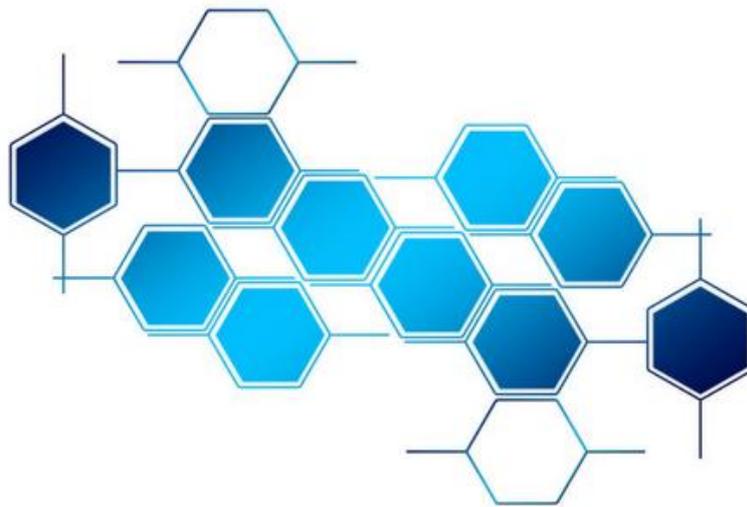




LEARNING ACTIVITY



**STOP
CYBERVIOLENCE!**



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Learning Activity 1 - Communication

Title of the Learning	The training session organization
Activity Topic	“Effective communication with the young trainees”
Summary of the activity	<p>The goal of effective communication training aimed at cooperation and achieving team goals is to make participants aware of the importance of interpersonal communication during the training sessions and equipping them with effective techniques and strategies to facilitate and develop effective communication in a team, especially in relationships and teaching relations.</p> <p>During the training, the participant of the Effective Communication training focused on cooperation and achieving team goals will learn how to recognize and adapt his style of communication to different personality types and the model of the world of others.</p>
Duration	2 training days - 4 h (240 min) + 4 h (240 min)
Age Group	18-30 years old
Aims of the Activity	<p>Aims:</p> <ul style="list-style-type: none"> - Awareness of the importance of communication in interpersonal relationships. - Learning about self-presentation techniques and making first impressions. - Verification of strengths and weaknesses of own communication skills. - Elimination of the most common mistakes in communication that reduce the effectiveness of the team. - Ability to use effective communication patterns in business relations. - Assertive influence.
Guidance for a proper performance of the activity	
Methodology to implement the Activity	<ul style="list-style-type: none"> • The training has the character of an interactive workshop and requires a high commitment of the participants (up to 80% of the time), which allows them to apply the knowledge and tools they have learned, already in the classroom. During the training, the following training methods will be used: creative sessions, audio-video sessions, case studies, games, simulations, tests. • Assessment is conducted through feedback triggered by the trainer in the form of questionnaires and reflections by trainees themselves on the knowledge gained through the activity.
Methods	<p>Creative techniques – solving and analysing problems with usage of participants potential</p> <p>Classic lecture – talk given by trainer</p> <p>Interactive lecture – lecture characterized by posing helpful questions to participants, the goal of this activity is to guide them into the topic, but also to encourage them to share their experiences as well as to wide their knowledge by themselves.</p>



Real-life problems solving – all participants are trying to solve real-life problem connected to CV, basing on given data, clues

Roles playing – based on problems and troubles which schoolings’ participants tries to solve

Exercises for small groups – working in small teams (max. 5 people), make it possible to learn interactively and also to receive feedback

Repeating- trainer demonstrate a technique or a method and then participants practise it

Training games – tasks, which have on purpose to individually or collectively achieve the aims. This task needs fully involvement of participants attention, it also let to discover reliance, models, strategies of success

Experiments – emotionally engaging exercises, which depict ways of functioning of people, groups and organizations.

Discussions – this working method allow to look at the topic form a different perspective and to clarify final conclusions, moreover it refers to participants’ experience

Group exercises – they make participant work together to achieve optimal results

Films – parts of schooling films, which depict a topic of the schooling

Questionnaires - enable to make self-assessment about competencies connected to the topic – they give a chance to find strengths and weaknesses and plan details for the training

Case study – analyzing real-life or fictional case, which requires creative approach (to find a solution)

Tools and materials

- A room with tables arranged for a team working
- A computer and a projector
- Flipcharts
- Paper, writing accessories, post its
- Case studies

Skills

- Exercises, games, handouts
- Providing information in an understandable way
- Awareness of the role of verbal and non-verbal communication
- Presenting information in a precise, clear, transparent and consistent manner
- Using examples, agendas, tables, diagrams, pictograms
- Conscious use of argumentation and counter-argumentation
- Active listening with understanding
- Awareness of an pro-active attitude in communication (including initiation of dialogue)
- Paraphrasing and clarification to ensure that the message has been correctly understood
- Ability to match the message to the recipient
- Knowledge of your own style of communication
- Knowledge of barriers and disturbances in social communication
- Early recognition of conflict signals
- Practical knowledge of effective techniques for solving and using conflicts
- Greater self-awareness in interpersonal relationships

Process



Guidance for a proper performance of the activity 1 st DAY

Session 1 Opening session 10 min	<ul style="list-style-type: none"> • Trainer self-introduction • Group's members self-introduction, giving: name, surname, company • Preparing team norms ("contract") • Clarification of each other's expectations • Questionnaires
Session 2 Warm-up: Similarities 20 min	<ul style="list-style-type: none"> • Trainer divides group into subgroups for 4-5 persons and gives them flipcharts and markers • Exercise: Within 8 minutes draw a flower where each petal represents one team member. • Write the characteristic features, interests of each member on his/her petal • Find as many similarities between you and people in your subgroup as possible. And write them in the middle of a flower • Similarities – we can call something a "similarity" when all group members have the same opinion on "it". It means: preferences, features, something they don't like etc. • When time is up, every subgroup will present their flowers • Conclusions: self-being after the exercise, rule of similarity and sympathy, common dialogue and getting to know each other • Creative techniques
Session 3 Discussion/ Brainstorming What is personal communication? 30 min	<ul style="list-style-type: none"> • What is interpersonal communication? • Kinds and styles of communication • Roles playing • Schooling games • Creative techniques
Session 4 Verbal and nonverbal communication 30 min	<ul style="list-style-type: none"> • Verbal and nonverbal communication – the most important elements • Real-life problem solving • Films
Session 5 Kinds of personalities and their influence on communication 30 min	<ul style="list-style-type: none"> • Hertman's test of personality in the context of needs and obstacles of each participant in communicating. • Roles playing • Schooling games
Session 6 Knowing your style in communication 30 min	<ul style="list-style-type: none"> • Clarifying own style in communication • Analyze of somebody's own way of communication with others - the Johari window • Experiments



<p>Session 7 Barriers and mistakes in communication 35 min</p>	<ul style="list-style-type: none"> • What disturb effective communication? • 7 communication's sins • Real-life problems solving • Roles playing • Experiments • Case study
<p>Session 8 Hard situations in interpersonal communication – conflicts 45 min</p>	<p>How to prevent hard situations? Adjusting style of communication to situations, assertive communication, assertive message (assertive ME), feedback, paraphrasing, justification, finding your own limits, emotions discovering "human face", contact.</p> <p>How to manage with hard situations? Assertive refusing, making difficult decisions and realizing them, broken record</p> <p>Real-life problems solving Roles playing Creative techniques Schooling games Films</p>
<p>Evaluation/Assessment 10 min</p>	<p>Solve the "problem situation" in a polite way – practical exercises</p>
<p>Links</p>	<ul style="list-style-type: none"> • https://www.google.com/forms/about/ • http://www.socrative.com (registration required) • http://padlet.com • http://www.prezi.com

Guidance for a proper performance of the activity 2nd DAY

<p>Session 1 Summing up the previous day achievements 10 min</p>	<ul style="list-style-type: none"> • Interactive interview, questionnaire • Flipcharts recommendations
<p>Session 2 Communication in interactions with co-workers and customers 45 min</p>	<ul style="list-style-type: none"> • Rules of effective communication in work • Real-life problems solving • Schooling games • Case study
<p>Session 3 Communication in teams 45 min</p>	<ul style="list-style-type: none"> • Vertical and horizontal communication with special emphasis on features and meaning • Roles playing • Creative techniques
<p>Session 4 Self-presentaton as a message 90 min</p>	<ul style="list-style-type: none"> • What is own image? • Role of image in work and in public • Communicating • Preparing professional image • Self-diagnosis of style • Adjusting own image to the public situations • Preparing image with colour and style – nonverbal communication



	<ul style="list-style-type: none"> • Preparing image with voice – Vocal communication • Preparing image with words – verbal communication • Roles playing • Creative techniques • Films • Case study
<p>Session 5 Communication during a training session</p> <p>30 min</p>	<ul style="list-style-type: none"> • Practical exercises – language of young participants – matching and translations • Verbal and non verbal expressions – the compatible information • The generation gap in communication
<p>Session 6 Answers to participants questions Summing up</p> <p>20 min</p>	<ul style="list-style-type: none"> • Answers to participants questions • Summing up • Discussion, interactive lecture
<p>Additional activities</p>	<p>Exercises added in annex : instructions, resources, examples, practice help etc.</p>



Learning Activity 2 - Assertiveness

Title of the Learning	Assertiveness and stress resistance
Activity Topic	Assertiveness and stress resistance
Summary of the activity	In today's world stress is a pervasive issue and everyone ought to know what causes it and how to fight it. Assertiveness is the basis of effective communication that provides satisfaction to all sides of a discussion. This training introduces ways of dealing with stress and cultivating assertive communication.
Duration	8h total
Age Group	17-25 years old
Aims of the Activity	<ul style="list-style-type: none"> • Introducing the real meaning of stress • why we are all prone to it • long-term methods of dealing with stress • short-term emotion calming techniques • assertive communication • how to express opinion while respecting other people's opinions

Guidance for a proper performance of the activity

Methodology to implement the Activity

- The series of steps included in the activity comprises a set of sequentially organized tasks, conducted by the trainer, performed through the use of: **Creativity techniques** – problem solving and analysis using methods that bring out participants' potential.

Classic lecture – a talk given by the trainer

Interactive lecture – trainer leads participants onto the subject by engaging them in the lecture, encouraging to share personal experiences and asking questions.

Real problem solving – participants solve a real , CV-related problem, according to given data and clues

Roleplay – based on problems and difficulties faced by participants of trainings.

Small group exercises – work in small teams of max. 5 members, allowing interactive learning and receiving feedback.

Training games – tasks that allow achieving individual or group goals, while



holding full attention and presenting patterns and strategies for success.

