

GROW UP! IT

Competences and framework for social system youth workers.



Erasmus+

Phobias and school fears

Scenario 4 for 4 clock hours



UK - Butterflies LTD

Only the unknown makes a person fearful.
Antoine de Saint Exupery

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I GENERAL INFORMATION

Duration of class :

Audience:

Number of participants

Working methods/techniques

Materials needed for the meeting

Aim of the workshop

II INTRODUCTION

Introduction to the subject of the workshop

Introduction of the presenter/leader

Ice breaker: Integration of the group

Setting the rules in the group

III MERITORY

IV END OF WORKSHOP

V ANNEXES

VI EVALUATION QUESTIONNAIRE / CERTIFICATE TEMPLATE

I. General Information

Class Duration:

4 clock hours

Recipients of the workshops :

The addressees of the workshop are groups of adolescents (girls and boys) aged from 13 to 18 years old who are brought up in care and educational centers, youth educational centers, foster families, educational centers, schools. The scenario can be used by all other persons interested in the topic of coping with anxiety, phobia in school and school-related situations, for example in social relations within and outside the school, coping with learning and in relations with an adult teacher.

Number of participants:

Workshop group for 12 people of both sexes. It is also possible to conduct the workshop in a smaller group of at least 8 people, depending on the premises.

Suggested working techniques/methods:

- Active methods of conducting classes: group work
- Active methods of conducting classes: working in pairs
- Individual work
- Brainstorming
- Relaxation techniques Calmfulness
- Psychoeducation
- Mini lecture

Sample materials needed for the meeting:

- Worksheets,
- Pens
- Crayons
- Markers
- Scissors
- Sticky notes,
- Flipchart,
- A4 paper,
- Pens,
- Printed worksheets and information sheets for participants
- Certificates

- Evaluation questionnaire

II. Course of action

1. introduction of the meeting agenda (10 min)

Purpose of the workshop:

The main objective is to strengthen competences in coping with anxiety in situations of phobia-like anxiety attacks through verification of facts, rational techniques of refuting dysfunctional assumptions and beliefs, positive visualization of the situation experienced by the adolescent, calming down and relaxation. During the workshop there will be a special emphasis on working with anxiety when dealing with school phobia attacks and anxiety during contact with peers and adults: teacher, tutor, volunteer and minimizing anxiety symptoms through breathing techniques and RTZ- Rational Behavioral Training.

The following outcomes are planned to be achieved by the participants:

- Acquisition of knowledge about phobias
- Knowledge on the reasons of school phobia emergence
- Developing methods of effective and efficient coping with anxiety attacks connected with functioning at school
- To make participants aware of the importance of rational thinking based on facts
- To be able to apply techniques for dealing with anxiety attacks
- Be able to reduce anxiety attacks through active forms: breathing and imagination techniques
- Increased self-confidence
- Increased self-esteem
- Becoming competent in working with and relaxing the body through Calmfulness relaxation exercises

This scenario will help you get to know the mechanisms of anxiety disorders that develop into situational phobia, in which school and related topics are the source of anxiety. School phobia, which is the subject of the scenario, may be caused by physical or psychological violence on the part of one's peers, is connected with the fear of school itself, but also of the situations that take place at school, e.g. of tests, exams, answers at the blackboard, teacher's reactions, behaviors of classmates.

The exercises included in the scenario will help to understand the importance of rational thinking based on facts, develop self-awareness, expand and/or acquire new competencies to neutralize anxiety. Practical learning to replace dysfunctional assumptions and convert them into realistic goals will allow you to achieve your goals faster. You will learn how to plan actions step by step, learn the importance of visualization and breathing training in the fight against anxiety attacks. Anxiety accompanies us in everyday life informing us of danger. However, sometimes people use pathological defense mechanisms to fight it by avoiding taking action. As a result, they withdraw from activity and social life. This scenario will show you how to react in specific situations and the paralyzing fear will be tamed. It is also important to reduce stressors through body work techniques. So get to work!

2. the leader(s) introduces himself/herself. Greeting - (5 min)

- Name, surname,
- Education,
- Professional experience
- Interests

3. group rules - (10 min)

The presenter asks each participant to take one color card and finish the sentence "I like to feel safe, that's why I need from other participants".

