

# GROW UP! IT

Competences and framework for social system youth workers.



Erasmus+

Self Starting Program

# Scenario 1 for 4 hours



POWIATOWE CENTRUM  
POMOCY RODZINIE W  
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UK - Butterflies LTD



FERI

In boldness is genius, power and fame.

**Johann Wolfgang von Goethe**

How to overcome the fear associated with contact with the group by building self-confidence?

## **Self Starting Program Scenario 1 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:

- Drama
- Brainstorm
- Active ways to conduct the workshop: work in groups
- Active ways to conduct the workshop: work in pairs
- Individual work
- Relaxation techniques
- Psychoeducation
- Mini lecture

## Examples of materials needed for the workshop:

- Work cards,
- Coloured paper
- Staplers according to the number of participants in the group
- Markers
- Crayons
- Felt tip pens
- Scissors
- sticky notes,
- Flipchart,
- A3, A4 cards,
- Adhesive tape
- Pens

- Certificates
- Evaluation

### The aim of the workshops- information for the leader

The main goal is to strengthen the competence in the field of self-regulation related to the reduction of stress and lowering the level of anxiety during public appearances among young people. Self-regulation allows individuals to manage emotions, behaviours and body movements when dealing with a difficult situation. This skill develops with age. The method refers to the process in which the participant engages and takes responsibility for his or her own learning and uses it to achieve the success of self-regulation (recognizing one's own states hindering everyday functioning and using tools to work on self-improvement).

It is important 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 dealing with situational stress
- Strengthening competences in dealing with situational anxiety
- Ability to show assertive behaviour,
- Acquiring competence in the recognition and management of emotions and awareness of their impact on the individual and group,
- Elimination of somatic symptoms of stress,
- Ability to use relaxation techniques,
- Acquisition of competences in the field of speeches in front of the group.
- Increased skills related to speaking and participation in the discussion.

## 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

Przykład:

#### **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 leader collects the notes, reads them aloud, asks if everyone agrees to the rules presented. He glues them in a visible place or asks one of the participants to do it. Then he 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 leader talks about the assumptions of the workshop programme by the use of the text below. He welcomes the participants.

Non-verbal communication is the signals that are sent through the speech of our body. It is a set of non-verbal messages transmitted and received by people around us. Even without using words, we are able to read how a person feels; whether they are confident or lost, whether they are brave or afraid. Whether they like themselves or not. Non-verbal communication includes physical appearance, gestures, facial expressions and body movements. Non-verbal messages inform about well-being, intentions, emotional states, expectations of the interlocutor, etc. Society in the course of development has developed many mechanisms to protect the individual and the group against external threats. Emotions are a very important defensive element, especially those that allow to recognise danger and automatically react. Fear and anxiety are usually very helpful in life, because they give us the opportunity to avoid harmful situations and have a bad influence on our near and distant surroundings. However, there are people whose anxiety is getting too much, which causes a number of problems that have nothing to do with the protection of the body.

These classes are designed to support young people in building self-esteem, openness to the outside world, and to strengthen verbal and non-verbal communication skills. Indirectly, the classes will also contribute to improving the skills of young people finding themselves in the world of information and the media. The workshop will focus on the skills of self-control, awareness and control of body language as well as coping with stress and anxiety. Program participants will be able to practice positive self-esteem, work on their strengths, overcome fear and control stress, to become a good companion to talk to and find themselves in situations involving participation in debates or discussions.

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

For many people, public appearances are a source of extremely strong stress. Stress associated with speaking on the forum is associated primarily with fear of assessment, questions from other people and not knowing the answer, the need to use, for example, a microphone. Of course, stress also occurs when we are not well prepared for a public appearance. An undoubted source of stress is also associated with the auditorium - both strangers and sometimes family and friends are a source of anxiety.

Research shows that stress related to public appearances is a common phenomenon and meets to a greater or lesser extent a significant proportion of people who have to speak to others. Some tension associated with speaking on the forum is something completely understandable and normal, and even indicated, because it

strengthens concentration and motivates for good preparation. The problem begins when the stress associated with public appearances is associated with experiencing too much anxiety and sometimes even paralysing fear. Anxiety, which sometimes makes us forget what we wanted to say, we cannot convey our thoughts, we not only feel tense and embarrassed, but we have the impression that others, seeing our concern, laugh at us or at least see us as a loser.

On the other hand, it is worth remembering that even if we manage to hide how strong anxiety, suppression of it always affects negatively our well-being, making our speech a difficult and unpleasant experience, and sometimes even influencing our health.

Stress is a form of reaction of the human body to all tasks posed before it, and what is more, it is even indispensable for the everyday effective functioning of every human being. Stress mainly flows out of fears, anxiety and fear of something new and unknown.