Experiments – engaging, emotional exercises that reflect functioning of people, groups and organisations

Discussions – allow coming to major conclusions and viewing the subjects from various perspectives and through the prism of other’s experiences.

Group exercises – engage participants in cooperation to achieve optimal effects.

Video materials – fragments of training videos illustrating the training topic

Questionnaires – enable self-assessment on a particular subject – allow to determine strengths and weaknesses, and plan the details of training.

- Assessment is conducted through feedback triggered by the trainer in the form of questionnaires and reflections by trainees themselves on the knowledge gained through the activity.

Tools and materials

- A room with computer
- A projector
- Some paper sheets for trainees
- Black or white board
- To create dynamic slideshows: <http://www.prezi.com>, power point

Process

Guidance for a proper performance of the activity 1 st DAY

Session 1
Group introduction
20 min

- Trainer introduction
- Group introduction: first and last name, company
- Setting up group norms ("A contract")
- Stating each other's expectations
- Questionnaires

Session 2
Warm-up:
„Unfinished sentences“
20min

- Trainer divides group into teams of 4-5
- Task: 7 minutes to complete the task. Team members introduce themselves by finishing sentences below:
 - I am ... (name)...
 - I feel proud of myself when...
 - I feel happy when...
 - What I like most is...
 - What I am best at is...
- After given time each team member reports on what they have learned about another member of their team.
- Conclusions:
 - this task encourages self assessment
 - helps participants to get to know each other
 - it’s a good memory exercise
 - it helps create a connection between team members



	We use Creativity techniques - methods that encourage <u>creative</u> actions
Session 3 Introduction to the topic of stress 30 min	<p>Trainer gives an interactive lecture about:</p> <ul style="list-style-type: none"> • Together define: <ul style="list-style-type: none"> ◦ Stress ◦ Stressor • Participants' stress-connected experiences <p>We expect discussion.</p>
Session 4 "Causes of stress" 45 min	<p>Trainer shows video materials and gives an interactive lecture about:</p> <ul style="list-style-type: none"> • Main causes of stress: events, personal issues, professional issues • Depend on individual approach • Stressed caused by internal factors • Holmes and Rahe stress scale
Session 5 "Stress symptoms?" 30 min	<ul style="list-style-type: none"> • Physical symptoms • Mental symptoms • Hormonal reactions: <ul style="list-style-type: none"> ◦ Adrenaline ◦ Cortisol <p>Discussing experiences of the trainees.</p>
Session 6 "Exercise: What is my stress like?" 20 min	<ul style="list-style-type: none"> • Each participant draws a human silhouette on a piece of paper • Then participants try to think of the symptoms they experience when stress, and put that onto the drawing • Discussion on the differences between how people experience and recognize being stressed <p>In this part we use training games, experiments and creativity techniques.</p>
Session 7 "Exercise: being optimistic" 20 min	<ul style="list-style-type: none"> • Divide group into teams of 3-4 teams • Each team tries to think 3 positive and 3 negative events and writes them down on a piece of paper • Teams exchange their notes • Team members discuss about how a pessimist and an optimist would react in given situations • Discussion - Which reactions and explanations were easier to come up with and why? • Discussion on which is a better approach to life <p>We use Creativity techniques - methods that encourage <u>creative</u> actions</p>
Session 8 "Methods of dealing with stress" 30 min	<p>Trainer uses "real life problem " and "real problem solving" methods to talk about:</p> <ul style="list-style-type: none"> • Prevention • Physical activity • Relaxation techniques: <ul style="list-style-type: none"> ◦ Visualization



	<ul style="list-style-type: none"> o Mindful breathing o Yoga • Leisure: <ul style="list-style-type: none"> o Naps o Hobbies
<p>Session 9 "Working with emotions" 25 min</p>	<ul style="list-style-type: none"> • When to work with negative emotions? • Another point of view • Changing context • Accepting situations we cannot change
<p>Guidance for a proper performance of the activity 2nd DAY</p>	
<p>Session 1 "Day one summary" 20 min</p>	<p>Interactive lecture, questionnaire</p>
<p>Session 2 "Assertiveness – definitions" 45 min</p>	<p>Trainer gives an interactive lecture about:</p> <ul style="list-style-type: none"> • Aggression • Submissiveness • Assertiveness • Respecting other people's opinions • Compromise
<p>Session 3 "Exercise: scenarios" 20 min</p>	<p>Trainees practice learned concepts and skills through training game:</p> <ul style="list-style-type: none"> • Divide group into teams of 3-4 • Each group receives two statements written on a piece of paper • Teams discuss the statements and decide whether they are assertive and why (or why not) <p>Teams read their statements to the whole group and explain their decisions on why (or why not) they are assertive</p>
<p>Session 4 "Why it pays to be assertive?" 20 min</p>	<p>Discussing experiences of the trainees. Trainer gives an interactive lecture about:</p> <ul style="list-style-type: none"> • Respecting our rights • Ability to refuse • Effective ways to ask for help • Conflict avoidance • Expressing opinion
<p>Session 5 "Assertiveness map" 15 min</p>	<p>Trainees practice through creativity techniques.</p> <ul style="list-style-type: none"> • Trainer gives a set of questions checking in which situations the right to be assertive is used, and which situations may cause problems • Trainees upon completing the map, should return to it and try to remember particular situations and think of ways to improve them the next time they occur



<p>Session 6 "Behaviour change"</p> <p>30 min</p>	<p>Trainees practice skills and learned aspects of the training through experiments and creativity techniques .</p> <ul style="list-style-type: none"> • The immediate answer method - how to decline politely • Delaying tactic - asking for more time to think • The helping hand method - declining, but suggesting another solution or a person that could help
<p>Session 7 "Exercise: Assertive Communications"</p> <p>15 min</p>	<p>Trainees use „real problem solving“ and „roleplay“ methods to practice.</p> <ul style="list-style-type: none"> • Participants divide into pairs • Each pair receives two scenarios representing people who feel uncomfortable about another person’s behaviour • The task is to create an assertive statement asking the person to change their behaviour
<p>Session 8 "Assertive nonverbal Communications"</p> <p>20 min</p>	<p>Trainer gives an interactive lecture about Assertive nonverbal Communications.</p> <ul style="list-style-type: none"> • Eye contact • Posture • Gestures • Voice • Delay • Distance
<p>Session 9 "Responsibility"</p> <p>15 min</p>	<p>Trainer gives a short lecture about:</p> <ul style="list-style-type: none"> • Taking responsibility for your actions - want vs. need • Taking responsibility for your feelings • Avoiding responsibility
<p>Evaluation/Assessment</p> <p>40min</p>	<ul style="list-style-type: none"> • Questions from participants • Summary • Discussion • Interactive lecture
<p>Links</p>	<ul style="list-style-type: none"> • http://www.prezi.com



Learning Activity 3 - Assertiveness

Title of the Learning	Assertiveness and stress resistance
Activity Topic	Assertiveness and stress resistance
Summary of the activity	Assertiveness is one of the most important communication skills, that allows remaining self-assured without violating other people's rights. Stress affects everyone these days, having increasingly destructive effects on our everyday life. The aim of this training is to teach assertive behaviours and skillful stress management.
Duration	8h total
Age Group	17-25 years old
Aims of the Activity	<ul style="list-style-type: none"> • Introducing the subject of stress • What stress causes • how stress influences everyday life • how to fight stress • how to express my own thoughts • how to express emotions and views, while respecting other people's opinions

Guidance for a proper performance of the activity

Methodology to implement the Activity

- The series of steps included in the activity comprises a set of sequentially organized tasks, conducted by the trainer, performed through the use of:

Creativity techniques – problem solving and analysis using methods that bring out participants' potential.

Classic lecture – a talk given by the trainer

Interactive lecture – trainer leads participants onto the subject by engaging them in the lecture, encouraging to share personal experiences and asking questions.

Real problem solving – participants solve a real , CV-related problem, according to given data and clues

Case study – -an analysis of a real or fictional case, allow taking a creative approach and optimal text understanding

Small group exercises – work in small teams of max. 5 members, allowing interactive learning and receiving feedback.



Training games – tasks that allow achieving individual or group goals, while holding full attention and presenting patterns and strategies for success.

Behaviour modeling – trainer shows the group a technique or method that is then practiced in teams

Discussions – allow coming to major conclusions and viewing the subjects from various perspectives and through the prism of other's experiences.

Group exercises – engage participants in cooperation to achieve optimal effects.

Video materials – fragments of training videos illustrating the training topic

Questionnaires – enable self-assessment on a particular subject – allow to determine strengths and weaknesses, and plan the details of training.

Assessment is conducted through feedback triggered by the trainer in the form of questionnaires and reflections by trainees themselves on the knowledge gained through the activity.

Tools and materials

- A room with computer
- A projector
- Some paper sheets for trainees
- Black or white board
- To create dynamic slideshows: <http://www.prezi.com>, power point

Process

Guidance for a proper performance of the activity 1 st DAY

Session 1
Group introduction
20 min

- Trainer introduction
- Group introduction: first and last name, company
- Setting up group norms ("A contract")
- Stating each other's expectations
- Questionnaires

Session 2
"Warm-up"
20min

- Trainees stand in a circle in a random order
- Starting from the trainer and going clockwise , each person states their name, one thing they like that starts with their first name's initial and repeats what the previous person has said.

Conclusions: How did the trainees feel while speaking in front of the group? How did the first and last speaking person feel? Were they stressed and why?

Session 3
"What is stress?"
40 min

The whole group discusses and have brainstorm .Trainer gives an interactive lecture about:

- Subjective 1: What is stress?
- Subjective 2: What is a stressor?
- Subjective 3: What are the ways to deal with stress?



