

# GROW UP! IT

Competences and framework for social system youth workers.



Erasmus+

Improving social relations at school

# Scenario 3 for 4 hours



Powiatowe Centrum  
Pomocy Rodzinie  
w Oświęcimiu



UK - Butterflies LTD



FERI

A true friend is certain when certainty is uncertain.

**Cicero**

Improving social relations at school

**Scenario 3 for 4 hours**

**I GENERAL INFORMATION**

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

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- Ice breaker: Group integration
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# I. General information

## Duration:

4 hours

## Workshop recipients:

The recipients of the workshops are groups of young people (girls and boys) aged 13 to 18 who are wards of care and educational institutions, youth educational centers, foster families, schools. However, the class scenario can be used by any other person interested in dealing with anxiety in social relations in the school area.

## 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 techniques / working methods:

- Drama
- Brainstorm
- Active methods of teaching: work in groups
- Active ways of conducting classes: work in pairs
- individual work
- Relaxation techniques
- Psychoeducation
- Mini-lecture

## Examples of materials needed to implement the workshops:

- Worksheets,
- Pens
- Crayons
- Markers
- Scissors
- Sticky notes
- Flipchart paper
- Bristol
- A3, A4 sized sheets
- Certificates
- Evaluation survey

## **Workshop goal - Information for the lecturer**

The main goal is to strengthen competences in dealing with anxiety occurring during contacts in a peer group at school and in contact with teachers. During the program, young people will learn how to recognise the symptoms of anxiety and situations in which they occur.

An important goal is to develop methods for effective coping with anxiety situations related to functioning at school.

Participants are expected to achieve the following results:

- strengthening competences in dealing with situational anxiety
- increasing confidence
- recognising the symptoms associated with anxiety
- eliminating somatic symptoms of anxiety
- ability to use relaxation techniques
- acquiring competences in establishing school relations
- developing skills related to speaking in the group
- improving teamwork skills

## **II. Course of the workshops**

### **1. Welcome – the leader talks about himself; introduces himself. (5 min)**

- first name, last Name,
- education,
- experience
- interests

### **2. Rules in the group - (10 min)**

The leader/ trainer 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 2 minutes to carry out the exercise.

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 stick it in a prominent position on the chest.

What we do	What we do not do
<ul style="list-style-type: none"> <li>• We are nice to each other</li> <li>• We respect everyone</li> <li>• We ask for breaks</li> </ul>	<ul style="list-style-type: none"> <li>• We do not judge others</li> <li>• We do not use over mobile phones</li> <li>• We do not criticise</li> </ul>

### **Asking what we expect from the program. Verification of expectations. (5 min.)**

The lecturer gives the participants one sticky note and asks them to write their expectations for the Calmfulness program. The participants have 3 minutes to do so. Then the lecturer collects notes, reads questions / statements and discusses them with the audience.

### **4. Garage - (5 min.)**

The trainer takes out a pre-prepared A4 / 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.

## **III. Basis of the content**

### **1. Introduction to the program. (10 min)**

Information part. The lecturer talks about the assumptions of the workshop program using the text below. Welcomes the participants.

The ability to deal with anxiety occurring at school in relations with peers and adults is defined as one of the most desirable social competences. Each of us encounters difficult situations in our lives that cause fear. The Calmfulness program assumes the learning of proper breathing, relaxation techniques, and emotion release techniques. It creates the possibility of shaping your own emotional state, thanks to the conscious use of appropriate relaxation techniques. An important role in this process is eliminating or reducing stress by various relaxation, imaginative and body work techniques.

The program focuses on working with young people to help them recognise emotions, understand them and cope with them properly. Anxiety reactions occur when you are waiting for unpleasant events.

Classes from the Calmfulness program are designed to support young people in building self-esteem, openness to the outside world, setting boundaries, as well as strengthening verbal and non-verbal communication, and communicating their needs. Classes contribute to increasing self-awareness, self-control and dealing with anxiety in social relations in the school environment. As a result of participating in the program, young people will develop methods of dealing with anxiety, controlling symptoms of anxiety, and confidence in social relationships. Knowledge of strong points increases self-esteem and thereby increases the effectiveness of actions.

## 2. Ice breaker - introducing the participants (20 min.)

The lecturer writes on the flipchart:

- My name is...
- My favourite colour is...
- I Like...
- I don't like..
- I'm afraid of...

The lecturer asks the willing person to start the round called "Let's get to know each other - finish the sentence" Each participant finishes his or her sentence. The round lasts until all participants, including the lecturer, talk about themselves.