He gives the participants about 3 minutes.

Example:

" I like to feel safe that's why need from other participants

- MUTUAL RESPECT
- BREAKS WHEN I GET TIRED
- COMMENTS DURING THE GAME
- NO JUDGING
- DO NOT CRITICIZE

The facilitator collects the cards, reads them aloud, asks if everyone agrees with the rules presented, if yes, sticks them on the Flipchart and hangs them in a visible place. After all the cards have been read, the presenter asks if there is any more rule that should be put on the board, if yes, the presenter writes it down on a card and sticks it on the board.

4. asking what we expect from the program. Verification of expectations - (10 min)

The presenter gives the participants one sticky note each and asks them to write down their expectations from the Calmfullnes program. He gives the participants 3 minutes to do it. Then, he collects the cards, reads the questions/statements and discusses them.

5 Garage - (5 min)

The presenter takes out a previously prepared A4 sheet of paper /flipchart with the inscription "GARAGE" and a marker and informs the participants what a garage is: "garage - during the breaks in the garage, each of you can write down an anonymous question regarding the content and course of the workshop. We will answer them after the break.

III. Meritury

Mini-talk - Interpersonal communication in self-presentation - overcoming anxiety (15 min)

Every person experiences a lot of fears in his or her life. Anxiety in different forms and with different intensity accompanies man from the day he is born until the day he dies. We do not remember the first fears of our lives, but throughout our lives the last fear of man appears in front of us: the fear of death. Each period of our life is accompanied by certain fears. They are connected with human development, with experienced difficulties, problems and dangers of a given period of life. Getting to know oneself, getting to know one's own anxiety reactions, may be of great help in overcoming and controlling one's anxiety, which is often the cause of many behavioral disorders. Acting under the influence of anxiety deprives us of spontaneous joy, satisfaction and pleasure of creative life.

A phobia is a specific fear that consists of a person feeling irrational and obsessive fear of certain objects or situations. The fear that is manifested is not subject to conscious control, it causes suffering to the person, and disturbs his or her functioning.

The behavior of a person with phobia is characterized by preventing the fear by avoiding fear-producing objects or situations. However, running away from the fear is not an effective antidote, because the fear keeps coming back, and with it the thought of the triggering situation.

The main symptoms of this disorder include:

- A persistent fear of a particular situation, disproportionate to the magnitude of the actual threat;
- an irresistible desire to avoid the threat and get out of the situation;
- the awareness that the fear experienced is unreasonably great;

Most common are phobias related to open spaces (agoraphobia), social phobias and fear of specific animals, fear of inanimate objects (dirt, darkness, travelling, high places) fear of school, rejection, criticism.

E.g. Agoraphobia often leads to withdrawal from active life, breakdown of social and family ties. People often experience panic attacks even if they are not in an agoraphobic situation e.g. in the supermarket, at school break, in the car which the person takes to school.

Social phobias are connected with the fear of contact with people, of being in a public situation. The person is afraid of being compromised, believes that people notice his/her fears and concerns and this causes withdrawal from social situations. People experiencing this type of phobia do not want to be seen or observed. They usually appear during adolescence and usually develop gradually. This type of anxiety comprises about 10% of all phobia cases.

Sometimes a phobia develops immediately after an upsetting event. An anxiety that subconsciously worsens and becomes out of control, and over time makes it impossible to function in society, can be called a full-blown phobia.

School phobia can co-occur with school failure, but it is not always the case that students suffering from it show learning difficulties. Very often the school phobia is suffered by ambitious, perfectionist children with high aspirations who are afraid of not meeting the demands of teachers and parents and, above all, of letting themselves down.

The most visible symptom is strenuous avoidance of contact with school. It is dangerous because it is secondarily connected with learning difficulties, and it can also transform in the future into work phobia, having a destructive influence on a person's professional career.

Symptoms appear when he hears about contact with school and even when he just thinks about the institution. Symptoms usually increase on Sunday evening when the person anticipates the Monday need to go to school, and decrease during the time away from school, i.e. Friday afternoon, weekends, vacations or vacations.

