular emphasis on disputes that occur in peer groups.



# ASSUMPTIONS

The method involves expanding knowledge and skills in the field of group integration, communication, conflict resolution and behaviors that have a negative impact on the group.



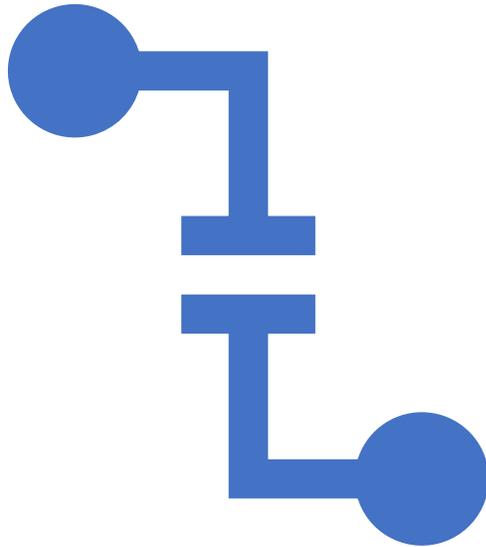
# GOALS

- workshops enable young people to diagnose conflict situations,
- looking at your own response model learning techniques and methods of coping with the discussed situations
- participants will be equipped with knowledge about peer mediation, attitudes of youth acceptance of otherness, self-acceptance.
- will be able to assume the role of mediator

# RESULTS

- increasing knowledge of areas related to the concept of conflict,
- increasing knowledge of conflict resolution techniques and methods,
- acquiring competences in recognizing emotions and their impact on the conflict resolution process,
- acquiring knowledge about the role of communication in conflict resolution,
- acquiring skills in the use of relaxation techniques,
- acquiring the competence to use mediation as a tool to resolve peer conflicts,
- acquiring the ability to play the role of a mediator.

# Conflicts



Conflicts are in our lives. We experience them every day, in various relationships and environments, they are common. There are various causes of conflicts. Some of them have roots in negative interpersonal relationships in the family, work, peer group etc.



# „DISPUTES”

They are the result of:

- communication disorders,
- inability to manage one's own emotions,
- lack of confidence in self-confidence lack of assertiveness,
- lack of self-esteem no use of relaxation techniques

# CONFLICTS

- Conflict is defined as the existence of conflicting, conflicting interests.
- This approach, however, does not fully exhaust the essence of the discussed issues.
- The conflict may result from differences in roles, gender, beliefs, beliefs, emotions, intentions disagreement, disrespect, acceptance or tolerance

# CONFLICTS

- is a natural phenomenon even in healthy, well-functioning groups.
- usually appears when the parties pursue different, incompatible goals.
- real problems are not necessary for the conflict to arise.
- sometimes it is enough to believe in the hostile intentions of the parties involved.



# Effects

- The script program that equips a young person with the knowledge and skills to see the positive sides of conflict situations.
- By implementing this program, young people acquire practical skills in coping with difficult, contentious situations.

# PEER MEDIATIONS

An alternative method of resolving disputes that occur among children and adolescents at school or other childcare and resocialization facilities in the presence of a mediator.



# MEDIATOR

Mediation is a voluntary and confidential process in which a neutral, independent person, called a mediator, with the agreement of the parties, helps to resolve the dispute.

It is important that the mediator does not impose solutions, but supports participants in finding them.

# Candidate



A peer mediator should be a student who enjoys peer trust and whose age, independence and degree of psychosocial maturity will allow him to understand the essence of the conflict, mediation, and other people's point of view.

# PROCESS

Mediation allows you to define what is the essence of the dispute, what areas and issues it covers. It enables overcoming communication barriers, developing possible and acceptable solutions and concluding a satisfactory agreement if the parties so desire.



# What mediation gives?



THE STRENGTH OF MEDIATION IS THE CONVERSATION OF CONFLICTING PARTIES ABOUT WHAT DIVIDES, JOINT SEARCH FOR SOLUTIONS AND CONSCIOUS ACCEPTANCE OF RESPONSIBILITY FOR THE AGREEMENT.



