

GROW UP! IT

Competences and framework for social system youth workers.



Erasmus+

Self Starting Program

Scenario 3 for 4 hours



POWIATOWE CENTRUM
POMOCY RODZINIE W
OŚWIĘCIMIU



UK - Butterflies LTD



FERI

„The greatest evil is to tolerate injustice”
Platon

Peer violence

Self Starting Program Scenario 3 for 4 hours

1. GENERAL INFORMATION

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- 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 program
- Icebreaker
- Mini-lecture
- 6 activities
- 2 work cards
- 1 information card

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
- 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 the competence in the field of violence and gaining knowledge related to reacting to violent situations among young people. During the program the participants will get to know their rights and will be given information about locations where they can seek help and support.

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 communication with peers
- Strengthening competences in dealing with situational anxiety
- Ability to show assertive behaviour,
- Acquisition of competences in the recognition of the emotions both own and those of other people and management of their own emotions
- Elimination of somatic symptoms of stress
- Ability to use relaxation techniques,
- Ability to classify types and types of peer violence

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 ability to deal with difficult situations when someone crosses our borders is one of the most important competences in social life. Being a victim or a witness of violence is classified as a highly stressful situation. Self Starting is a program addressed to young people who have barriers and difficulties overcoming the fear associated with setting boundaries, communicating their needs: in class, in front of a group, in individual relations. Communicating ones needs is often a challenge for young people. Young people meet with various forms of crossing their borders, among others malicious commenting, critical judgement, pushing, calling, exclusion in groups, ridiculing. 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. The method focuses on working with a child, 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 reactions appear when we wait for an unpleasant event. We feel fear in a situation when we are really in a very stressful situation, for example when someone criticizes us and we do not know how to deal with it. Workshops related to peer violence are aimed at supporting young people in building self-esteem, opening up to the outside world, as well as strengthening verbal and non-verbal communication skills and setting boundaries. Indirectly, the classes will also contribute to increasing the interpersonal skills of young people in relationships with peers. During the workshops, emphasis will be placed on the skills of self-control, awareness and control of body language, and coping with stress and anxiety during 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, react in situations of violence and while witnessing violence towards other people.

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

For many people, experiencing constructive and unconstructive critiques are a source of extremely strong stress. Stress related to reaction or lack of response is associated with fear of judgement and rejection. Stress usually occurs when we are not confident, do not react, have no knowledge about the phenomenon of violence and ways of dealing with the perpetrator. Research indicates that the problem of peer violence is a common phenomenon in schools, formal and informal groups. The only effective method of dealing with the perpetrator is to acquire the

ability to communicate their needs, to set boundaries. In short acquiring an assertive attitude. Peer violence is sometimes called school mobbing. Research conducted in 2016 by the Institute of Sociology at the University of Warsaw shows that over 70% of students have witnessed offending, calling or mocking another student. Almost 50% of students witnessed or heard about physical violence in their school. About 7% of students reported that they were sexually approached against their will.

The problem starts when anxiety makes us forget what we wanted to say, we are not able to convey our thoughts clearly, we do not just feel tense and embarrassed, but we have the impression that others, seeing our concern, mock us. On the other hand, it is worth remembering that even if we manage to hide how strong fear, suppression always has a negative impact on our mood, making our attempt to set limits difficult and unpleasant experience, and sometimes even affecting our health.

Peer violence is defined as: “any non-accidental acts that violate the personal freedom of individuals or contribute to the physical as well as psychological harm of a person, going beyond the social rules of mutual relations.” An increasingly common type of aggression is bullying of some pupils by others. It is important to remember that the perpetrator can be a single person or group.

2. Icebreaker – introducing the participants (20 minutes)

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 and classify responses to violent behaviour is an essential skill that protects life and health. Statistics show that violent behaviour has become the norm that institutions have a hard time coping with. If we are able to recognize the types of violence and ways of responding, we will be able to defend ourselves and others effectively. What is more if we unconsciously behave violently we will be able to recognise the problem and refrain from such actions. If we are not aware of something, it means that nobody has taught or shown us that. During the exercises and workshops, we will create our own definition of peer violence. We will get to know the forms and types of violence and answer the question of who most often experiences peer violence and why.