School phobia is characterized by a number of somatic symptoms that are physiological manifestations of anxiety. They appear as:

- Abdominal pain, stomach cramps, vomiting, nausea, diarrhea,
- headaches and dizziness,
- fever and low-grade fevers,
- increased heart rate, palpitations,
- shortness of breath and a tendency to faint,
- blushing,
- muscle tremors,
- excessive sweating.

In addition to bodily symptoms, there are psychological symptoms such as tension, anxiety, fear, withdrawal, insecurity, dependence on others, frustration, and fear of social exposure.

Individuals with school phobia are in a state of alertness and hyper-vigilance, as they tend to interpret neutral situations as threatening.

The person is not resistant to criticism, has a lowered self-esteem, is in a constant state of tension, is afraid to come forward to answer even though he or she knows the topic very well, speaks quietly or not at all, and does not interact with classmates. She also does not take the initiative, has difficulty making decisions, may be shy, withdrawn, sad or aggressive.

It is important to realize that school phobia is not a fad - the student is not pretending to have a stomach ache or to feel bad about going to school. He really feels bad because the anxiety destabilizes the work of the vegetative system.

School phobia belongs to the group of anxiety disorders and often requires treatment. Very often, students who suffer from it are compared to truants. However, truancy is not the same as avoiding school because of anxiety. Usually parents/guardians of students with phobia know that he/she is not going to school, they report their bad mood and complain about somatic symptoms, while people who run away from lessons hide their absences from parents or guardians, lie, are not afraid of school, do not care about learning, do not complain about any ailments and often engage in antisocial behavior such as destroying school property, stealing, vandalism.

To work with specific anxiety - phobia various methods of work are used, such as desensitization, relaxation techniques, verification of dysfunctional assumptions and cognitive distortions, Calmfulness techniques.

The task of the adult is to help the youth to verify and reformulate misconceptions about the school environment, and thus help them to change their behavior.

Learning new skills is fun and implementing them depends on the level of commitment and acceptance of the change.

Icebreaker 1 (5 min)

The participants stand in a circle. The leader starts the game by saying his name and his strong side, e.g. Jola the cheerful. The one on the right takes over the movement, adding his/her name and strong point and repeating the name of the predecessor. Each of the next participants takes over all the moves of the predecessors and of course adds his/her name and strong side. If the number of participants is not large, the game can be repeated in the opposite direction or a second strong point can be added.

Task 1: Phobia ? stereotypes and prejudices. Individual work (15 min)

The presenter distributes sheets of paper and markers to the participants. Next, their task is to create a drawing-comic strip of their phobia from childhood or from the current period. The participants' task is to draw a caricature of, for example, a person, animal or situation that scares them. (10 min)

Then, the participants present their works in the middle and tell how they dealt with their fears or how they cope with them (5 min)

Worksheet 1 Phobia once and now .(15 min)

The presenter distributes individual work cards to the participants. The participants work with the cards (10 min)

Underline the situations that arouse fear in you now with red color and used to arouse fear with green color.

- darkness
- spiders
- empty house
- dirt
- aggressive people
- test
- question at the blackboard
- large space
- height
- open water
- group
- disease
- death

Rate on a scale from 0 to 100 how much you fear the situations underlined in red. Put a number on the left side of each underlined statement.

The participants share their opinions and conclusions in the group (5 min)

Worksheet 2 (20 min)

The presenter distributes individual work cards to the participants. The participants work with the cards (10 min)

Work sheet 2 - CHANGE MY MINDS

Choose up to three situations to which you assign the highest value, then complete the table.

Lp.	Sytuacja	Co wtedy myślisz?	Co wtedy czujesz?	Jak się zachowujesz?
1				
2				
3				

The participants share their observations and conclusions in the group (10 min)

Task 2: Dream map (15 min)

Creative work

The presenter informs the participants that they have 10 minutes to complete the task. He distributes colourful newspapers, A3 sheets, scissors and glue.