	<ul style="list-style-type: none"> • Summary on slides
<p>Session 4 "Where does stress come from?" 30 min</p>	<p>Trainer gives an interactive lecture about:</p> <ul style="list-style-type: none"> • What can be a stressor? Is stress only caused by external stressors? • Individual responses to stressors • Holmes and Rahe stress scale • Trainees have case study
<p>Session 5 "What are the symptoms of stress?" 30 min</p>	<ul style="list-style-type: none"> • How are the trainees affected by stress? • Physical symptoms of stress • Mental symptoms of stress • Where does the immediate stress reaction come from? • Where does the delayed stress reaction come from? <p>Discussing experiences of the trainees.</p>
<p>Session 6 "Exercise: What is my stress like?" 20 min</p>	<ul style="list-style-type: none"> • Each participant draws a human silhouette on a piece of paper • Then participants try to think of the symptoms they experience when stress, and put that onto the drawing • Discussion on the differences between how people experience and recognize being stressed <p>In this part we use training games, experiments and creativity techniques.</p>
<p>Session 7 "Exercise: Calm your emotions" 30 min</p>	<p>Trainer uses creativity techniques and behaviour modeling.</p> <ul style="list-style-type: none"> • Divide group into teams of 3-4 • Each team recalls everyday situations in which they feel stressed • Team members talk about their experience • Teams discuss the stress management tips mentioned in previous exercises and try to think of ways to use them on a daily basis
<p>Session 8 "How to deal with stress?" 30 min</p>	<p>Trainer gives an interactive lecture and presents examples.</p> <ul style="list-style-type: none"> • Conversation with a friend • Physical activity • Relaxation techniques: autogenic training, meditation, yoga • Trying to alter the situation • Accepting what can't be changed
<p>Session 9 "Personal views" 20 min</p>	<p>Trainer uses creativity techniques and discussion to presents:</p> <ul style="list-style-type: none"> • How can personal views affect the level of stress? • Between a stressor and a stress reaction lays internal evaluation • Optimism vs. pessimism - discussion • How to change your own beliefs • Where to look for support? • Life priorities
<p>Session 10 "Exercise: Railroad"</p>	<ul style="list-style-type: none"> • Trainer introduces Jacek Santorski's "Railroad switch" technique • Participants try to recall a stressful situation and then complete the tasks: <ul style="list-style-type: none"> ◦ Feel the ground beneath your feet



switch" 20 min	<ul style="list-style-type: none"> ○ Focus on your breathing ○ Breathing slowly, try to imagine "switching tracks" ○ Replace an impulsive reaction with a professional one
Guidance for a proper performance of the activity 2nd DAY	
Session 1 "Day one summary" 20 min	Interactive lecture, questionnaire
Session 2 "What does assertiveness mean?" 45 min	<p>Group have brainstorm. Trainer gives an interactive lecture about:</p> <ul style="list-style-type: none"> ● The true definition of assertiveness ● Coherence ● Respecting your time ● Respecting others' rights ● Aggression vs. submission
Session 3 "Exercise: submission, aggression or assertiveness" 20 min	<p>Trainees practice learned concepts and skills through discussion and "real problem solving" method:</p> <ul style="list-style-type: none"> ● Divide group into teams of 3-4 ● Each team receives 5 scenarios along with the main character's answer ● Teams assess whether the answer was aggressive, assertive or submissive and try to imagine what their own reaction would be like
Session 4 "Exercise: When to say no??" 30 min	<p>Trainees learn through "real problem solving" method.</p> <ul style="list-style-type: none"> ● Participants try to recall 3 situations in which they have helped someone, even though they didn't want to ● Each participant analyses 3 aspects of such situations: <ul style="list-style-type: none"> ○ What was gained? ○ What was lost? ○ What would've happened if they had declined? ● Was it worth helping in that situation? What would've been the best solution?
Session 5 "How to be assertive?" 30 min	<p>Discussing experiences of the trainees. Trainer gives an interactive lecture.</p> <ul style="list-style-type: none"> ● Analysis of current non-assertive behaviour ● Causes of such behaviour ● Benefits of being assertive ● Planning a correct reaction ● Broadening a certain situation to a wider context
Session 6 "Exercise: The quick response method" 20 min	<ul style="list-style-type: none"> ● Participants divide into pairs ● One person of each pair asks the other for help, the latter declines expressing: <ul style="list-style-type: none"> ○ Willingness to be helpful ○ Reasons why they can not help ○ Remorse ○ Gratefulness for being asked



Session 7 "Exercise: Nonviolent communication , the NVC method" 20 min	<ul style="list-style-type: none">• Divide group into teams of 3-4• Each team receives 3 scenarios in which they create a communication according to the NVC method:<ul style="list-style-type: none">○ Situation description based on facts only○ Expressing emotions and taking responsibility for them○ Indicating a disregarded need or value○ Suggesting a solution to the situation
Session 8 "Taking charge of your own life" 15 min	Trainer gives a short interactive lecture about: <ul style="list-style-type: none">• Self-esteem• Living on your own accord• Controlling the situation
Evaluation/A ssessment 40min	<ul style="list-style-type: none">• Questions from participants• Summary• Discussion• Interactive lecture
Links	<ul style="list-style-type: none">• http://www.prezi.com



Exercises to Learning Activity - Assertiveness

Ice-breaking game

- 1) Trainer divides group into teams of 4-5
- 2) Gives the group the task and 7 minutes to complete it.

Task: Team members introduce themselves by finishing sentences below:

- I am ... (name)...
- I feel proud of myself when...
- I feel happy when...
- What I like most is...
- What I am best at is...

- 3) After given time each team member reports on what they have learned about another member of their team.

Integration game

- 1) The trainees form two lines.
- 2) One line is the "Asking Line." They ask for anything from a free pizza, time off, etc.
- 3) The other line is the "No Line." Their job is to say no. Trainer encourages them to be realistic in their delivery but to find a reason to say no.
- 4) The Ask Line is then forced to ASK a what, how, or why ONLY question that forces the No Line to elaborate. No yes/no answers.
- 5) The Ask Line then reformat their ask with the new information from the No Line.
- 6) The No Line then offers the honest reconsideration of the request. Each pair should go fairly quickly.
- 7) The Lines can switch.



Exercises to Learning Activity - Assertiveness

Ice-breaking game

- 1) Trainees stand in a circle in a random order.
- 2) Starting from the trainer and going clockwise, each person states their name, one thing they like that starts with their first name's initial and repeats what the previous person has said.

Integration game

- 1) The trainers asks someone who is fairly strong and able to behave assertively to sit on a chair in the middle of the room.
- 2) The trainers selects 4 other people and assigns them a behaviour type – assertive, aggressive, passive, passive-aggressive.
- 3) Their task is to persuade the person on the chair to relinquish the chair. It puts the behaviours you have already discussed into context.
- 4) After a while other trainees take part in the exercise.

A variation on this is to give the person in the chair a box of chocolates and have people take turns getting them to share those.



Exercises 1 - Assertiveness

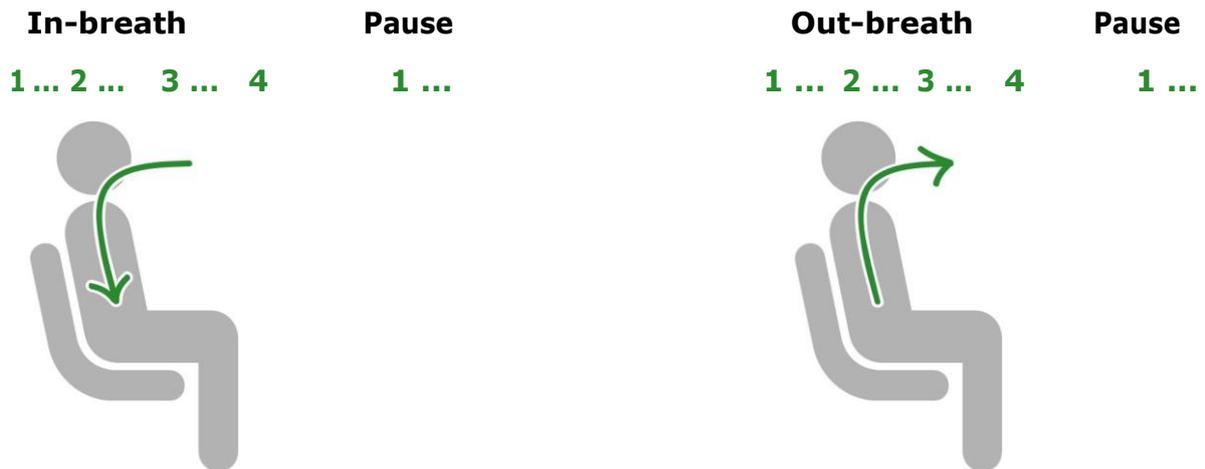
	Under-assertiveness	Over-assertiveness
Physical space	<ul style="list-style-type: none"> • Not taking up physical space with your body • Always withdrawing from other people • Letting people ahead of you in lines • Being afraid of protecting yourself 	<ul style="list-style-type: none"> • Bumping into other people • Cutting other people in lines and on the road • Physically threatening to other people
Establishing new personal or business relationships	<ul style="list-style-type: none"> • Being afraid of introducing yourself to new people • Being afraid of joining new social groups and meetups • Never making a cold call • Never writing cold e-mails for a new partnership • Weak handshake 	<ul style="list-style-type: none"> • Introducing yourself to everyone • Being at all social events • Bragging when you meet somebody new • Too strong handshake
Setting boundaries	<ul style="list-style-type: none"> • Never saying no • Not telling your partner what you like or don't like in relationships • Letting people talk bad about you 	<ul style="list-style-type: none"> • Creating distance with constant criticizing • Threatening with no • Controlling other people
Public appearance	<ul style="list-style-type: none"> • Being afraid of public speaking • Never asking a question in groups • Being ashamed of dancing • Hating your birthday party 	<ul style="list-style-type: none"> • Wanting to be in the center of attention all the time • Being loud and noisy just to get attention
Authorities (formal and informal)	<ul style="list-style-type: none"> • Never having a different opinion than the boss • Being afraid of public authorities 	<ul style="list-style-type: none"> • Always having a different opinion than the boss, no matter what s/he does • Working against the boss, as a matter of principle
Money matters, sales and negotiations	<ul style="list-style-type: none"> • Never asking for a raise • Invoicing less than you deserve • Never taking back the change • Being afraid of selling and marketing yourself • Never negotiating 	<ul style="list-style-type: none"> • Buying attention with money • Wanting to earn more than others no matter what • Always selling and marketing your skills • Always negotiating
Creativity	<ul style="list-style-type: none"> • Never sharing your ideas • Not doing anything creative • Never trying anything New 	<ul style="list-style-type: none"> • Seeing your ideas as the best • Doing everything for that "like" on social networks • Always going for new things
	You, you, you	Me, me, me



Exercises 2 - Assertiveness

Relaxed Breathing

When we are anxious or threatened our breathing speeds up in order to get our body ready for danger. Relaxed breathing (sometimes called abdominal or diaphragmatic breathing) signals the body that it is safe to relax. Relaxed breathing is *slower* and *deeper* than normal breathing, and it happens lower in the body (the belly rather than the chest).



How to do relaxed breathing

- To practice make sure you are sitting or lying comfortably
- Close your eyes if you are comfortable doing so
- Try to breathe through your nose rather than your mouth
- Deliberately slow your breathing down. Breathe in to a count of 4, pause for a moment, then breathe out to a count of four
- Make sure that your breaths are *smooth*, *steady*, and *continuous* - not jerky
- Pay particular attention to your out-breath - make sure it is smooth and steady

Am I doing it right? What should I be paying attention to?