After conducting an exercise examining the level of participants' knowledge, the instructor defines forms and types of violence with the group. Before classes, the lecturer prepares a table divided into cold and hot violence. The group and the lecturer classify the types of violence and discuss the chart, using information from the table below.

The instructor starts a brainstorming session with the group to create a definition of peer violence and simultaneously writes down everything that the group talks about during the discussion:

- Which behaviours indicate crossing the other person's boundaries?
- What is the name of a person who uses violence and how do we call someone who is the target of violence?
- How can we briefly define violence?

The teacher reads out the definition the group has created and completes it with the definition presented below: Peer violence is defined as: "any non-accidental acts that violate the personal freedom of individuals or contribute to the physical or psychological harm of a person, going beyond the social rules of mutual relations." An increasingly common type of aggression among the pupils is bullying. It is worth remembering that the perpetrator can be a single person or group.

Task 1: Forms and types of violence (20 minutes)

The lecturer distributes 2 A4 pages to the participants and asks them to write down the forms and types of peer violence on each card.

Instructions:

I will now give each of you two cards. I am asking you to write on them forms of violence in the form of behaviour, such as beating, calling, etc. Write down on one of the pages the behaviours you were a witness, participant or actively used such behaviour on the other person or a group. On the second sheet write down what forms and types of violence you know. You have 5 minutes to complete the task.

After 5 minutes, the instructor asks participants to read out the types and forms of violence and writes them down in the table on the previously prepared flip chart, according to the formula below.

He again asks the participants to read out the behaviours they have recorded and, together with the group, classifies them, recording behaviours in the appropriate columns in the table. The lecturer can ask one of the participants to write down the contents on the card.

Table "Types and forms of peer violence":

Hot violence	Cold violence
Physical: Beating Kicking Jerking	The lecturer explains to participants that physical violence is a "body to body" reaction. It does not occur in cold form.
Mental and emotional: Name calling Mocking Insulting Criticism (negative criticism)	Mental and emotional: Not talking Backbiting Manipulation Exclusion from the peer group
Frightening	Emotional neglect
Sexual: Touching Rubbing Abusing	Sexual: Commenting on the appearance Solicitation to sexual activities Sexing - sending pornographic and erotic content
Economic: Mugging	Economic : Extortion
	Stalking – victim tracking, harassment through frequent phone calls or texting.
	Cyberbullying: Ridiculing by sending text messages, emails, or chat messages, Placing or distributing compromising content on the Internet Harassment, humiliation and browbeating on the Internet

After completing the task, the lecturer summarizes the exercise by reading the violent behaviour types from the table. The lecturer prompts the participants for questions, and answers them.

Task 2. The Detective. Individual work (20 minutes)

The lecturer distributes the previously prepared work cards to workshop participants and explains what the task is. The participants are asked to identify a form of violence basing on a presented situation, name violent behaviour, identify the perpetrator, victim and witnesses of violence. The participants have 10 minutes for the task.

Work card 1

Kornelia and Iga use text messages to arrange a meeting with a colleague whom they dislike. The meeting will take place in the cloakroom after the classes.

They decide who will twist the arms of the colleague and who will hold her. Kornelia tells Iga that when Amelia screams, she must tell her that they will finish the matter outside the school premises.

TYPE OF VIOLENCE	
VIOLENT BEHAVIOUR	
VICTIM	
PERPETRATOR	
WITNESSES	

Wojtek talks to Błażej during the break. He asks Błażej if he has volunteered for the Peer Assistance project. Błażej responds that he would like to help others with mathematics. Wojtek doubts the skills of his colleague. Wojtek says that half of the class thinks that Błażej cannot teach as he attends additional maths classes himself. Wojtek advises his colleague to resign. After the conversation, Błażej admits that Wojtek is right.