The participants' task is to find in colorful magazines their dreams that they would like to realize now or in the future. Then, the participants write next to their dreams what will help them to realize them. How they will overcome obstacles that are on their way. Everyone shares in the group what they have written and taped. Then, the participants create one common dream map that will accompany them for the rest of the class (positive reinforcement) and counteract their fears.

Task 3 Kaleidoscope (20 min)

The instructor distributes 2 sheets of A4 paper and scissors to the participants. The participants' task is to cut out an image of anxiety as a phobia from 1 sheet and a strong person from the other sheet.

The first card should be something incoherent and the second card something like a napkin. The presenter suggests that the card can be folded and cut out according to the pattern because responsibility in action requires planning and step by step implementation.

When everyone is ready they discuss their cards one by one. The presenter encourages the participants to tell if they see differences between planned and unplanned cards.

It's worth talking about how the participants felt when describing their cards, which was easier: making card 1 or 2.

Icebreaker 2 - Fear has big eyes - self presentation - (10 min)

The leader invites the participants to play puns. He has previously prepared cards with proverbs about fear. The participant tries to draw a proverb at the board and the group tries to guess what each saying means.

Fear has big eyes.

Eat fear.

Fear grabs you by the throat.

Fear is in someone's eyes.

Fear is looking into your eyes.

The presenter initiates a conversation about what fear looks like:

Fear looks like...

Fact Sheet 1 (to be handed out) - discussion and handout (10 min)

The instructor hands out crayons and asks the participants to repaint the fears in such a way that they are sympathetic. The participants turn the FEAR or problem into a happy, humorous character. Such a negative image will be simultaneously associated with a positive image, and this in turn will balance the emotional tension - allowing the fear to be tamed.

FEAR IMAGE :



Worksheet 3 - MY INNER STRENGTH (the presenter distributes the worksheets to the participants) (20 min).

Participants have (10 min) to complete them.

Moja moc jest w	Jestem dobry/-a w.....	Chcę więcej mocy w.....

After completing the task, the participants can share what they have written in the group (10 min)

Worksheet 4 (10 min)

The facilitator distributes work sheet #4 to the participants and says: " The activating event (A) was the change of class , In this situation Kasia had the following beliefs (B)

- 1) I will not manage.
2. it will turn out that I can't do anything and I am stupid.
3. there will be no kind people there
4. I will be rejected and left stranded with nothing

As a result of her beliefs (B), Kasia felt fear, anger (C) and consequently (D) she had trouble falling asleep and had thoughts that made her less attentive and irritable.

The goal she adopted for herself was to feel hopeful, confident, and moderately calm about the change in class and to improve her sleep quality and attentiveness in class - a healthy activity.

The basis is a healthy debate to see if the beliefs are healthy for Kasia and what consequences they have. As a result of this debate, Kasia begins to question her thinking habits and replace them with others that will help her achieve emotionally healthy goals. In this case, in response to the first belief, the healthy alternative thought was:

"I hope to deal with different events in my life, including changing class. I want this class change. It gives me the prospect of developing my competence and in the future better earnings. I have the ability and resources to cope. So far, my experience shows that this has been the case even though the beginning was often challenging.

In a similar way we debate the remaining beliefs. Write them down.

Unhealthy beliefs can be the source of our emotional distress. An effective method for evaluating our beliefs for their health value is the Five Questions of Healthy Thinking:

1) Is this belief based on fact?

Does the belief protect my life and health?

3. does this belief allow me to achieve near-term and long-term goals?

4. does this belief allow me to resolve or avoid conflict?

5. does this belief allow me to feel the way I want to feel?

- Healthy beliefs satisfy at least three of these five principles.

- One person's healthy beliefs are not necessarily another person's healthy beliefs.

- Today's healthy beliefs may be unhealthy at another time.

After completing the independent work, the presenter asks more people to present what they have written. When everyone has finished their presentations, the trainer asks them to point out the most convincing statements .

Relaxation Calmfulness 1 (10 min)

Body exercise

The presenter invites the participants to form a circle. He can ask them to put the chairs in the circle or invite them to sit on the floor. He can prepare blankets or mats for this task.

The instructor explains what meditation is.