- Relaxed breathing should be low down in the abdomen (belly), and not high in the chest. You can check this by putting one hand on your stomach and one on your chest Try to keep the top hand still, your breathing should only move the bottom hand
- Focus your attention on your breath - some people find it helpful to count in their head to begin with (*"In ... two ... three ... four ... pause ... Out ... two ... three ... four ... pause ..."*)

How long and how often?

- Try breathing in a relaxed way for at least a few minutes at a time - it might take a few minutes for you to notice an effect. If you are comfortable, aim for 5-10 minutes
- Try to practice regularly - perhaps three times a day



Exercises 3 - Assertiveness

How Assertive Am I? **Activity**

First, write down numbers from 1 to 10 on a piece of paper. Second, depending on your choice in each question, write a, b, or c after each number. Third, after answering all of the questions refer to the SCORE INTERPRETATION KEY at the bottom of this page.

1. You are at McDonald's and order a chicken legend burger with mayonnaise, but they give you one with salsa. You would:

- a) Accept it since you sort of like salsa anyway
- b) Angrily refuse the burger and insist on seeing the manager to complain about the poor service.
- c) Call the waiter and indicate you ordered your burger with mayonnaise

2. You are a customer waiting in line to be served. Suddenly, someone steps in line ahead of you. You would:

- a) Let the person be ahead of you since he/she is already in line.
- b) Pull the person out of line and make him/her go to the back.
- c) Indicate to the person that you are in line and point out where it begins.

3. After walking out of a store where you purchased some items you discover you were short-changed. You would:

- a) Let it go since you are already out of the store and the store clerk looked busy
- b) Go to the manager and indicate how you were cheated by the clerk, then demand the proper change.
- c) Return to the clerk and inform him/her of the error.

4. You are in the middle of watching a very interesting television program when your parent/carer comes in and asks you for a favour. You would:

- a) Do the favour as quickly as possible, and then return to the program to finish watching it.
- b) Say "no," then finish watching your program.
- c) Ask if it can wait until the program is over and, if so, do it then.

5. A friend drops in to say hello, but stays too long, preventing you from finishing an important task. You would:

- a) Let the person stay, then try and squeeze your work in later
- b) Tell the person to stop bothering you and to get out.
- c) Explain your need to finish your work and request he/she visit another time.



6. You suspect someone of harbouring a grudge against you, but you don't know why. You would:

- a) Pretend you are unaware of his/her anger and ignore it, hoping it will correct itself.
- b) Get even with the person somehow so he/she will learn not to hold grudges against you.
- c) Ask the person if they are angry, then try to be understanding.

7. You ask at the movie theatre for a small drink (£2), however, they give you a large by mistake and ask you for £4. You would:

- a) Pay the £4 since the drink is already poured and you will probably drink it or share it with someone anyway
- b) Demand to see the manager and protest being ripped off.
- c) Indicate you only asked for a small drink and request you give them the original £2

8. You take your games console to a shop for repairs and receive a written estimate. But later, when you pick it up, you are billed for additional work and for an amount higher than the estimate. You would:

- a) Pay the bill since it must have needed the extra repairs anyway.
- b) Refuse to pay, and then complain to the head office or the Better Business Bureau.
- c) Indicate to the manager that you agreed only to the estimated amount, and then pay only that amount.

9. You invite a good friend to your house for a dinner party, but your friend never arrives and neither calls to cancel nor to apologize. You would:

- a) Ignore it, but manage not to show up the next time your friend invites you to a party.
- b) Call your friend names and complain about them to other friends.
- c) Call your friend to find out what happened.

10. You are in a group discussion about a project at school that includes your teacher. A work mate asks you a question about your work, but you don't know the answer. You would:

- a) Give your co-worker a false, but plausible answer so your teacher will think you are on top of things.
- b) Do not answer, but attack your work mate by asking a question you know he/she could not answer.
- c) Indicate to your co-worker you are unsure just now, but offer to give him/her the information later.



SCORE INTERPRETATION KEY

In general, there are three broad styles of interpersonal behaviour. These are: a) Passive, b) Aggressive, and c) Assertive.

The "a" choices in the quiz are representative of the Passive style. Thus, the more "a" choices you made, the more passive you are. Six or more "a" choices suggest you are probably passive in your interpersonal behaviour.

The "b" choices in the quiz are representative of the Aggressive style. Thus, the more "b" choices you made, the more aggressive you are. Six or more "b" choices indicate you are most likely aggressive in your interpersonal behaviour.

The "c" choices in the quiz are representative of the Assertive style. Thus, the more "c" choices you made, the more assertive you are. Six or more "c" choices suggest you are probably assertive.

Look at **the "c"** answers again. If you move your everyday behaviour closer to the "c" style of response, you will likely experience an increase in feelings of self-esteem and a decrease in feelings of stress.



To work on being less passive and more assertive:	Even naturally assertive people can build and expand their skills.	To work on being less aggressive and more assertive:
<p>Pay attention to what you think, feel, want, and prefer. You need to be aware of these things before you can communicate them to others.</p> <p>Notice if you say "I don't know," "I don't care," or "it doesn't matter" when someone asks what you want. Practice saying what you'd prefer, especially on things that hardly matter. For example, if someone asks, "Would you like green or red?" you can say, "I'd prefer the green one — thanks."</p> <p>Practice asking for things. "Can you save me a seat?" This builds your skills and confidence for when you need to ask for something more important.</p> <p>Give your opinion. Say whether or not you liked a movie you saw and why.</p> <p>Practice using "I" sentences such as: "I'd like..." "I prefer..." or "I feel..."</p> <p>Find a role model who's good at being assertive — not too passive and not too aggressive. See if you can imitate that person's best qualities.</p> <p>Remind yourself that your ideas and opinions are as important as everyone else's. Knowing this helps you be assertive. Assertiveness starts with an inner attitude of valuing yourself as much as you value others.</p>	<p>Find role models who are good at being assertive — not too passive and not too aggressive. See if you can imitate their best qualities. (You'll notice this is the same tip we give for helping with a style that's too passive or too aggressive. That's because we never stop learning!)</p> <p>Notice where you're best at being assertive. People behave differently in different situations. Many people find that it's easy to be assertive in certain situations (like with friends) but more challenging in others (like with teachers or when meeting new people). In tougher situations, try thinking, "What would I say to my close friends?"</p> <p><u>When you speak assertively, it shows you believe in yourself. Building assertiveness is one step to becoming your best self, the person you want to be!</u></p>	<p>Try letting others speak first.</p> <p>Notice if you interrupt. Catch yourself, and say: "Oh, sorry — go ahead!" and let the other person finish.</p> <p>Ask someone else's opinion, then listen to the answer.</p> <p>When you disagree, try to say so without putting down the other person's point of view. For example, instead of saying: "That's a stupid idea," try: "I don't really like that idea." Or instead of saying: "He's such a jerk," try: "I think he's insensitive."</p> <p>Find a role model who's good at being assertive — not too passive and not too aggressive. See if you can imitate that person's best qualities.</p>



Learning Activity 4 - Time management

Title of the Learning	The training session organization
Activity Topic	“Time management”
Summary of the activity	Nowadays “time” is an important element not only in fulfilling everyday responsibilities, but also in performing duties of the employee. Described training was prepared to teach it’s participants skills, which would be useful to effectively manage your time in both - work and private sphere.
Duration	2 training days - 4 h (240 min) + 4,5 h (270 min)
Age Group	18-30 years old
Aims of the Activity	<p>The aim of the training is to develop skills in effective time management in the professional and private areas.</p> <p>The specific objective of the training is to acquire skills in the area of:</p> <ul style="list-style-type: none"> • ranking tasks, setting priorities, • acquisition of practical skills in planning and organizing work, • controlling the workload for particular duties at the workplace, • raising control over the monitoring of progress in planned activities, • effective use of tools that allow you to create an effective time management system, • work under time pressure, • identification and elimination of disturbing factors.
Guidance for a proper performance of the activity	
Methodology to implement the Activity	<ul style="list-style-type: none"> • The training has the character of an interactive workshop and requires a high commitment of the participants (up to 80% of the time), which allows them to apply the knowledge and tools they have learned, already in the classroom. During the training, the following training methods will be used: creative sessions, audio-video sessions, case studies, games, simulations, tests. • Assessment is conducted through feedback triggered by the trainer in the form of questionnaires and reflections by trainees themselves on the knowledge gained through the activity.
Methods	<p>Mini lecture</p> <p>Real-life problems solving – all participants are trying to solve real-life problem connected to CV, basing on given data, clues</p> <p>Creative techniques – solving and analysing problems with usage of participants potential</p> <p>Classic lecture – talk given by trainer</p> <p>Interactive lecture – lecture characterized by posing helpful questions to participants, the goal of this activity is to guide them into the topic, but also to encourage them to share their experiences as well as to wide their knowledge by themselves.</p>



Roles playing – based on problems and troubles which schoolings’ participants tries to solve

Exercises for small groups – working in small teams (max. 5 people), make it possible to learn interactively and also to receive feedback

Repeating- trainer demonstrate a technique or a method and then participants practise it

Training games – tasks, which have on purpose to individually or collectively achieve the aims. This task needs fully involvement of participants attention, it also let to discover reliance, models, strategies of success

Experiments – emotionally engaging exercises, which depict ways of functioning of people, groups and organizations.

Discussions – this working method allow to look at the topic form a different perspective and to clarify final conclusions, moreover it refers to participants’ experience

Group exercises – they make participant work together to achieve optimal results

Films – parts of schooling films, which depict a topic of the schooling

Questionnaires - enable to make self-assessment about competencies connected to the topic – they give a chance to find strengths and weaknesses and plan details for the training

Case study – analyzing real-life or fictional case, which requires creative approach (to find a solution)

Tools and materials

- A room with tables arranged for a team working
- A computer and a projector
- Flipcharts
- Paper, writing accessories, post its
- Case studies
- Exercises, games, handouts

Skills

This training will teach participants how to effectively manage their time, show methods of time management, present ways of planning work to do and avoiding so called time thieves.

Results of the training:

- increasing satisfaction with the training work performed,
- taking over responsibility for effective self-management in time,
- implementing effective practices of training time management,
- increasing the efficiency of self-management,
- personal responsibility for timely execution of the task,
- strengthening motivation to work on yourself and develop professional skills.