### Mini-lecture: Coping with fear.

The lecturer thanks the participants for introducing themselves. The lecturer begins the mini lecture with words: The ability to deal with symptoms of anxiety that are caused by social relationships is a skill that protects life and health. If we learn how to prevent and deal with anxiety, we will be able to function comfortably and satisfactorily in society. Give up destructive behaviour by setting limits. All people feel fear, even superheroes. It can be a sign of a real situation or our feeling, image or belief about it. Anxiety takes on a variety of symptoms: mental, physical (somatic) and emotional. Each person deals with anxiety in a different way. They can be constructive (action, anti-stress methods) and non-constructive (e.g. escape, avoidance, inaction, withdrawal, use of psychoactive substances: drugs, cigarettes, alcohol.). Coping with anxiety is a process that requires knowing the causes of anxiety and the mechanisms that reduce its intensity.

The lecturer begins the brainstorming session with the group in order to systematise the participants' knowledge and construct a common definition of anxiety. The lecturer writes on the flip-chart everything what the people in the group are talking about. Then the lecturer reads the definition which group has created and presents a specialised definition of anxiety, which is written below:

An unpleasant emotional state associated with the prediction of dangers coming from outside or coming from within the body, manifesting as anxiety, a sense of tension, indefinite anxiety.  
Internal process not related to immediate danger or pain (Psychological Dictionary)

### Task No. 1 - Count down one by one (10 min.)

Participants and the lecturer stand in a circle, turning backwards. Count from 1 to 13 one person at a time. If the same numbers are given at the same time, the task starts from the beginning. The task ends when all of the participants count down from 1 to 13 without repetition. After the exercise, a discussion about the participants'

feelings that took place during the task is followed.

**Task No. 2. Strong points - individual work (20 min.)**

The lecturer gives the workshop participants previously prepared worksheets. He explains the task. Asks participants to answer the questions. Participants have 15 minutes to complete the task.

## Worksheet 1 - Strong points

I would like to start presenting the strong points by looking into yourself, that is, thinking about a few things and writing down your answers:

a) List three things that you consider your lifetime success:

- 
- 
- 

b) Select which of the features in the box characterise you:

ENTHUSIASM	SELF-CONFIDENCE	HUMBLENESS	TOLERANCE	HONESTY	LOYALTY
EMPHATY	BRAVERY	KINDNESS	PERSEVERANCE	SELF-DISCIPLINE	CREATIVITY
HARD-WORKINGNESS	SCRUPULOUSNESS	RESOURCEFULNESS	CURIOSITY	MOTIVATION	STRONG WILLNESS
RESPONSIBILITY	OPTIMISM	PATIENCE	PEACEFULNESS	OPENNESS	SINCERITY

c) Determine your motivation to take action on a scale of 0 to 10 where:

- 0 is no motivation,
- 5 is the average motivation,
- 10 is very high motivation.

Mark your motivation on the axis

0 10

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d) Write what you would like to achieve at school in the next 12 months.

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

**Task No. 3. Moving away - drama (20 min.)**

The task consists of two parts, in which participants present scenes according to the instructions. In the first part, the lecturer divides the participants into pairs and introduces them to the role they must play. Each pair's task is to present each other according to the script. Each of the two people trains themselves to play the role within two minutes.

Scenario :

After moving away, you join a new class. The teacher introduces you and asks you to tell some-thing about yourself.

In the second part, each participant introduces himself to the rest of the group according to a pre-viously practiced scenario. Each person has 1 minute for the presentation. The lecturer controls the time.

At the end of the task, the lecturer asks about the participants' impressions:

- what was difficult for you?
- what bothered you?
- what emotions did you feel?
- what happened to your body?

After summarising the task, the lecturer, in response to the difficulties of the participants, gives out information sheets with tips on how to behave during self-presentation.

**Task No. 4 - How to deal with anxiety? (5 min.)**

The lecturer gives each participant helpful tips and discusses the individual points included in the information sheet.

**Information sheet 1**

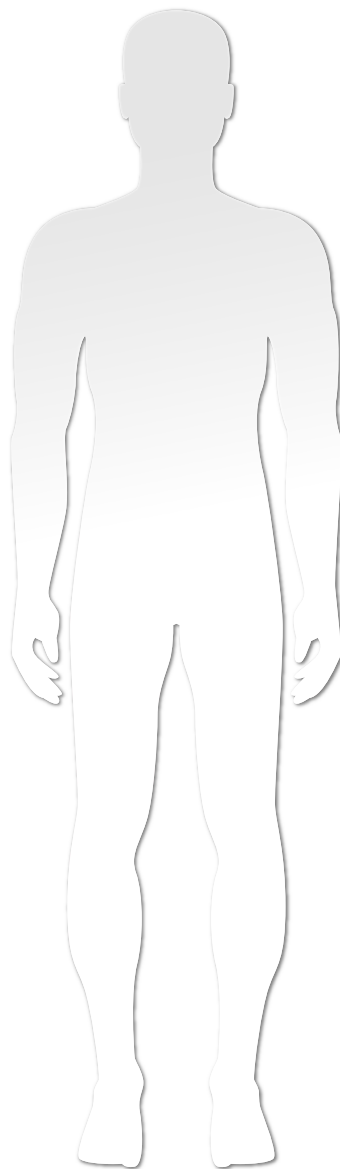
- straighten up
- speak loudly and clearly
- focus on one point ahead of you
- breathe calmly



### Task No. 5 - Anti-anxiety package (15 min.)

Cut out the written anxiety signs on the paper, then put only those that apply to you in the areas where you feel them.