TYPE OF VIOLENCE	
VIOLENT BEHAVIOUR	
VICTIM	
PERPETRATOR	
WITNESSES	

After the exercise, the teacher discusses the task with the group.

Questions:

- Were there any difficulties in identifying violence, perpetrator, victim and witness?
- Are the situations given in the stories similar to those experienced or witnessed?
- If so, did they react and how in similar situations?
- Who did they contact or ask for help?

After the discussion, the lecturer gives participants a telephone number to Ogólnopolskiego Pogotowia dla Ofiar Przemocy w Rodzinie “Niebieska Linia” IPZ where that they can seek an advice on any case related to violence:

- pogotowie@niebieskalinia.pl
- 22 668-70-00 (Poradnia Telefoniczna “Niebieskiej Linii”)
- <http://www.niebieskalinia.pl>

Task 3. What are the symptoms of experiencing violence? (20 minutes)

The lecturer divides participants into two groups and distributes flip charts, pens, markers and pencils. One group is asked to write down the psychological, physical and social symptoms of violence, while the other group writes down mental, physical and social symptoms of stress. The lecturer asks participants if they know what stress is, then complements their knowledge with the following definition:

Stress accompanies us constantly, because it motivates or demotivates us to act. Positive stress is eustress, negative is distress. If we experience positive stress, we want to act and we have motivation to do so. If we experience negative stress, we start to feel anxiety.

The participants have 10 minutes to finish the task. After completing the activity the students share what they wrote down with the rest of the class.



Tip for the lecturer: If the lecturer thinks that the group is ready to present their work in the middle of the classroom, the lecturer should ask the group to do so. Otherwise, the groups present their work sitting or standing up from their seats.

Symptoms of violence	Symptoms of stress
Strong stress	Accelerated heartbeat
Insecurity	Insomnia
Lack of self-confidence – reduced self-esteem	Lack of appetite, hunger pangs
Aversion to school	Headache
School failures, learning difficulties	Stomachache
Truancy	Concentration and attention disorders
Psychosomatic afflictions, headaches, fever, abdominal pain, sleep disturbances	Hypoxia, fainting, panic attacks
Suicide attempts	Problems with complexion, hair loss

At the end of the task, the lecturer says: It should be remembered that the effects of peer violence affect the victim in the long term. Victims are subject to the effects of experiencing emotions associated with humiliation, they feel fear, despair and sadness. Research on violence shows that young people often inform adults at an early stage about the violence they experience, but this information is often neglected by adults. Young people, without support, cease to inform about being mistreated. They start to feel guilty, ashamed and often blame themselves. Witnesses may feel helpless, afraid or guilty. Often they do not know which side to support in a conflict situation: the perpetrator or victim.

Task 4. Legal aspects of the use of violence – brainstorming (20 min.)

The lecturer says to the group:

We already know the forms and types of peer violence, real situations from our backyard and the effects of the victim. This task will focus on presenting the social, legal and personal consequences of a person using violence.

What are the positive and negative consequences of using violence?

Positive	Negative
Relieving tension	Criminal activity with legal consequences: Referral to a family court and to the police. The court may apply educational measures in the form of: admonition, superintendent supervision, placement in the Youth Sociotherapy and Educational Centre.
Unloading frustration	Difficulty in building healthy, long-term relationships and friendships
Maintaining a leading position in the group	addiction to drugs, alcohol, the Internet and nicotine
Feeling good about ourselves	Social rejection
Satisfaction from humiliating others	Being branded as the perpetrator

The lecturer summarizes the task with the following questions:

- Is the use of violence against others beneficial?
- Is it beneficial to change behaviour when looking at the balance of profits and losses of using violence?
- Do you know how to deal with negative emotions that often lead to aggressive and impulsive behaviour?
- Do you know how to reduce tension in a stressful situation, both when you are in the role of a witness, perpetrator or a victim?