Process

Guidance for a proper performance of the activity 1 st DAY

**Session 1
Opening
session**

10 min

- Trainer self-introduction
- Group’s members self-introduction, giving: name, surname, company
- Preparing team norms (“contract”)
- Clarification of each other’s expectations
- Questionnaires

**Session 2
Warm-up:
Similarities**

- Trainer divides group into subgroups for 4-5 persons and gives them flipcharts and markers
- Exercise: “Within 7 minutes find as many similarities between you and



<p>20 min</p>	<p>people in your subgroup as possible.”</p> <ul style="list-style-type: none"> • Similarities – we can call something a “similarity” when all group members have it in common, have the same opinion on some: preferences, feature, thing they don’t like etc. • When the time is up, every subgroup will read out loud their ideas. Team, which will find the biggest number of answers, will receive congratulations for the victory. • Conclusions: self-being after the exercise, rule of similarity and sympathy, common dialogue and getting to know each other • Repeating • Real-life problem solving • Creative techniques
<p>Session 3 Discussion/ Brainstorming</p> <p>What is „time“? Time management tools</p> <p>45 min</p>	<ul style="list-style-type: none"> • Task One: What is „time“? • Task Two: What types of time management tools do you know? • Summing up in form of slides • Creative techniques • Films
<p>Session 4 Real-life example: Professor - stones</p> <p>15 min</p>	<ul style="list-style-type: none"> • Trainer put large stones in a jar – filling it up. Then he asks group if the jam is filled? Yes. He put tiny stones, sand and pour water. • Experiments • Roles playing • Schooling games
<p>Session 5 Covey’s matrix urgent/importa nt</p> <p>20 min</p>	<ul style="list-style-type: none"> • Mini-lecture about matrix • Mini-lecture about the most important things and the mission • Priorities vs duties
<p>Session 6 Mini-lecture about matrix</p> <p>30 min</p>	<ul style="list-style-type: none"> • Clarifying own style in communication • Analyze of somebody’s own way of communication with others - the Johari window • Experiments
<p>Session 7 Exercise - Define your goals</p> <p>30 min</p>	<ul style="list-style-type: none"> • Every participant writes down his/her goals • They share their thoughts • Real-life problems solving • Repeating • Creative techniques • Case study
<p>Session 8 Game: Flying Object – team work</p> <p>45 min</p>	<ul style="list-style-type: none"> • Trainer divides group into subgroups • Each subgroup gets a set of resources • The aim of a game – WARNING! TRAINER DOESN’T REVEAL THIS AIM! – is to build an object, which would be able to fly 7 meters and hit the circle painted on a standing flipchart with radius equals 50 cm. • Task WARNING! TRAINER CAN’T TELL MORE THAN IS GIVEN IN THE TASK!: “Build flying object from resources which was given to you. It’s



	<p>obligatory to use all of the sheets of paper and rubber bands. You can also use the other resources or if you don't want to, you don't have to. You have 15 minutes. Time starts now!"</p> <ul style="list-style-type: none"> • All conclusions will be prepared similarly to SMART's methods • Roles playing • Experiments
<p>Session 9 Exercise: SMART Private and professional 45 min</p>	<ul style="list-style-type: none"> • Mini-lecture • Exercise: My SMART aims. Every participant writes one professional goal and one private goal in a SMART way. We ask to choose aims, which can be read loud in front of other participants. Then everybody read his/her goals and the group corrects possible lack of SMART methods • Schooling games
<p>Evaluation/Assessment 10 min</p>	<p>Plan the training session – use the best for young participants tasks and exercises – choose only 3 out of 8.</p>
<p>Links</p>	<ul style="list-style-type: none"> • https://www.google.com/forms/about/ • http://www.socrative.com (registration required) • http://padlet.com • http://www.prezi.com
<p>Guidance for a proper performance of the activity 2nd DAY</p>	
<p>Session 1 Summing up the previous day achievements 10 min</p>	<ul style="list-style-type: none"> • Interactive interview, questionnaire • Flipcharts recommendations
<p>Session 2 Exercise: Describe your day 45 min</p>	<ul style="list-style-type: none"> • Every participant has to write about one of last work days • Repeating • Case study
<p>Session 3 Time thieves 45 min</p>	<ul style="list-style-type: none"> • Exercise • Discussion • Experiments • Real-life problems solving • Roles playing • Films
<p>Session 4 Exercise – Plan your work 90 min</p>	<ul style="list-style-type: none"> • Practising plan making • Participants get list of things to do and have to plan their whole day • Creative techniques • Repeating • Schooling games • Case study
<p>Session 5 Planning a training session</p>	<ul style="list-style-type: none"> • Practical exercises – planning timetable for a training session • Planning the team work in a young participants group • Time management of interactive tasks • Time management in IT games



30 min	
Session 6 Answers to participants questions Summing up 20 min	<ul style="list-style-type: none"> • Answers to participants questions • Summing up • Discussion, interactive lecture
Evaluation/Assessment 35min	<ul style="list-style-type: none"> • Questions from participants • Summary • Discussion • Interactive lecture
Links	<ul style="list-style-type: none"> • http://www.prezi.com



Learning Activity 5 - Teamwork

Title of the Learning	Teamwork
Activity Topic	Teamwork
Summary of the activity	Teamwork – how to build team in the best way possible, how to develop it, cooperate and communicate within one team? Workshop is focused on working on interpersonal skills required for cooperation – effective training of teamwork
Duration	8h total
Age Group	17-25 years old
Aims of the Activity	Teaching how to work effectively in a team and how to communicate with team members, how to avoid communication barriers and plan well.

Guidance for a proper performance of the activity

Methodology to implement the Activity

The series of steps included in the activity comprises a set of sequentially organized tasks conducted by the trainer, performed through the use of:

Creativity techniques – problem solving and analysis using methods that bring out participants’ potential.

Classic lecture – a talk given by the trainer

Interactive lecture – trainer leads participants onto the subject by engaging them in the lecture, encouraging to share personal experiences and asking questions.

Real problem solving – participants solve a real, CV-related problem, according to given data and clues

Roleplay – based on problems and difficulties faced by participants of trainings.

Small group exercises – work in small teams of max. 5 members, allowing interactive learning and receiving feedback.

Behaviour modelling – trainer shows the group a technique or method that is then practiced in teams

Training games – tasks that allow achieving individual or group goals, while



holding full attention and presenting patterns and strategies for success.

Experiments – engaging, emotional exercises that reflect functioning of people, groups and organisations

Discussions – allow coming to major conclusions and viewing the subjects from various perspectives and through the prism of other’s experiences.

Group exercises – engage cooperation in order to achieve optimal effects.

Video materials – fragments of training videos illustrating the training topic

Questionnaires – enable self-assessment on particular subject – allow to determine strengths and weaknesses, and plan the details of training.

Case study – an analysis of a real or fictional case, allow taking a creative approach and optimal text understanding

Assessment is conducted through feedback triggered by the trainer in the form of questionnaires and reflections by trainees themselves on the knowledge gained through the activity.

Tools and materials

- A room with computer
- A projector
- Some paper sheets for trainees
- Balloons
- Black or white board
- To create dynamic slideshows: <http://www.prezi.com>, power point

Process

Guidance for a proper performance of the activity 1 st DAY

Session 1
Group introduction
20 min

- Trainer introduction
- Within the group, establish a set of rules for the course of the training. This will provide more efficient work.
- Determine each other’s expectations.
- Questionnaires and forms

Session 2
Warm-up "Unfinished sentences"
20min

- Trainer divides group into teams of 4-5
- Task: 7 minutes to complete the task. Team members introduce themselves by finishing sentences below:
 - I am ... (name)...
 - I feel proud of myself when...
 - I feel happy when...
 - What I like most is...
 - What I am best at is...

Behavior modeling



<p>Session 3 Discussion/ Brainstorming</p> <p>60 min</p>	<p>The whole group discusses and have brainstorm regarding questions:</p> <ul style="list-style-type: none"> • Question 1: What is a team? • Question 2: What are the qualities of an effective team? • Question 3: Analysis of team's strengths and weaknesses, what can be improved? • Question 4: What makes a team? <p>Summary on slides Interactive lecture</p>
<p>Session 4 Group game "Who survives?"</p> <p>40 min</p>	<ul style="list-style-type: none"> • Trainer divides group into teams of 6-7 • Each participant is given a description of a character they will play in the exercise. These characters are: <ul style="list-style-type: none"> • A 75-year-old retired nurse with years of experience; • A 35-year-old doctor in a wheelchair; • A 10-year-old boy with weak immune system – very frequent colds, flus, etc. • A 38-year-old overweight builder – a handyman; • A 53-year-old well-known scientist, rude and surly; • 31-year-old single woman, pregnant with twins; • 28-year-old millionaire, imperious and manipulative. • Task: „An atomic bomb has exploded. There is only one fallout shelter available and it can only accommodate 4 people. They might have to spend several to over a dozen of years there, before they can start life anew. Step into your character's shoes and, with your team, decide who should be allowed in the shelter to survive the nuclear apocalypse.“ • Teamwork lasts for 25 minutes, for the next 15 minutes teams present their results and conclusions. Group exchanges opinions and thoughts in a discussion. <p>The exercise improves teamwork skills The exercise develops a sense of co-responsibility The exercise improves team problem-solving skills</p>
<p>Session 5 Discussion/ Brainstorming, Presentation: When does a group become a team?</p> <p>40 min</p>	<ul style="list-style-type: none"> • Question 1: A group or a team? - A diagnosis of your team's progression phaze • Question 2: Brainstorming – Why some teams are more efficient than others? • Question 3: Benefits and risks of teamwork – discussion. • Question 4: Synergy – why we can do more when we are working together? <p>• Interactive lecture</p>
<p>Session 6 Personality test</p> <p>15 min</p>	<ul style="list-style-type: none"> • Each participant receives a personality test to complete. • Participants are given 10 minutes to complete it. • After 10 minutes trainer displays key to the test. • Participants count their answers and check the results. • Task leads to discussion/mini-lecture on team communication.



	In this part we use training games, experiments and creativity techniques.
Session 7 Mini-lecture - "Belbin Team Roles" presentation 45 min	Trainer uses behaviour modeling. <ul style="list-style-type: none"> • Mini-lecture subjects: • What are Belbin Team Roles? – Term description • Presentation and characteristics of the 9 Belbin Team Roles. • Team roles – how to work effectively in a team while remaining yourself? • Summary
Guidance for a proper performance of the activity 2nd DAY	
Session 1 Day one summary 13 min	<ul style="list-style-type: none"> • Interactive lecture, questionnaire
Session 2 Warm-up: group game 7 min	<ul style="list-style-type: none"> • Trainer divides group into teams of 5-6. • There are inflated balloons at the opposite end of the room. • Task: „Teams line up. The first person in each line runs to get a balloon and brings it to the team. The next person in line stands in front of person 1 and they sandwich the balloon between person 2’s lower back and person 1’s front. They need to squeeze the balloon hard enough so it doesn’t fall to the floor, but not enough to blow it up. Person 1 and 2 run together to get another balloon, careful not to lose the first one. When they return, person 3 stands in front of person 2 and they sandwich the new balloon between them. Person 1,2 and 3 run together to get another balloon. The game continues analogically until there are no balloons left.” • The first team to complete the task wins and receives congratulations from the trainer and other teams. • This game requires accuracy and precision in order to complete the task as fast as possible without losing the balloons.
Session 3 Work in teams – case study, introduction to "Team communication " 40 min	Trainees practice learned concepts and skills through case study, creativity techniques and behavior modeling: <ul style="list-style-type: none"> • The trainer divides group into teams of 4-5. • Each team receives felt-tip pens, a flip chart and an Apollo 13 story (see link in „useful links“). • Task: „Read the story of Apollo 13 mission’s crisis. Together try to answer the question: • What made it possible to overcome the Apollo 13 crisis? • Write down your answers on the flip board. You have 20 minutes to complete the task. Go!” • After 20 minutes teams present their results and conclusions. The whole group then discusses the answers given by teams, deciding whether they agree and offering additional thoughts. The trainer gives his comments on the answers and adds what is missing.