## 2. Icebreaker- introduction of the participants (20 min.)

Ask the participants to start the icebreaker exercise; Let's get to know each other - finish the sentence. Each participant ends the sentence. The round lasts until all participants, including the leaders, talk about themselves in accordance with the model. The leader can prepare a flipchart and write on the card what is below. Text can also be printed on A4 pages and distributed to each participant.

### Finish the sentence:

- My name is....
- I like...
- I don't like....
- I feel strong in....
- My strong attributes are ...
- Speaking in front of the group....
- Relaxation.....
- My favourite colour...

The leader thanks the participants for presenting themselves. Begins with the following words:

The ability to speak in front of people is defined as one of the most desirable competences (skills) currently. Unfortunately for many people speaking in front of the group and public appearances arouse anxiety and cause stress even if we know the people in the class or group. Fear of Confusion, mocking by peers, or in the worst case, by a teacher, may cause anxiety and induce somatic symptoms of stress. If we do not know how to do something is simply because no one has taught or shown us how to do it.

Dark thoughts: where do they come from?

Dark thoughts - it is worth considering where they come from, in what situations they bring consequences for our health? Do they appear automatically? Can someone us teach us it? Realizing where dark thoughts come from is

the first step to change. Dark thoughts often take from the instilled patterns and create our comfort zone. It is easier for us to worry, because it is the only thing that we know. Exiting the comfort zone and building yourself a new comfort zone requires sacrifices, and changes can be painful.

When we realize how devastatingly dark thoughts affect us, we can need support to go through the change as least painfully as possible. It is important to have a group of people that will support us and where we feel accepted and safe.

Dark thoughts act like pink glasses, or rather black glasses. They tell us how to interpret reality. Something in our head whispers to us: you will not succeed, and what will it be like? Will others laugh at you? And what if you forget the text? And what ... .. right! NOTHING! Such automatic thinking is not always covered in reality. Changing your thinking from negative to positive is not easy, but it is certainly possible. You just have to learn it.

On the other hand, creating dark scenarios can play an important role in the change process. They allow you to prepare for a possible dark scenario and change it. It is important to use a pen and paper to make notes of your thoughts. Then read them aloud, for the group, or for yourself. Verbalising your thoughts allows you to take a look at what's going on in our head.

During the activities and workshops, we will look for ways to reduce tension, to get rid of, or at least to reduce the amount of dark thoughts appearing in our head. We will together look for ways to break the spiral of dark thoughts. If our concerns relate to fear of public speaking, we will work together to improve our speaker's skills. Because self-confidence comes from knowledge. If we are well prepared, even a slight stumble will not knock us out of the rhythm. Tormenting thoughts only build only an alibi for a possible failure and not to motivate to take action, we are already one leg in a self-fulfilling prophecy acting on the consequences that we fear

### **Activity 1. Worst case scenario, individual work (20 min.)**

The leader distributes the previously prepared work cards to workshop participants. Explains what the task is. The leader asks participants to write on the work card, with what they have the greatest difficulty in planning, in action, etc. In what situations is "pessimism" turned on?

He says to the participants: Think about what the worst thing can happen. Place your answers on the left side of the table. Then think about what you would tell your best friend if he addressed you with a similar problem



## Work card 1

My difficult situation is.....

.....

.....

.....

**Example:** I wanted to ask the coach if he will accept me for the football team but I decided not to ask because I am afraid of what he will say.

The worst possible scenario - what's the worst thing that can happen if you ask the coach?	What to do to overcome discomfort - think how likely the scenario you create in your head is likely to happen
Answer: for example, he might mock me	Czy trener faktycznie jako osoba dorosła może mnie wyśmiać? Jakie fakty o tym świadczą? Jak się zachowam, kiedy zostanę wyśmiana przez trenera? Co mogę zrobić, aby poczuć się lepiej?
He may not accept me	What is the reason for not accepting me? What can I do if I am not accepted? What are the positives of this situation?
Your worst case scenario	What to do to overcome discomfort - think how likely the scenario you create in your head is likely to happen

**Activity 2. Friend's advice (25 min.)**

After the previous exercise the leader divides the participants into 2 groups according to his own discretion. Participants do the same exercise, but this time in groups (brainstorming) on a specific problem.

**Problem to solve for group 1**

Erica was called to answer and she forgot what she had learned. There is complete silence in the classroom.

**Problem to solve for group 2**

John was supposed to sing at the assembly. When he went out to the centre and wanted to sing, it turned out that he was not able to speak out because of his nervousness.

**Work card 2**

<p>Worst case scenario</p>	<p>What do you say to a person who finds themselves in a difficult situation? What advice will you give? How to comfort them?</p>

After completing the task, the groups present their answers on the forum. Leader thanks for hard work and interesting ideas, praising at the same time for the group work and the performance on the class forum.