The lecturer invites announces the next stage – acquiring the skills of assertive behaviour and reducing tension in a stressful situation.

Task 5. I set boundaries. Individual work (25 minutes)

The lecturer distributes the work sheets to participants, reads the story out loud, and asks the group to sit down and imagine themselves in the presented situation, react in an assertive manner and then write an assertive response to each question.



Work card 2

“A colleague asks you to explain maths tasks from the last lesson one hour before class. You already had plans – you wanted to write a story for Polish class or go to basketball training, but nevertheless you decided to help her. You made an appointment the day before to meet in a school cafe. When you arrive at the place in the morning, your friends is not present. You wait, remembering that your lessons are starting in about 40 minutes. A colleague appears after 25 minutes. Think about how you would react in this situation? What would you say? How would you feel?

What do you think when your friend does not come?

.....

What are your feelings when you are waiting for your friend?

.....

What do you feel when she comes late?

.....

How do you react when he walks into the cafe and approaches you?

.....

Would you tell her anything?

.....

If so, what would you say?

.....

How can she react to your words?

.....

Will your relationship change?

.....

After discussing the task with the group, the lecturer asks the participants the question:

- What are the benefits of being an assertive person?

While summing up the exercise the lecturer draws attention to the benefits of being an assertive (decisive) person in communication with other people:

- Respect for yourself and other people
- an assertive person is perceived as confident, determined, who knows what he wants
- Staying in peace with yourself
- Skilful expression of your opinion, opinions and views
- Ability to accept criticism and praise

Task 6. Breathing exercises (15 minutes)

The lecturer turns to the group to discuss the exercise: Stress is not a reason to make friends with it and treat it as an inseparable companion in our lives. It is worth to fight with it so that it does not take complete control over us. Relaxation exercises are a simple way to reduce stress. You can always do it when you feel that stress begins to paralyse you and prevents normal functioning. You can also introduce such exercises to your daily schedule, as an obligatory element that you repeat every day. Relaxation exercises are a great form of calming yourself.

This exercise seems to be the simplest, but especially for beginners, it can be difficult to control your breathing. This difficulties are natural and it requires training to master the exercise despite them.

We will start the exercise with one hand on the stomach and the other on the chest. You can close your eyes if you are ready. I will address you personally.

Work card

Information Card 1

“Take a deep breath through your nose, exhale with your mouth. Repeat the exercise 6 times, take deep breaths. Remember, do not hurry, do the exercise slowly.

- Inhale-1-2-3-4-exhale
- Inhale-1-2-3-4-exhale
- Stretch.

Repeat 10-15 times.

The instructor asks the participants for their mood after the exercise:

- How did you feel during slow, rhythmic breathing?
- Have the tensions you had reduce?
- Have your thoughts been diverted from breathing into important matters while breathing?
- What that kind of breathing give you?
- Are there any questions?

The trainer answers the group's questions.

Task 7 Training summary (15 minutes)

After executing the imagination technique, the lecturer asks participants for impressions:

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

The lecturer says: you have to learn this technique. It's okay that you cannot concentrate, you cannot relax. Practice makes perfect. The more you practice, the better. Your body has become accustomed to the tension caused by stress. Now you are trying to tear your body out of the comfort zone. It is natural that the body rebels. However, you already know about it. That is why you are smarter.

Dear lecturer!

Participants may want a copy of this exercise. Therefore, have enough copies ready to distribute to the participants. You can also tell them that they can record the , for example, on a mobile phone to replay it after the workshops. With regular use of relaxation training, you can observe changes in behaviour. A person becomes calmer, more confident. After four repetitions, the body tension decreases significantly and we become calmer.

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

“The greatest evil is to tolerate injustice – Plato” - Peer violence 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 violence?

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 violent situations?

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!





Competences and framework for social system youth workers.

Certificate

It is certified that,

(Full name of the participant)

Has taken part in the workshop titled:
“The greatest evil, tolerate injustice – Plato”
Peer violence Self Starting Program Scenario 3

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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