MEDIATION PROTECTS THE RIGHTS AND INTERESTS OF THE PARTIES TO THE CONFLICT.



IT FAVORS BUILDING RELATIONSHIPS AND INTRODUCES A CULTURE OF DIALOGUE AND CO-RESPONSIBILITY FOR SHAPING THE CLIMATE IN THE GROUP AND THE ENVIRONMENT.

# Therapeutic work card

Indicate your  
communication barriers  
in the relationship  
YOU - ADULT



Think about what  
causes them and how  
you can eliminate them



## „Work on Youth - Adult relations”

3. scenario of TIC-TAC  
Method for work  
with young people



# GOALS

The main purpose of work using the TIC-TAC method is to strengthen competences regarding the concepts of:

- group integration,
- communication,
- assertive attitudes,
- resolving conflicts and behaviors that have a negative impact on the group.

# RESULTS

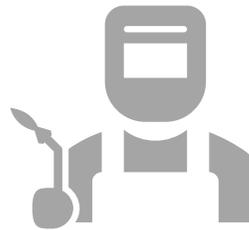
Participants are expected to achieve the following results:

- Increased confidence
- Strengthening competences in the field of proper verbal and non-verbal communication in the youth-adult relationship
- Strengthening competences in dealing with conflict situations
- Acquisition of dealing with difficult and conflict situations in the youth-adult relationship
- Ability to use relaxation techniques

# SKILLS



The skills of communicating with the community, and more precisely with social groups, finding themselves in them thanks to the adaptation of the message today belong to the unique and key human competences.



Skills translate into family and professional life.



The number of messages, expectations, the scale of validity, the need for security, the atmosphere, understanding are one of many factors affecting the way of communication and reception in the youth-adult relationship.

# PROS



CORRECT COMMUNICATION IS  
ESSENTIAL FOR OUR PHYSICAL AND  
MENTAL HEALTH.



WE LEARN OURSELVES, WE BUILD  
TRUST, WE ESTABLISH  
COOPERATION.



IT HELPS TO UNDERSTAND, RESPECT  
AND LIKE OTHER PEOPLE.



# COMMUNICATION ERRORS

Incorrect, maladjusted communication is the most frequently mentioned source of interpersonal conflicts, often feeling helpless, embarrassed, in a "dead end".



Remember, this communication usually takes up most of the time during the day.

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Remember, this communication usually takes up most of the time during the day

# Good to remember!



COMMUNICATION IS NOT  
ONLY WHAT WE SAY



THAT'S HOW WE HEAR



JAKĄ MAMY BARWĘ GŁOSU,



WHAT TONE OF VOICE WE  
HAVE



FACIAL EXPRESSIONS THAT  
CLEARLY SAY TO THE RECIPIENT  
WHETHER WE ARE  
CONSISTENT IN WHAT WE  
COMMUNICATE.

# WORKSHOP OBJECTIVE:

are primarily aimed  
at building self-  
esteem

opening up towards  
an adult

overcoming barriers

cope with new  
situations related to  
crisis and stressful  
situations

we will learn  
techniques and tools  
to raise awareness  
of body language

impact on yourself  
and others

creating reality



Interpersonal  
communication,  
exchange of information  
between its participants



# Communication is:



what we say



how we hear



what tone of voice we have



body posture



mimika



what the recipient says clearly, or in what we communicate we are consistent

# Individual work card



Write what manipulation means to you.



Were you a victim of manipulation?



If so, describe this situation.

# Individual work card

Communication blockades	X
<b>Umoralnianie</b>	
Discouragement	
Instruct	
Empathy	
Commanding	
Reproaches	
Warning	
Underestimation	
Threatening, reprimanding	
Dictating your own commitments	
Remitting	
Indulgence	
Ridicule	
Deceasing importance	
Support	

# RELAXATION

- Imagine you are a sea creature.
- You rest. You enjoy the blue of the sea.
- Take a deep breath now and feel your body fill with new energy.
- Now breathe out and feel the tension with it leave your body. Take a deep breath - you feel your lungs fill with energy.
- You breathe out slowly and you feel your body leave stress.
- You breathe freely.
- Let yourself feel the peace that surrounds you at the bottom of the ocean.
- You feel like all mundane matters, everyday rush, problems recede from you. The sound of the ocean soothes and calms you down.

