



Personal Power: Youth-adult
relationship work

Scenario 3 for 4 clock hours

You go faster by yourself, but the two of you go further.
African proverb

TIC TAC – Personal Power: Youth-adult relationship work
Scenario 1 for 4 clock hours

I GENERAL INFORMATION

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- Number of participants
- Work methods
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- The purpose of the workshops

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I. INTRODUCTION

Duration:

4 hours

Workshop recipients

The recipients of the workshops are groups of young people (girls and boys) aged 13 to 18 who are pupils of care and educational institutions, youth educational centres, foster families, educational centres, schools. The scenario can be used by all other people interested in the topic of group relationships.

Number of participants:

Workshop group for 12 people of both sexes. You can also conduct a workshop in a smaller group of at least 8 people depending on the housing conditions.

Proposed working methods

- Brainstorming
- Active ways of conducting classes: working in groups, in pairs
- Individual work
- Relaxation techniques
- Psychoeducation
- Psychodrama
- Mini lecture

Example materials needed for the workshop

- Work cards,
- Individual cards
- Crayons
- Markers
- Sticky notes,
- Flipchart paper
- Pens,
- Certificates
- Evaluation survey
- A ball of wool

Aim of the workshop- information for the leader

The main objective of working with the TIC-TAC method is to strengthen the competence of the concepts of group integration, communication, assertive attitudes, conflict resolution and behaviors that have a negative impact on the group. The method provides its users with knowledge about peer mediation, youth attitudes, acceptance of otherness, self-acceptance, conflict resolution. Its users will acquire the ability to take on the role of a mediator. As a result of learning about the method for tutors, teachers, educators, therapists and the teachers are:

- to increase knowledge of communication barriers between adults and young people
- ways of dealing with communication errors
- to increase knowledge of the types and topics of adult/youth conflicts
- to increase knowledge of the areas related to the concept of choice taking, its consequences and the responsibility associated with it.
- Acquiring competence in conflict resolution methods
- in a youth-adult relationship,
- to acquire knowledge of the impact of the biological and social environment on human functioning
- developing the skills to conduct difficult conversations on related topics
- with expectations, trust and understanding between teenagers and their carers and therapists

The following results are planned for the participants:

- Increased self-confidence
- Strengthening competences for correct verbal and non-verbal communication in youth-adult relations
- Strengthening competence to deal with conflict situations
- Acquisition of coping with difficult, conflicting situations in the youth-adult relationship
- Ability to use relaxation techniques

Coursework

Welcome - the leader talks about himself; he introduces himself. (5 min)

- name,
- education,
- professional experience
- interests

Group rules - (10 min)

In order to ensure comfort and build trust during the workshop, the trainer conducts brainstorming, thus creating a set of principles and values that will guide participants during the workshop.

The principles and values will be written down by the instructor or a selected person.

from the workshop group on a flipchart sheet, placed in a visible and accessible place for all participants.

Example:

- We're communicating breaks
- We are kind to each other
- We respect each other
- We don't judge other people's statements
- We do not use mobile phones
- We do not criticize each other
- A set of principles and values

Questions about what we expect from the program. Verification of expectations - (5 min)

The trainer distributes one adhesive card to participants and asks them to write down the expectations concerning the workshop "Work on youth-adult relations". It gives participants 3 minutes to do so. He then collects the cards, reads the questions / statements and discusses them.

Garage - (5 min.)

The instructor takes out a previously prepared flipchart with the words "GARAGE" and a marker and informs participants what a garage is: "garage - during breaks in the garage, each of you can write down an anonymous question about the content and the course of the workshop. We'll answer them after the break.