Tip for the leader: If the leader thinks that the group is ready to present their work in the middle of the classroom, he may ask the group for it. Otherwise, the groups present their work sitting or standing in their seats.

### Activity 3. What are the somatic symptoms of stress? (20 min.)

The leader divides participants into two groups. He distributes cards, pens and crayons. Then he asks the participants to write out symptoms of stress and what happens to them in a stressful situation. The participants present what they have written in front of the group.

The leader summarises the activity by saying:

Stress accompanies us constantly, because it motivates or demotivates us to act. Positive stress is eustress, negative is distress. If we feel positive stress, then we want to act. If we feel negative stress, then we start to feel anxiety. And again, we are back to the starting point, how to deal with stress?

Tip for the leader:

If the leader thinks that the group is ready to present their work in the middle of the classroom, he may ask the group for it. Otherwise, the groups present their work sitting or standing in their seats..

### Activity 4. First Aid Kit (25 min.)

The task of the workshop participants is to create a poster "My handy first aid kit".

The flipchart should include recommendations for other students, including tips on how to deal with the stress associated with public speaking.

#### Help questions:

- How do you deal with stress? Is it harmful to your health? We focus only on positive aspects consistent with the law.
- What would you advise your best friend if he was in a difficult stressful situation?
- What would you advise your teacher if he was in a difficult stressful situation?
- What would you advise your guardian if he was in a difficult stressful situation?

#### Dear leader!

Be prepared that among the participants' answers there will be different ways to fight stress: drinking alcohol, smoking cigarettes, smoking marijuana, taking drugs, etc. It is important not to show your dissatisfaction, but only to explain. If this situation occurs during the workshop, you can use the following answer:

Thank you for all the ways you have given. Some of them, however, may have negative effects. They can lower our tension, stress, anxiety only for a moment. However, when the measure stops working, another stress appears, a tension that causes us to want more and more.

The use of various agents may have negative effects: \* ( answer from the Talking Teens scenario)(<https://www.uk-butterflies.com/Talking%20Teens%20publikacja.pdf>)



- Increased anxiety
- Fatigue,
- Depression

**Physical symptoms in which our appearance changes:**

- A persistent body odor
- A sweat aura that produces a bad smell
- Red conjunctivitis,
- Pimples
- Swollen face
- Dry skin
- Sexual problems (reduced tension in the genitalia)

**Activity 5. How to quickly and effectively deal with stress (15 min.)**

As a summary of the previous exercise, the leader gives ways to cope with stress and does them with the participants. The leader says that it is very important to be prepared for the lesson, public appearance or exam. This minimalizes the level of distress.

**The leader says:**

Before a speech in front of the class, group:

- Practice at home in front of the mirror
- Breathe- inhale and exhale 5-20 times according to your needs and abilities
- Count down from 20 to 0
- Blow your thumb 5-20 times according to your needs and abilities (for example in the toilets at break)

This is not a joke, although it can certainly sound funny. The effectiveness of this method is scientifically justified. The very exercise of inhaling the air through the nose and slowly exhaling through the mouth is scientifically proved. While focusing on the thumb we relax and inhale and exhale. The level of adrenaline and cortisol (stress hormones) decreases and restores proper functions in our body and regulates oxygen levels. When we are stressed, the oxygen content in the body is reduced, which further aggravates stress. That is why it is so important that we do short breathing exercises as often as possible. The heart action becomes calmer, the pressure drops. Through the systematic exercises the organism regulates itself. It is important to learn self-regulation.

After the presentation of selected exercises, the leader gives the workshop participants a piece of paper with written examples.

## Work card 3

### Information card

- Practice your speech/performance in front of the mirror at home
- Record yourself
- Breathe- inhale and exhale 5-20 times according to your needs and abilities
- Count down from 20 to 0
- Blow your thumb 5-20 times according to your needs and abilities (for example in the toilets at break)
- Stand in a superhero position, stand in the position of the movie star on the red carpet. Imagine that everyone looks at you and you want to present yourself as well as possible. Sounds fun? So have fun :)
- Stand in an open, confident posture

### Activity 6. 14 Steps to happiness (15 min.)

The leader informs the participants that they will perform a relaxation exercise, which involves loosening all parts of the body by alternating stretching and loosening of individual muscle groups. This allows you to reduce stress hormones. The leader informs that we can react differently during the exercise. Every reaction is fine. There are no contraindications to perform this task. If somebody falls asleep, it's okay. Exercise can be performed on closed or open eyes.

The leader says:

I will address you in the second person eg: tighten, pick up, close ... However, the commands are directed to the whole group.