# Imaginative relaxation training

Imagine the blue sky... Imagine the rainbow... Imagine the blue color, fragrant with cornflowers and forget-me-not air... relax...

Let this heat penetrate all parts of your body.

Take care of your body.

I need your attention, care and concern.

## „Security in the network”

4. scenario of TIC-TAC  
Method for work with  
young people



# GOALS

STRENGTHENING YOUTH IN THE FIELD OF:

ACQUIRING COMPETENCES REGARDING AREAS  
RELATED TO NETWORK SECURITY,

MAKING CHOICES AND AWARENESS OF THE  
CONSEQUENCES,

ACQUIRING KNOWLEDGE ABOUT THE IMPACT  
OF BUILDING RELATIONSHIPS ON THE  
NETWORK,

CONDUCTING CONVERSATIONS ON TOPICS  
RELATED TO EXPECTATIONS.

# RESULTS

acquiring knowledge about network security

acquiring knowledge about emotions accompanying online relationships

developing methods for efficiently and effectively dealing with situations related to online abuse.

making participants aware of the value of building relationships based on non-virtual social contact.

ability to respond to attempts to use online

visualizing the negative and positive impact of social media on building self-esteem and peer relationships

increase in confidence

self esteem increase

improving direct relationships with peers

acquisition of competences regarding communication, assertive attitudes in accordance with the TIC-TAC method

# RESULTS

BROADENING YOUTH  
COMPETENCES REGARDING  
ONLINE SECURITY.

ACQUIRING BASIC  
KNOWLEDGE ABOUT THE  
SAFE AND INFORMED USE OF  
NETWORK RESOURCES.

LEARNING THE BASIC  
PRINCIPLES OF "DIGITAL ME"

LEARNING ABOUT EFFECTIVE  
RECOGNITION OF CRIMES  
COMMITTED USING  
MODERN INFORMATION  
AND COMMUNICATION  
TECHNOLOGIES

# CYBERBULLYING



persecution



bullying



pinch



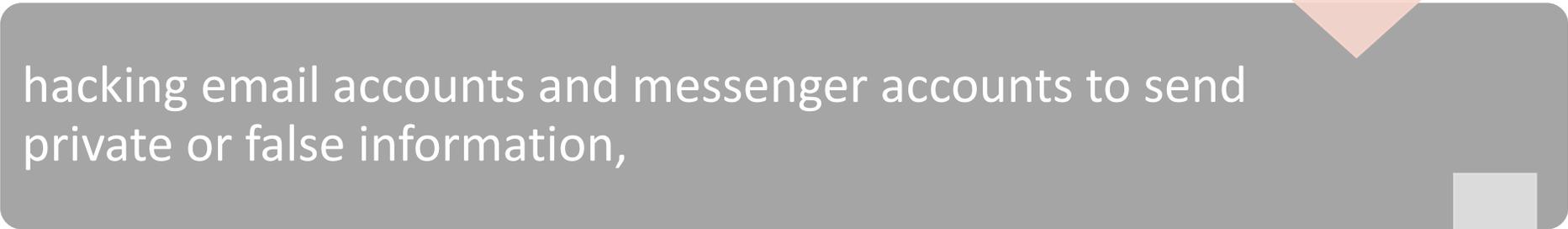
ridicule using the Internet  
and electronic tools