Meritories

Introduction to the programme. (10 min)

The ability to communicate with the community, and more specifically with social groups, to find oneself in them by adapting the message is today a unique and key human competence. Skills translate into family and professional life. The number of messages, expectations, scale of importance, need for safety, atmosphere, understanding are among many factors that influence the way we communicate and perceive in the relationship between young people and adults. Correct communication is essential for our physical and mental health. We learn ourselves, build trust, establish cooperation. It helps to understand, respect and like other people. Improper, inadequate communication is the most frequently mentioned source of interpersonal conflicts, often feeling helpless, embarrassed, in a "situation without an exit". Remember, this communication usually takes most of the time during the day. Due to the social roles we play in life: parent, teacher, therapist, friend, it is important that everyone can and does not have to deal with a new communication situation in private and professional life. The importance of first contact, understanding and skillfully built relationships in the surrounding world of constant change, the expectations of the environment and the enormity of stimuli that we (must) want to deal with in order to find ourselves in new situations.

The ability to self-control, self-awareness and dealing with one's own emotions is important for each of us. How we react has an irreversible impact on the relationship with the other person and, I assure you, it will be directly proportional to the reaction of the recipient of our message. Read: "Aggression will arouse aggression, desire to understand will arouse cooperation".

It is worth remembering that communication is not only what we say, how we hear our voice colour, but also our

body posture, mimicry, which clearly speaks to the recipient, or in what we communicate we are coherent. During the classes, thanks to the exercises, selected tools and techniques, new skills will be developed, thanks to which we will be prepared to conduct dialogue in the relation between young people and adults. Workshops are aimed primarily at building self-esteem, openness towards an adult, overcoming barriers, coping with new situations related to crisis and stressful situations. We will learn techniques and tools to raise awareness of body language, influence on ourselves and others, create reality.

Mini lecture (10 min)

THE ROLE OF COMMUNICATION IN THE RELATIONSHIP BETWEEN YOUNG PEOPLE AND ADULTS

What is interpersonal communication, is it important, what do you think about it? What are your experiences with it? The definition of interpersonal communication is simply the exchange of information between its participants. It is important for us to know that communication can be verbal or non-verbal. Verbal communication includes words, speech, active listening. Non-verbal communication includes voice (tone), facial gestures, body postures. There are many factors that can influence "calm" or more "turbulent" communication, especially for adolescents-adults. What words we choose, how we convey them, the tone of the voice, its colour, our attitude of involvement in active listening, i.e. how we understand our interlocutor, will make the way we convey to another person, e.g. needs. It is worth remembering that proper communication is essential for our physical and mental health, simply well-being.

Remember that:

- it is through communication that we can learn to respect each other, others, we learn to respect each other, we build trust, we can have and achieve common goals
- it is communications that are the purest source of interpersonal conflicts
- communication involves most of our time during the day

A key factor for correct communication and what makes it effective is when the recipient understands the information as intended by the sender. This means that the intention of the message is clear to the recipient, active listening and the recipient does not judge or judge the sender's message.

An important phenomenon in communication is communication noise and the barriers it creates. During the exercises we will have an opportunity to learn more about them, i.e. what they are and how to avoid them. For me, communication is crucial in life. It is thanks to it that I am here, I can have friends, family, I can earn money, I communicate with you, I can let myself be known. And sometimes I can... I can argue. Communication is an incredible force that can start a war, but and make peace. This is a testament to the strength they have and can have the messages we send to the recipient.

Do you know any examples?

Misunderstandings in communication are a very common phenomenon, often caused by a misunderstanding of the needs, intentions of another person. It is amazing that these misunderstandings also occur between people who are close to each other.

During the workshop we will have the opportunity to practice ways of communicating, solving communication difficulties. We will have a chance to learn the influence of emotions on communication between people. The most important goal of the workshop will be to equip you with the knowledge how to minimize communication barriers in the relationship with an adult.

Task 1 Icebreaker - Introduction of participants (20 min)

The presentation is started by the leader to embolden the group.

My name is Leszek...

The participants are sitting in a circle. The presenter introduces himself: My name is Leszek., and then points to the first person on his left or right saying: Please introduce yourself. The collage people introduce themselves by asking the presenter a question.