<p>Session 4 Mini-lecture and presentation on "Team communication "</p> <p>80 min</p>	<ul style="list-style-type: none"> • Interactive lecture • Subjects <ul style="list-style-type: none"> ○ Interpersonal communication ○ Team communication barriers ○ Overcoming team communication barriers ○ How to communicate efficiently with a team? ○ Active listening – how to listen actively? ○ Nonverbal communication ○ Developing observation skills, interpretation of nonverbal behavior
<p>Session 5 Exercise in pairs - "Mirror"</p> <p>15 min</p>	<p>Discussing experiences of the trainees. Trainer uses creativity techniques and roleplaying.</p> <ul style="list-style-type: none"> • Group counts from 1 to half the number of participants (e.g. There are 20 participants in total, the group counts from 1 to 10, the next person starts again from 1). • People with the same number gather together. If there is an uneven number of participants, there will be one team of three. • Task: „One member of the team shows different emotional states and feelings (e.g. anger, plea, love, happiness, amazement, dilemma, laziness etc.) using only facial expressions and gestures. The other team member tries to mimic what their partner is showing. You have 5 minutes, take 30-second turns.“ • After 10 minutes the group exchanges conclusions and observations – was the task easy? Did participants manage to read their partners’ emotions correctly?
<p>Session 6 Mini-lecture/ presentation "Planning and teamwork"</p> <p>35 min</p>	<p>Trainer gives interactive lecture and discusses with participants following topics:</p> <ul style="list-style-type: none"> • Subject 1: Criteria of goal setting and communication - SMART • Subject 2: The Groupthink syndrome – how to avoid teamwork’s biggest threat
<p>Session 7 Group work – SMART technique exercise</p> <p>20 min</p>	<ul style="list-style-type: none"> • Divide group into teams of 4-5. • Each team sets its goal according to the SMART criteria. • Teams are given 10 minutes to complete the task. • Two/three teams selected by the trainer present their results. • The whole group assesses the results, any mistakes are corrected by the trainer.
<p>Additional activities</p>	



Exercises to Learning Activity - Teamwork

Ice-breaking game

- 1) Trainer divides group into teams of 4-5
- 2) Each team member introduces himself/herself to other people in group by finishing sentences below:
 - a. I am ... (name)...
 - b. I feel proud of myself when...
 - c. I feel happy when...
 - d. What I like most is...
 - e. What I am best at is...
- 3) Teams have 7 minutes to complete the task.

Integration game

- 1) Trainer asks participants to form a circle with everyone facing inwards.
- 2) Participants are asked to put right hand in front of them and – coming closer to the centre of the circle – grab hand of a random person.
- 3) When everyone is finished, the same is done for the left hand.
- 4) The result is knot consisting of all people and the aim is to untie it within 5 minutes.



Exercises - Teamwork

This exercise should be conducted in pairs.

On the next page you have a drawing. It can be seen only by one person.

You should sit back-to-back i.e. facing reverse directions. One person has empty sheet of paper, second person has the drawing.

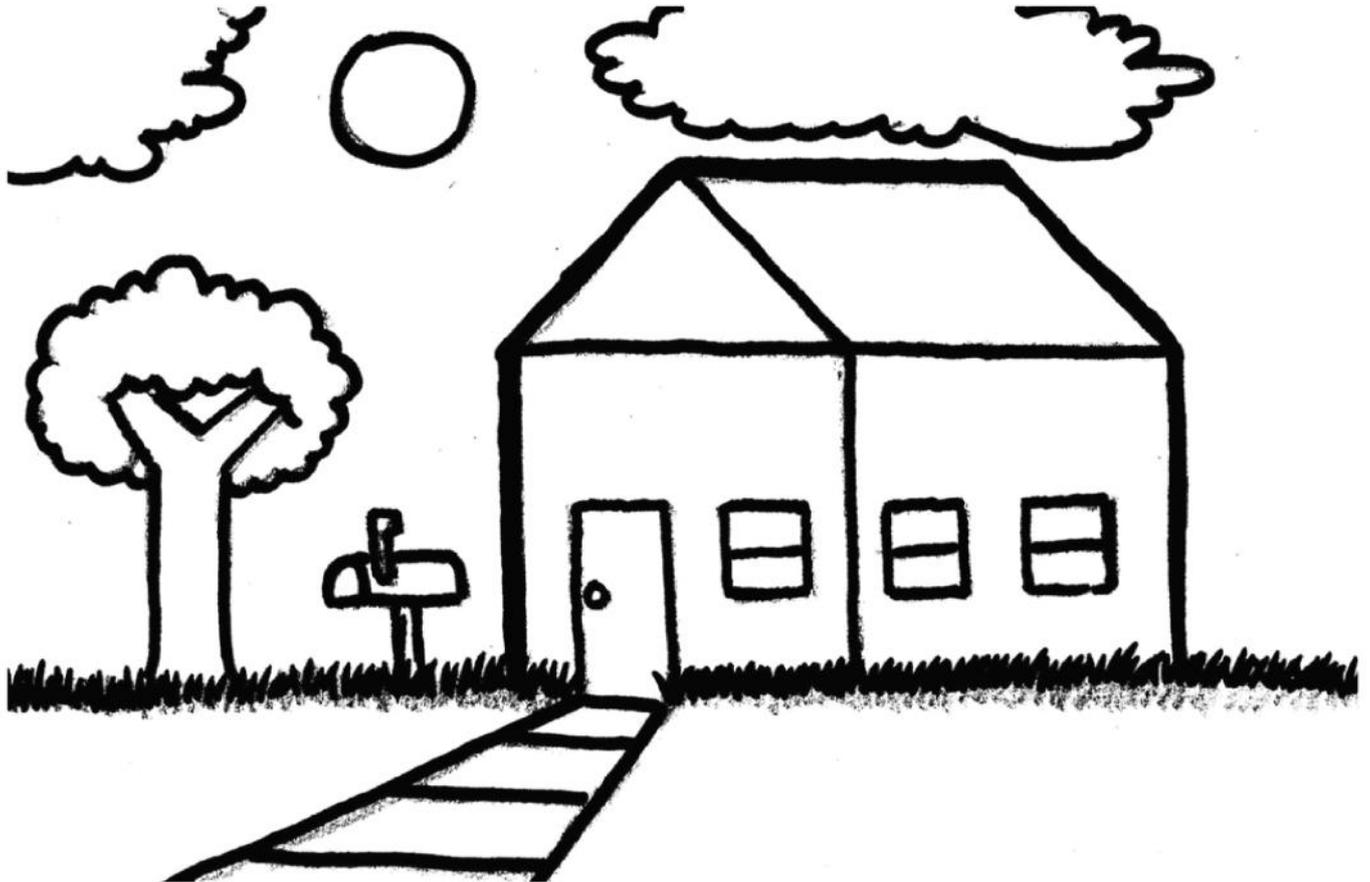
Second person describes what the picture presents and tries to be detailed about it.

You have 10 minutes to finish drawing. Then you can face each other and compare source picture with the result.

Discuss what you did right and what you could do better. Talk how effective communication can influence teamwork.



Exercises - Teamwork





Learning Activity 6 - Teamwork

Title of the Learning	Teamwork
Activity Topic	Teamwork
Summary of the activity	Personal development and realization of own communicative imperfections in order to eliminate them and develop communication skills necessary in the project, such as group discussion, active listening, empathic behaviour, creating professional statements with attention to comprehension and memorising, conflict solving and in effect improving teamwork quality and efficiency in a group project.
Duration	8h total
Age Group	17-25 years old
Aims of the Activity	The goal of this <i>teamwork</i> training is practical teaching of social skills essential for working in a team, in order to pass information effectively and complete given tasks efficiently. During the training participants exercise communication, team building, reacting to changing situations and conflicts.

Guidance for a proper performance of the activity

Methodology to implement the Activity	<p>The series of steps included in the activity comprises a set of sequentially organized tasks conducted by the trainer, performed through the use of:</p> <p>Creativity techniques – problem solving and analysis using methods that bring out participants' potential.</p> <p>Classic lecture – trainer's talk</p> <p>Interactive lecture – trainer leads participants onto the subject by engaging them in the lecture, encouraging to share personal experiences and asking questions.</p> <p>Real problem solving – participants solve a real , CV-related problem, according to given data and clues</p> <p>Roleplay – based on problems and difficulties faced by participants of trainings.</p> <p>Small group exercises – work in small teams of max. 5 members, allowing interactive learning and receiving feedback.</p> <p>Behaviour modeling – trainer shows the group a technique or method that is then practiced in teams</p> <p>Training games – tasks that allow achieving individual or group goals, while</p>
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holding full attention and presenting patterns and strategies for success.

Experiments – engaging, emotional exercises that reflect functioning of people, groups and organizations

Discussion - enables getting various perspectives on a subject, exploiting other people’s experience and leading to crucial conclusions

Group exercises – engage participants in cooperation to achieve optimal effects.

Video materials – fragments of training videos illustrating the training topic

Questionnaires – enable self-assessment on a particular subject – allow to determine strengths and weaknesses, and plan the details of training.

Case study – -an analysis of a real or fictional case, allow taking a creative approach and optimal text understanding

Assessment is conducted through feedback triggered by the trainer in the form of questionnaires and reflections by trainees themselves on the knowledge gained through the activity.

Tools and materials

- A room with computer
- A projector
- Some paper sheets for trainees
- Black or white board
- To create dynamic slideshows: <http://www.prezi.com>, power point

Process

Guidance for a proper performance of the activity 1 st DAY

Session 1
Group introduction
20 min

- Trainer introduction
- Within the group, establish a set of rules for the course of the training. This will provide more efficient work.
- Determine each other’s expectations.
- Questionnaires and forms

Session 2
Warm-up
20min

- Participants stand in a circle in a random order
 - Starting from the trainer and going clockwise , each person states their name, one thing they like that starts with their first name's initial and repeats what the previous person has said.
 - Conclusions: How did the participants feel while speaking in front of the group? How did the first and last speaking person feel? Were they stressed and why?
- Training game with experiments

Session 3
Discussion/
Brainstorming

- The whole group discusses and have brainstorm regarding questions:
- Question 1: What is a team?
 - Question 2: What are the qualities of an effective team?