STOMACH PAIN	TREMBLING HANDS	EXCESSIVE SWEATING	DRY MOUTH FEELING
DIZZINESS	REDNESS OF THE SKIN	ANXIETY	OVERWHELMING
TREMBLING VOICE	THROAT TIGHTNESS	FEELING WORRIED	TINGLING
MEMORY GAPS	MUSCLE TENSION	TREMBLING LEGS	FAST HEARTBEAT
CHEST PAIN	EAR BUZZING	NAUSEA	FAST BREATHING



Then think about it and write 5 ways of dealing with anxiety symptoms that you know you may encounter in situations such as: talking to your teacher about your school situation, difficult situation in the classroom, admitting guilt, establishing contact with a new group, establishing closer contact with the classmate you care about.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

**Task No. 6 - Poster (20min.)**

The lecturer divides the participants into 3 groups. Each group receives materials to make a poster. The lecturer says to participants:

Within 10 minutes, make a poster entitled “My anti-anxiety package” about ways to deal with symptoms of anxiety in difficult situations. The task should be completed within a specified time and then each group discusses its work. The lecturer then sums up the task by supplementing the participants’ knowledge with techniques of coping with anxiety that have not been mentioned on their posters so far.

## Information sheet 2

- work with the body, e.g. physical exercises
- relaxation techniques, e.g. Jacobson, Shultz autogenic training
- imagination techniques, e.g. Sedon’s Method - anxiety release method,
- breathing techniques, e.g. diaphragmatic breathing, yoga elements
- techniques of desensitisation, i.e. weakening anxiety
- knowledge-behavioral technique of rational thinking training, i.e. thinking based on facts and not images and beliefs of RBT (rational behavioral therapy)

The lecturer discusses the above techniques.

**Task No. 7 - Anxiety Ball (15 min.)**

Take a piece of paper, imagine that this is your fear accumulated in your body. Crush it and then wrap all your fear inside it. Put the paper ball on the table or floor and then blow strongly into it. So hard, that the ball with your fear inside it moves away from you as far as possible. Focus on your breath, take a deep breath and then blow hard so

the ball quickly moves away from you. Repeat the exercise as many times as you need to feel that fear is already far away from you. Now close your eyes and breathe:

- slightly
- evenly
- calmly

Repeat slow breathing 5 times, open your eyes and smile.

### **Task 8 - Campfire (15min.)**

All participants sit in a circle and lie on their backs. They raise their legs up so that everyone's feet join together. At the end everyone clutches their hands while still lying on the ground. They focus their attention on calm, rhythmic breathing, trying to inhale through the nose and slowly exhale through the mouth. Then they get up relaxed, ready for further tasks. They smile at each other.

## **IV. Ending (20 min.)**

The lecturer asks participants to sit down in a circle and have everyone answer the question:

- What did you like the most about today's workshops?
- What will you remember the most?
- Which informations learned on this lecture will you use?
- What's your plan after the lecture?

After completing the participants' speech the lecturer thanks the audience for participating in the workshop. After finishing the program, the lecturer asks the participants to complete evaluation questionnaires. After collecting the surveys, the lecturer hands out the diplomas.

## EVALUATION QUESTIONNAIRE

**“An orator is made, but a poet is born.”  
How to overcome the fear of speaking before a group**

Dear participant,

We hope that the workshops were interesting for you and that you could learn many interesting things. We want to receive feedback from you, so we will be very grateful for your time and completion of the following questionnaire.

The questionnaire 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 different situations in everyday life, especially when it comes to strengthening your competences related to public speaking?

Definitely yes       Yes       No       Definitely no

3. Did the workshop provide you with useful tips that can be helpful in overcoming the stage fear associated with public speaking?

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 !

A large grid of small pink dots for writing answers.





# CERTIFICATE

This is to certify that,

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(Full name of the participant)

Has participated in the workshop titled:  
**“An orator is made, but a poet is born”**  
**How to overcome fear associated with performing in front of a group**

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

Institution/ School: .....

Workshop leader: .....

Date: .....

Place: .....

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