Task 2: Identification of communication barriers, in the relation between youth and adults. (15 min)

The leader asks for two-person teams. He is distributing work cards and informs that the task is to describe the situation in which the following communication barriers may occur. The teacher can give an example: a conversation with the teacher about the unfair assessment from the test. The teacher doesn't have time, doesn't let the student speak, leaves the classroom. Authority can become a barrier. After completing the exercise, we ask groups to read individual descriptions of the situation. The teacher asks if there are situations that are repeated often.

Work card 1

Communication barriers	
Cultural differences	
My perspective. ("my more mine")	
Stereotypes	
Voice difficulties, fast, blurred speaking	
Noise	
Fatigue	
Age difference	
The feeling, our disposition of the day	
Focusing only on certain facts not the whole	

Task 3. What's blocking us? (15 min)

The group leader asks: How do you think that in the adolescent/adult relationship/dialogue, an adult/youngster can influence the feeling of non-accaptation, e.g. our attitudes, our opinions? The presenter starts a 5-minute brainstorming, after which he distributes work cards and writing utensils to participants. He asks to know with a cross of a blank field if they agree, a kind of blocking in the message. The group has 3 minutes to fill in the work card. After completing the task, the presenter invites participants to talk about the contents of the card. He encourages the group to share their own observations about the blockages in the communication, which may not have been included in the card.

Work card 2

Communication interlocks	
Moralising	
Discouragement	
Teaching	
Empathy	
Orders	
Removal	
Warning	
The needs of	
Threatening, admonishing	
Dictating your own choices	
Ejection	
For your understanding	
Dazzling	
De-validation	
Support	

Task 4. Ready! Get to work! G O! (15 min)

Teamwork in groups.

Ways of communicating.

The leader asks for a countdown of three. He asks for the ones to merge into a group, then the two, etc. Each group receives a sheet of paper and writing utensils. The presenter asks about the knowledge of using the I-message, gives an example and application and gives a mini download to each participant with the building of the JA message. After about 5 minutes, he asks them to practice this skill in groups of three, conducting a dialogue in which we use arguments to talk about our needs, not to start a possible conflict, but to strive for understanding. In turns, after 5 minutes, one person plays the adult, the other the youth, the third is an observer.

Work card 3

Examples of conversations:

You're not supposed to see that girl/boyfriend anymore. She/he is not for you...
You don't have to show up at my school anymore, it's the end of your term at this school. It's still your behavior! More than enough at the end of the year, you don't discuss...
Look at your sister as she studies, and you... You're the only one who's still having trouble with you, you can't be like a sister!
Your parents tell you to stay home because you have to take care of your siblings, and they have to take care of family matters. You also know that there's a bunch of friends waiting for you in the evening, where you've been planning a meeting for a month now.
A conversation between the principal and the student about the student's clothing. According to the principal, this is inappropriate clothing.
A parent starts talking to his daughter/son about coming home late. He/she came home at 22:00 and returned at 24:00.
A son or daughter wants to go on a holiday together with affection. The parents forbid and deny the trip.

Afterwards, the leader discusses with the group how they felt during the exercise, what was easy and what was more difficult, what was the final result of the conversation (10min)

Relaxation - Noise of the sea (15 min)

The trainer asks the participants to sit comfortably in a chair so that their bodies do not feel tied up. He asks the participants to close their eyes and speak to them slowly, calmly, and relax by reading the instructions.

Information sheet 1: Instructions for reading during relaxation.

Imagine you are a sea creature. You're resting. You're enjoying the blue sea.

Now take a deep breath and feel your body fill with new energy.

Now breathe out and feel the tension leaving your body with it.

Take a deep breath and feel your lungs fill with energy.

Slowly breathe out the air and feel how your body leaves the stress.

You breathe freely.

Let yourself feel what peace surrounds you at the bottom of the ocean.

You feel like all the mundane things, the rush of everyday life, the problems are moving away from you.

The noise of the ocean soothes and calms you down.

With every moment, you immerse yourself in the tranquility deeper and deeper.

You're completely free of worries.