# FORMS OF CYBERBULLYING

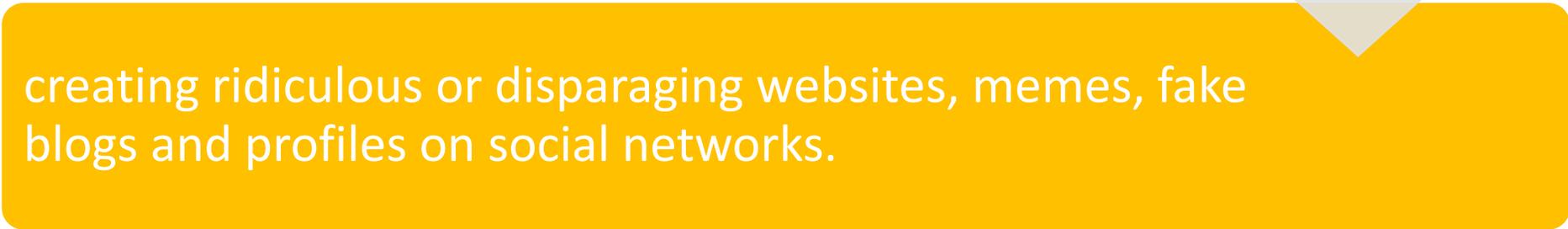
sending out compromising materials (e.g. photos and videos),



hacking email accounts and messenger accounts to send private or false information,



creating ridiculous or disparaging websites, memes, fake blogs and profiles on social networks.



# CHARACTERISTIC

1

Cyberbullying is characterized by high anonymity of the perpetrator and "significant firepower"

2

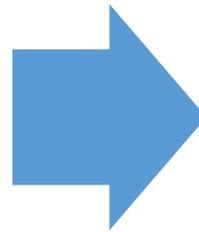
It is particularly dangerous when directed towards children and young people

3

It is not only directly affects the victim, but affects the entire group in which the person subjected to cyberbullying

# EDUCATOR

In counteracting cyberbullying, the role of educator, educator, parent, adult who should significantly support young people is extremely important.



It is extremely important that, in the event of cyberbullying, a young person knows whom to turn to for help

# Individual work card

Describe your own or other dangerous online situation related to cyberbullying

.....  
.....

Indicate what form cyberbullying took :

- Vulgarity
- Intimidation
- Hacking a blog / profile / email account
- Theft
- Impersonating another person
- Nękanie**
- Manipulation
- Another (which one?)

.....

# Relaxation

Sit comfortably, put your hands on your thighs, relax your arms (about 10 seconds). Close your eyes. Imagine that you are walking through a beautiful, peaceful area. You see green meadows and sheep grazing peacefully. You come to the lake. You can see the bench right on the shore. You sit on it and listen to the splash of water. You sit in this peaceful place and the peace of the environment is shared with you. You feel calm around you and within yourself. You say to yourself: "I am completely calm" (about 30 seconds). You sit on the bench, completely calm and relaxed. You think about learning, hobbies, and activities that you enjoy. You think about what really works out for you. You know you're really good at it. It's a great feeling when something goes well. Bend your hands now, stretch them out, take a deep breath. Open your eyes. You are calm now and believe in your own strength. (H. Teml, „Relaks w nauczaniu”)

# Imagination training



Imagine once a week doing a digital detox for one day. Give your brain a break.



Imagine keeping your phone away from the bed. Try doing this a few nights a week. Your bedroom can be free of digital technologies.



Imagine you are cultured. You have your phone turned off during meals or when you are in a meeting. Think if you can overcome the desire to check the phone at the table, even if someone next to it does.



Imagine going for a walk without a phone. You may feel strange at first, and then incredibly refreshing. Do it more often. A walk is rest.



Imagine checking your phone 100 times a day. Think for what and find something nice that will take your time.



Imagine surfing the desire to use the web. See the feeling in your body. Can you surf his wave. Feel that you are playing. The brain does not distinguish between thought and action. When you feel the same way you act, you can feel relief. Use the web whenever you want and not when you have to.



GROW IT UP - COMPETENCES AND FRAMEWORK FOR SOCIAL SYSTEM YOUTH WORKERS  
Projekt nr 2018-1-PL01-KA205-050049  
Program dofinansowany przez Erasmus+



**UK - Butterflies LTD**



THANK YOU FOR YOUR ATTENTION AND WE  
INVITE YOU TO USE FREE TOOLS