Those who have been sitting for a long time can get up and stretch their legs. Now sit down as comfortably as you can. Make sure that your phone is switched off, and it will be the most comfortable if you put it aside, so that it will not pinch your pocket or distract you. Now close your eyes, you can pose, breathe deeply to help your body relax. The first goal of relaxation is to get comfortable, in your chair, on your cushion, whatever you're sitting on. You can hang up, get into a comfortable position.

Close your eyes, but don't clench them. Let them be gently closed, without effort.

Now bring your attention to your body, noticing how tense or relaxed it is. Focus on the part of your body that is most tense, most sore, most troublesome. See what makes it less tense, more achy, more relaxed, makes you feel better. **EXPERIMENT**, what makes that tension go down? what makes it go up? There is something that allows that part of the body to rest. We call it letting go of yourself, kindness to yourself. That reduces the tension. Apply it now. Feel the tension diminish, the calmness index go up and the stress and irritation if any slowly diminish. Sometimes this letting go lasts a few minutes, sometimes a little longer. It doesn't matter, just feel relaxed and calm during this time. If you feel like scratching or coughing, do it.

You feel the body relaxing. All the tense places have relaxed, nothing is weighing you down anymore, you feel light, pleasant. You open your eyes, stretch, stand up, smile to yourself.

The facilitator encourages participants to use body relaxation whenever they feel physical pain after an anxiety-provoking situation.

Calmfulness Relaxation 2 (10 min)

Materials needed: a sheet of paper or a leaf.

Breathing exercise

Stand straight and comfortably with one hand on your stomach and the other hand holding a piece of paper or a leaf at a distance of about 20-25 cm from your mouth. Exhale alternately with rapid inhalations and intensive exhalations. During short exhalations, blow strongly on a piece of paper (leaf) so that it leans evenly by a small angle. Make quick exhalations so that you can work your diaphragm and abdominal muscles intensively (you must feel short intensive work of abdominal muscles during short exhalation), control quick exhalations with the other hand placed on the abdomen (you must feel short repulsions of the hand). Gradually increase the speed of your exhalations and remember not to completely blow out the air you have taken in during the exhalation phase, there should always be a small amount left.

Exercise freely, without effort, in a steady, calm rhythm.

Task 5 Summary of the task (5 min.)

After the relaxation technique, the presenter 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 on your own?

IV. Conclusion (20 min.)

The facilitator asks participants to sit in a circle and each answer a question:

- What are you coming out with? What is your plan?
- What are you thankful for today ?
- Handing out diplomas
- Evaluation questionnaires

EVALUATION QUESTIONNAIRE

PHOBIAS AND FEARS

“Only the unknown makes a man afraid” - Antoine de Saint Exupery

Dear Participant,

We hope that the workshop was interesting for you and that you learned a lot of interesting things. We would like to receive your feedback, so we would be very grateful for your time and filling out the questionnaire below.

The survey is anonymous.

1. did the workshop give you answers to questions that have arisen in your life?

Definitely yes Rather yes Rather not Definitely not

2. did the workshop provide you with useful tips and techniques on how to deal with your phobia in a school situation?

Definitely yes Rather yes Rather not Definitely not

3. did the workshop provide you with useful tips and techniques on how to overcome your anxiety in different situations that you are not familiar with?

Definitely yes Rather yes Rather not Definitely not

4) Which part of the workshop did you enjoy the most and why?

.....

5. would you like to participate in other thematic workshops?

YES NO

6. if YES, please list topics that would be of interest to you.

.....

7. additional comment

.....

Thank you for completing the survey!

A large area of the page is filled with a grid of small, light pink dots, intended for writing answers to questions 6 and 7.





Competences and framework for social system youth workers.

DIPLOM

It is certified that

(name of participant)

Took part in a workshop titled:

“Phobias And Fears ”

“Only the unknown makes a man afraid” - Antoine de Saint Exupery

GROW IT UP - COMPETENCES AND FRAMEWORK

FOR SOCIAL SYSTEM YOUTH WORKERS

Projekt nr 2018-1-PL01-KA205-050049

Facility/School:

Workshop Leader:

Date:

Location:

Program co-financed by Erasmus+



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