You relax your right hand and still breathe freely.

Feel how your hand is getting heavier and heavier.

It is so heavy that you can't lift it.

You feel how relaxed it is.

You relax your left hand.

Feel your hand getting heavier and heavier.

It's so heavy that you can't lift it.

Please let your right leg relax now. Keep breathing freely.

I'm loosening my right leg, I'm loosening my right leg.

Your right leg is very heavy, very heavy.

It's so heavy that you can't bear it

Please let your left leg relax now, keep breathing freely.

I'm loosening my left leg, I'm loosening my left leg.

Your left leg is very heavy, very heavy.

It's so heavy that you can't lift it

Breathe gently, evenly and steadily.

Listen to the sea noise.

Your mind and body harmonize and feel more and more relaxed.

Soothing silence fills your whole body and mind.

Your attention is now focused on your neck and shoulder muscles.

You relax them.

You repeat my shoulders relax, my shoulders relax.

Your breath is slow and deep.

Your facial muscles, you feel the tension coming out of them with every breath you take.

Tight jaws relax.
I breathe calmly.
Feel the muscles of your cheeks, eyes, eyelids relax.
You experience silence. You are immersed in an immensity of calmness.
You breathe steady, lightly, freely.
Your body relaxes even more. You feel your body warm.
Your blood flows calmly.
On your right hand, the heat just flows.
It's getting warmer... it's very warm.
Your breath is steady and calm.
Divert your attention to your left hand. Feel the warmth flowing through her.
Breathe steady and calm.
Your attention is directed to your right leg.
It's getting warm,... warm.
Your attention is directed towards your left leg. Your left leg is getting warm.
You breathe freely.
You feel the heat spreading through your chest, now your stomach.
Your body feels as if it's just taking a warm bath.
Your body rests and regenerates.
You feel calm and harmonious.
Your breath is steady and calm.

At the end of the exercise, the leader says: The sea started to wave harder. You feel it swaying slowly and your relaxed body starts swaying to the rhythm of the waves. You feel the waves getting stronger and stronger, and your body swaying more and more until your body starts to roll on the ocean floor. Your eyes open up Your role in this exercise is to feel relieved, calm and relaxed.

Task 6 Summary of the task (5 min.)

After performing the relaxation technique, the instructor asks the participants about their impressions:

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

Conclusion (20 min.)

Task 7

The trainer asks the participants to sit in a circle and everyone answers the question:

- What are you going out with? What's your plan?
- Would you like to thank someone for something
- Diploma awarding
- Evaluation questionnaires

At the end of the participants' speech, the presenter thanks you for your participation.

in the workshop. After all the sentences for the end of the programme have been completed, the trainer asks to fill in the evaluation questionnaires. After the questionnaires are taken, the tutor hands out diplomas.

EVALUATION QUESTIONNAIRE

„TIC TAC“ „Personal Power: Youth-adult relationship work“

Dear participant,

We hope that the workshop was interesting for you and you could learn many interesting things. We want to receive feedback from you, so we will be very grateful for your time in completing the following survey.

The survey is anonymous.

1. Has the workshop allowed you to answer the questions that have arisen in your life?

Definitely yes yes no Definitely no

2. Did the workshop provide you with useful tips and techniques on how to deal with conflict situations in a youth-adult relationship?

Definitely yes yes no Definitely no

3. Did the workshop provide you with useful tips that can help you in the dialogue and building relationships between young people and adults?

Definitely yes yes no Definitely no

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

5. Where the topics discussed interesting?

YES NO

6. If you answered YES, then please write down the topics which were interesting.

.....

7. Additional comments

.....

Thank you for completing the questionnaire!

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Competences and framework for social system youth workers.

CERTIFICATE

This is to certify that

(Full name of the participant)

Has participated in the workshops titled:
„The best way to get to know the world”
TIC TAC Program

GROW IT UP - COMPETENCES AND FRAMEWORK
FOR SOCIAL SYSTEM YOUTH WORKERS
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