<p>60 min</p>	<ul style="list-style-type: none"> • Question 3: Analysis of team's strengths and weaknesses, what can be improved? • Question 4: What makes a team? <p>Summary on slides Interactive lecture</p>
<p>Session 4 Group game "The Island"</p> <p>15 min</p>	<ul style="list-style-type: none"> • Divide group into teams of 4-5 • Each team receives an A4 sheet of paper and a pen • The task is to create a strategic plan • Trainer tells the scenario: <i>"After a shipwreck, the waves wash you up (in your teams) on a shore of an island. Along with you washes up a box containing an underwear elastic, ballpoint pen refills, buttons and bulbs. In a week, the island will be submerged by the ocean. Use all of the items found in the box to survive."</i> • Teams have 10 minutes to write down their ideas and then present them to others • The exercise takes 20 minutes to complete <p>This exercise combines creativity techniques, group exercise, and roleplaying</p>
<p>Session 5 Team dynamics - mini-lectures</p> <p>60 min</p>	<ul style="list-style-type: none"> • What are the stages of team development? • Brainstorming - how to support team development? • Roles in a team - analysing individual abilities • Personality test • What roles help and which impede teamwork? Brainstorming/discussion <p>Interactive lecture</p>
<p>Session 6 Group game "A disturber"</p> <p>15 min</p>	<ul style="list-style-type: none"> • During a break the trainer discreetly asks four participants to disturb their teams' work during the next exercise. They should contradict, question choices, prolong making decisions etc. The rest of the teams are not to know about it. • After the break divide group into teams • Each team receives 30 drinking straws • The task is to build the tallest possible tower, starting with a cubical base and using all of the given straws. The tower ought to be able to stand on its own. • Teams have 3 minutes to complete the task • After 3 minutes trainer judges the towers and picks the tallest one, congratulating the winner team. • Trainer asks the group about their conclusions and about what it was like working in teams. • Task leads to discussion/mini-lecture on team communication. <p>In this part we use training games, experiments and creativity techniques.</p>
<p>Session 7 Team communication</p> <p>50 min</p>	<ul style="list-style-type: none"> • A mini-lecture on: <ul style="list-style-type: none"> ○ Interpersonal communication as a basis of teamwork ○ communication barriers ○ How to communicate our expectations to teammates? • Summary



Guidance for a proper performance of the activity 2nd DAY

<p>Session 1 Day one summary</p> <p>15 min</p>	<ul style="list-style-type: none"> Interactive lecture, questionnaire
<p>Session 2 Warm-up: group game</p> <p>5 min</p>	<ul style="list-style-type: none"> Trainer announces a group game Task: "Participants stand in a circle, facing anti-clockwise. Each person lays their hands on the waist of the person in front of them. The circle should be tight enough for the participants to stand very close to each other. Trainer counts to three and participants slowly squat down to lean on the preceding person's lap. They need to synchronise squatting down and standing up, so that the circle doesn't break.
<p>Session 3 Discussion/ brainstorming: Conflict</p> <p>20 min</p>	<ul style="list-style-type: none"> Trainer gives interactive lecture regarding conflicts in teams Group discusses this topic based on given lecture and their experiences
<p>Session 4 Teamwork – case study</p> <p>40 min</p>	<ul style="list-style-type: none"> Divide group into teams of 4-5 Each team receives a case study scenario concerning Conflict Teams have 20 minutes to solve the case study After 20 minutes teams present their results and conclusions
<p>Session 5 Interactive mini-lecture and presentation on conflicts in teams</p> <p>85 min</p>	<ul style="list-style-type: none"> What are the types of conflicts and how to identify causes of conflict? What are the positive and negative consequences of conflict? Communication in conflict Conflict management techniques Transactional analysis in conflict solving Building complementary reactions between the conflicted parties What is assertive communication? Mistakes in conflict management in teams Summary with videos
<p>Session 6 Exercises - group work</p> <p>30 min</p>	<ul style="list-style-type: none"> Divide group into teams of 4-5 Each participant receives a script Participants are to play their parts from the script Task: There is a conflict between the employees in your workplace. From your scripts you know who you are in the company, what your roles are and where (if at all) you stand on the conflict. Using knowledge gained during this training course, try to resolve the conflict. You have 20 minutes. Then two of the teams are going to share their results and conclusions.
<p>Evaluation/A ssessment</p>	<ul style="list-style-type: none"> Questions from participants Summary Discussion



45min

- Interactive lecture

Links

- <http://www.prezi.com>



Exercises to Learning Activity - Teamwork

Ice-breaking game

- 1) Trainer hands out pieces of paper and asks everyone to write down three sentences about themselves: two facts and one lie. Order should be random so that no one (apart from the author) knows which phrase is true.
- 2) Participants have 10 minutes to walk around, look at each other's sentences and discuss them. Asking questions and investigating which phrases are true is the main purpose of these discussions.
- 3) No one should reveal the truth before time ends, even if someone guessed correctly.
- 4) After 10 minutes the whole group sits in a circle and going clockwise each participant reads his or her sentences. Others vote which one was a lie.

Integration game

- 1) Before exercise, trainer prepares detailed – but easy to draw - picture and divides it into smaller pieces. There should be as many pieces as there are participants.
- 2) Participants are handed one piece of the picture, without prior knowledge of the whole picture.
- 3) Everyone, using crayons or pens, is asked to prepare 4 times bigger version of their piece.
- 4) After everyone is done, pieces are combined into one big copy of the original picture.
This exercise demonstrates how one can have impact on the whole community by doing small specific task.



Exercises - Teamwork

This exercise should be conducted in 4-5 person group.

You were travelling by ship on your dream vacations. Suddenly there was a big storm and your ship sank. You managed to get to a lifeboat but it turned out you took too many things with you.

You took:

- mosquito net
- can of petrol
- water container
- shaving mirror
- sextant
- emergency rations
- sea chart
- floating seat or cushion
- rope
- some chocolate bars
- waterproof sheet
- fishing rod
- shark repellent
- a bottle of rum
- VHF radio.

It turns out you can only take five from these things. Which should you choose?

- ✓ Start with doing your private ranking, filling the first column in table below.
- ✓ Then discuss your ranking within your group and discuss your common list (second column).
- ✓ At the end, the same discussion can be done again, but between groups (third column).

How important is the item	Private ranking	Group ranking	General ranking
1			
2			
3			
4			
5			

On the next page you can see what US Coast Guard regards as the most important things.



Answers according to United States Coast Guard

1. Shaving mirror - One of your most powerful tools, because you can use it to signal your location by reflecting the sun.
2. Can of petrol - Again, potentially vital for signalling as petrol floats on water and can be lit by your matches.
3. Water container - Essential for collecting water to restore your lost fluids.
4. Emergency rations - Valuable for basic food intake.
5. Plastic sheet - Could be used for shelter, or to collect rainwater.
6. Chocolate bars - A handy food supply.
7. Fishing rod - Potentially useful, but there is no guarantee that you're able to catch fish. Could also feasibly double as a tent pole.
8. Rope - Handy for tying equipment together, but not necessarily vital for survival.
9. Floating seat or cushion - Useful as a life preserver.
10. Shark repellent - Potentially important when in the water.
11. Bottle of rum - Could be useful as an antiseptic for treating injuries, but will only dehydrate you if you drink it.
12. Radio - Chances are that you're out of range of any signal, anyway.
13. Sea chart - Worthless without navigational equipment.
14. Mosquito net - Assuming that you've been shipwrecked in the Atlantic, where there are no mosquitoes, this is pretty much useless.
15. Sextant - Impractical without relevant tables or a chronometer.



Learning Activity 7 - Impact of Cyberbullying

Title of the Learning	Impact of Cyberbullying
Activity Topic	Impact of Cyberbullying
Summary of the activity	The activity is a role playing game, simulating some situations of cyberbullying. The aim is to obtain information about CV/cyberbullying and to alert others about social media.
Duration	2h and 20 min (140 min) total <ul style="list-style-type: none"> • Preparation, clarifications: 20 minutes • Role playing: 80 minutes • Group reflection: 40 minutes
Age Group	
Aims of the Activity	The aim of the activity is to practice negotiation, but also enter the shoes of different roles.

Guidance for a proper performance of the activity

Methodology to implement the Activity	<p>You give learners a sheet of paper with the following stories: Case 1 and Case 2</p> <p>Ask learners to prepare a profile of the characters and, based on the cases, to offer solutions. Learners will analyze the situation and debate the implications to be safe on internet.</p>
Tools and materials	<ul style="list-style-type: none"> • A flip chart or board • Markers or chalk • Paper • Pens • A classroom with seats
Guidance once the activity is over	<p>You have on the flip chart or the board some Cyber Bullying Statistics, in order that learners may have a look at them to start debating.</p> <ol style="list-style-type: none"> 1. Approximately half of teens have been victims of cyber bullying. 2. No more than 1 in 10 teens would tell their parents if they have been a victim of cyber bullying. 3. Less than 1 in 5 incidents of cyber bullying are reported to the law enforcement authorities. 4. 1 in 10 teens have had a damaging or embarrassing picture taken without



permission, often by cell phones.

5. Around 1 in 5 teens has sent or posted nude or sexually suggestive pictures of themselves to their friends.
6. Girls are more likely than boys to get involved in cyber bullying.
7. 95% of teens using social media have witnessed malicious behavior on social networking sites confess they have observed others ignoring the cruel behavior; 55% report they have witnessed this frequently.