Let's Begin!

1. Clench the right fist - breathe in your nose, hold the air, count in your head to 3. Let the air out. Loosen your fist.
2. Clench your left fist - breathe in your nose, hold the air, count in your head to 3. Let the air out. Loosen your fist.
3. Raise your arms as high as possible - breathe in your nose, stretch your arms, hold your breath, count up to 3. Let the air out. Relax and lower your arms.
4. Wrinkle your forehead - breathe in your nose, stretch your forehead, hold the air, count in your head to 3. Let the air out. Relax your forehead.
5. Clench your eyelids - breathe in your nose, hold the air, count to 3. Let the air out. Relax your eyelids
6. Clench the jaw - breathe in your nose, hold the air, count in your head to 3. Let the air out. Loosen your jaws
7. Tilt your head back firmly - stretch your neck, hold the air, count in your head to 3. Let the air out. Loosen your neck
8. Take three deep breaths, stop and exhale - note that the breathing is slower and calmer - rest.
9. Tighten the abdominal muscles, count to 3 in your head, relax,
10. Tight your buttocks, count to 3 in your head, relax,

11. Straighten your legs and tighten your thighs, count to 3 in your head, relax,
12. Tighten the whole body firmly, take a deep breath with your nose, hold the air, count up to 3 in your head, let the air out slowly with your lips while loosening the whole body.
13. Close your eyes and count down from 20 to 0 in your head.
14. Open your eyes, stretch as you're ready.

### **Activity 7. Summary of the activity (5 min.)**

After the relaxation technique, the leader asks participants about their impressions:

- What did you notice?
- How do you feel?
- What changed?
- Will you be able to apply this technique yourself?

The leader says: this technique must be learned. It's okay that you cannot concentrate, that you cannot relax. Practice makes perfect. The more you practice, the better it will go. Your body has got used to the tension caused by stress. Now you are trying to rip your body out of the comfort zone. It is natural that the body rebels. But you already know about it, that's why you are smarter.

## **Work card 4**

### **Information Card**

TRelaxation training- Text

1. Clench the right fist - breathe in your nose, hold the air, count in your head to 3. Let the air out. Loosen your fist.
2. Clench your left fist - breathe in your nose, hold the air, count in your head to 3. Let the air out. Loosen your fist.
3. Raise your arms as high as possible - breathe in your nose, stretch your arms, hold your breath, count up to 3. Let the air out. Relax and lower your arms.
4. Wrinkle your forehead - breathe in your nose, stretch your forehead, hold the air, count in your head to 3. Let the air out. Relax your forehead.
5. Clench your eyelids - breathe in your nose, hold the air, count to 3. Let the air out. Relax your eyelids
6. Clench the jaw - breathe in your nose, hold the air, count in your head to 3. Let the air out. Loosen your jaws
7. Tilt your head back firmly - stretch your neck, hold the air, count in your head to 3. Let the air out. Loosen your neck
8. Take three deep breaths, stop and exhale - note that the breathing is slower and calmer - rest.
9. Tighten the abdominal muscles, count to 3 in your head, relax,
10. Tight your buttocks, count to 3 in your head, relax,
11. Straighten your legs and tighten your thighs, count to 3 in your head, relax,
12. Tighten the whole body firmly, take a deep breath with your nose, hold the air, count up to 3 in your head, let the air out slowly with your lips while loosening the whole body.
13. Close your eyes and count down from 20 to 0 in your head.
14. Open your eyes, stretch as you're ready.

**Dear leader!**

Participants may want a copy of this exercise. Therefore, have enough copies ready for distribution to the participants. You can also tell them that they can record it, for example, on a mobile phone and whilst lying or sitting, play it during the day. After regular use of relaxation training, you can see changes in the behaviour. Already after 4 times, body tension drops significantly, and we become calmer.

## 4. End of the workshops (20 min.)

The leader asks that the participants to sit in a circle and each answer the question:

- What did you like the most?
- What will you use for yourself?
- What are you coming out with? What is your plan?

After completing the comments of the participants, the leader thanks for the participation in the workshop. After finishing all sentences for the end of the program, the leader asks to complete the evaluation surveys. After taking the surveys, the leader gives the certificates.



## Evaluation Survey

### How to overcome the fear associated with contact with the group by building self-confidence? 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 your daily life, especially when it comes to strengthening your competences related to public speaking?

Strongly agree       Agree       Disagree       Strongly Disagree

3. Did the workshops give you useful tips that can help you overcome the stage fright of public speaking?

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,

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(Full name of the participant)

Has taken part in the workshop titled:  
**” How to overcome the fear associated with contact with the group by building self-confidence?”**

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

Organisation/school: .....

Workshop leader: .....

Date: .....

Place: .....