(Cyber bullying statistics by Harford County Examiner)

Debriefing of the Activity	Ask learners to express what their feelings about case studies presented and start commenting on effects of Cyberbullyng and on what they have learnt.
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Evaluation of the Activity	You ask learners to evaluate the activity and propose improvements
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Exercises to Learning Activity - Impact of Cyberbullying

CASE 1

"I think that cyber bullying is one of the worst things that a teenager may be exposed to. But in this age kids cannot act properly. The cyber-bullies are always not self-confident children who, in many cases, envy their victims. I was bullied twice. The first incident happened 2 years ago in a new social site.. One person sent me a message claiming that I was fake and that I wasn't a good friend. I was too offended to answer and I just disabled my account. The second incident happened a year ago. Those who I had considered my "best friends" tended to tease me often about my appearance. This teasing eventually led to harsh words exchanged over Facebook, which by a month time resulted in cyber-bullying. The bullying ended when I blocked them, and moved after the school year. So if you are bullied the best thing to do is to block those people or just find a different social network. Don't pay attention to the bullies because most of things they say are not true. However, if the bullying becomes very serious then an adult should be informed for help." - 14 year-old boy



Exercises to Learning Activity - Impact of Cyberbullying

CASE 2

"Cyber Bullying is a serious topic! I was bullied and began to cut myself... You may want to know why... time to tell I was bullied, stalked, and harassed. Never to my face but online the people who bullied me would make fake pages and put me on them saying I'm how and everything I'm willing 'to do' with a guy, but nothing on them were true... They told people to walk up to me and ask me if I was a hoe, lesbian, dyke, slut, pregnant.. etc. I couldn't take it anymore I was on the verge of suicide and when you're going through this you want to handle it alone, but truthfully you can't. So I began to cut. For everything I was going through. I got help. I came clean to a trusted adult and they told my mom everything my mom got very upset and began to take pills to solve her problems. I got madder and cut even more then I finally said no! STOP I haven't cut in a month and 5 days... I use to cut every day. So to wrap this up I'm done cutting my mom's still on pills and I told the police (about the bullying) and guess what. The sites and texts are gone!!! :)" - 16 year-old girl



Learning Activity 8 - UNDERSTANDING NEEDS TO STOP VIOLENCE

Title of the Learning	Understanding needs to stop violence
Activity Topic	Understanding needs to stop violence
Summary of the activity	Negative positions and attitudes may be based on real needs. When wishing to persuade or to change some opinions, we have first to understand the reasons. Everybody has many needs.. to be dressed, to be protected from cold, to belong to a family, to eat, to feel secure, to have a good reputation in the community.
Duration	1,5 h <ul style="list-style-type: none"> • Team work: 60 minutes • Group reflection: 15 minutes • Discussion: 15 minutes
Age Group	
Aims of the Activity	<ul style="list-style-type: none"> - To develop better understanding about negative arguments in order to be able to better develop arguments to persuade them. - to cultivate socio-emotional learning skills among students, it seems vital to increasingly consider one often-neglected component: resilience. - to train students to be more resilient, so that they can better handle and respond to bullying, cyberbullying, and other forms of mistreatment

Guidance for a proper performance of the activity

Methodology to implement the Activity	<p>First, participants split up to two groups. Each group deals with the same questions</p> <ul style="list-style-type: none"> • why people are calm, positive attitude and why some are negative, focused on conflicts • debate bullying aspects from videos focus on causes, impact and effects • write solution to stop violence and ideas about how to prevent bullying
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You ask each group to write down at least 3 ideas for antibullying campaigns, collect strategies proposed to stop youth violence.

Argumentation

With the explosion of technology and social networking sites on the Internet, bullying has moved from physical confrontation in the schoolyard to a more psychologically damaging experience. Cyberbullying is having a profound impact on students across the globe and educators are scrambling on know how to deal with it.

What kinds form takes the cyber violence, as influences on individual participants and what are the consequences for all the people involved in such occurrences, looking on the perspective of the offender, the victim and the observer?



Tools and materials

- Videos, <https://www.youtube.com/watch?v=AcZmrp-3yCs>
- Case studies
- Flipchart

Guidance once the activity is over

You ask each group to report on the findings., examples of cyberbullying situations that may affect young people with the described appropriate method of response.
Learners discuss and classify each argument in the pyramid of Maslow and to create antibullying campaigns in local community.

Debriefing of the Activity

The plenary group reflects on the findings of the two groups and compares them for the two perspectives.
A discussion follows on the principles how to not start violence.
Patience and paying attention to the arguments/positions of the other part

Evaluation of the Activity

Were they able to classify the reasons of these arguments with the different levels of the Maslow Pyramid?



Exercises to Learning Activity - Cyberviolence

Write Yourself a Letter

Invite trainees to write themselves a letter; only they will read this letter so they can say anything they want in it, especially about experiences as victims of cyberbullying. However, a part of that letter might include

- WHY DO PEOPLE CYBER BULLY?
- WHAT TO DO IF YOU ARE BEING CYBER BULLIED?

and special things both good and bad that occurred in cyberbullying process.

Encourage them to write ten goals, to prevent the cyberbullying phenomena.

They seal this letter in an envelope, self-address it.





Exercises to Learning Activity - Cyberviolence

GAME

TRUE/FALSE QUESTIONS ABOUT BULLYING

NB	Bully Facts – True or False	TRUE	FALSE
1.	Bullying is mostly a male behaviour.		
2.	Once a bully always a bully.		
3.	Bullies come from families representing all socioeconomic levels - from poor to rich.		
4.	Bullies are just as likely as the rest of us to be successful in life.		
5.	You can spot bullies because they are large and aggressive.		
6.	Fighting back against a bully will not solve the problem.		
7.	Bullies are insecure and have low self-esteem.		
8.	You can change a bully's behaviour by focusing on what happens at home.		
9.	Targets of bullies are usually kids with physical differences (overweight, glasses, funny looking, etc.).		
10.	We should report bullying because it almost always makes the situation better.		



Exercises to Learning Activity - Cyberviolence

Being Smart Online – Contract for Online Safety



BEING SMART ONLINE – CONTRACT FOR ONLINE SAFETY

1

I will be respectful to myself and others. I won't bully and won't tolerate bullying by others.

2

I will be a good online friend and be supportive of my friends and others who might be in trouble or in need of help.

3

I won't post or send pictures or other content that will embarrass me get me into trouble or jeopardize my privacy or security.

4

I will respect other people's privacy and be courteous when posting photos or other content about them.

5

I'll be conscious of how much time I spend on the web, phone and other devices and won't let use interfere with sleep, school work and face-to-face relationships.

6

If they need my help, I'll assist my parents, teachers others in their use of technology.

7

I will respect other people's digital property and space. I won't steal, hack, break into anyone else's accounts or use other's content without permission.

8

I will protect my passwords and practice good Net security.

9

I will be thoughtful in my use of copy, paste and forwarding. If I use anyone else's content or images I will quote them, give them credit and link to them if appropriate.

10

10. I will help create a culture of respect and tolerance at my school and among my peers.



Exercises to Learning Activity - Cyberviolence

10 Internet Safety Tips for Teens

CYBER 
VIOLENCE

10 INTERNET SAFETY TIPS FOR TEENS

1. **THINK BEFORE YOU POST.**
2. **RESPECT OTHER PEOPLE ONLINE, AVOID GOSSIP.**
3. **ASK FOR PERMISSION BEFORE YOU MEET ONLINE FRIENDS' IN-PERSON.**
4. **DON'T FEED CYBERBULLIES—BLOCK THE SENDER, IGNORE MEAN MESSAGES, FILE A REPORT WITH THE WEBSITE OR POLICE.**
5. **SPEAK UP IF YOU SEE SOMEONE GETTING BULLIED.**
6. **CLEAN UP YOUR PROFILE, ELIMINATE YOUR PAGE OF EVERYTHING TOO PERSONAL, EMBARRASSING, AND ILLEGAL.**
7. **USE THE PRIVACY SETTINGS.**
8. **MONITOR WHAT OTHERS POST ABOUT YOU.**
9. **KEEP ADULTS IN THE LOOP—TELL THEM WHEN YOU ADD NEW SITES, NEW FRIENDS OR SEE SOMETHING SUSPICIOUS OR HARMFUL.**
10. **USE YOUR VOICE FOR GOOD—USE SOCIAL MEDIA TO DO SOMETHING PRODUCTIVE FOR YOU OR A CAUSE.**

Exercises to Learning Activity - Cyberviolence



WHAT DO YOU DO IF YOU ARE A BULLY?

- 1. THINK ABOUT THE VICTIM. HOW WOULD IT FEEL?**
- 2. LEARN TO CONTROL YOUR ANGER AND AGRESSION. THINK OF THE CONSQUENCES OF YOUR ACTIONS.**
- 3. THINK BEFOR YOU POST ONLINE.**
- 4. TALK TO FRIENDS, PLAY A SPORT, JOIN A CLUB, WRITE IN A JURNAL .. ALL ARE GREAT WAYS TO LET OFF STREAM.**
- 5. ASK COUNSELLORS IF YOU CAN HELP OTHER BULLIES OR VICTIMS.**
- 6. STAND UP FOR OTHERS BEING BULLIED.**
- 7. SET GOALS FOR HOW TO STOP BULLYING .. I WILL SAY SOMETHING NICE TODAY.**
- 8. MAKE NEW FRIEND. YOU MAY BE HANGING PUT WITH PEOPLE WHO ENGURAGE YOUR BULLYING HABITS.**

(Create a poster with your profile as a person who fight against bullying)



Exercises to Learning Activity - Cyberviolence

[CYBERVIOLENCE CAMPAIGNS]

THIS CERTIFIES THAT

[Member Name

has participated as a peer mentor and successfully completed all the requirements of the Anti-Bullying Club, and is therefore awarded this

DIPLOMA

Given this [day ...] of [Month], [Year]

[Club Coordinator]

[Principal]



[Club Coordinator]

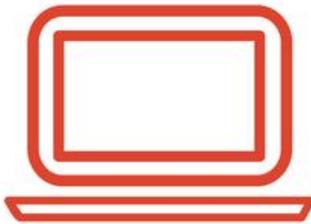
The Anti-Bullying Club

Exercises to Learning Activity - Cyberviolence



PREVENTING CYBER BULLYING

(When using instant messaging, chat rooms, email, webcams, social networks, computer gaming sites, virtual learning environments and video hosting sites)



REMEMBER
Anything that you write, say or post on an internet site can get to cyber bullies, not just the people you are contacting



FRIENDS ARE PEOPLE YOU ACTUALLY KNOW



Friends in cyberspace are only contacts. Friends in cyberspace could be cyber bullies pretending to be nice.



NEVER SEND PRIVATE DETAILS!!

You must always be very careful .. Don't open emails if you are not sure who its from or reply to cyber bullies. Whatever you put on an internet site can easily get to the wrong people.

Think about photos and videos you want to post. Ask a responsible adult to OK them first. Cyber bullies can use photos and videos to embarrass or upset you.



Exercises to Learning Activity - Cyberviolence

CREAT YOUR TIPS TO STOP CYBERVIOLENCE



MY TIPS TO STOP CYBERVIOLENCE



Learning Activity 9 - Cyberbullying in social media process

Title of the Learning Activity	"Cyberbullying in social media process"
Topic	Labeling
Summary of the activity	How I'm perceived by others. The target of the bullies are often the people perceived as different. How the first impression conditions relations in a group?
Duration	30 minutes (depends on the dimension of the group) Discussion: 15 minutes
Age Group	
Aims of the Activity	To increase awareness about diversity and tolerance

Guidance for a proper performance of the activity

Methodology to implement the Activity

STEP 1

- Please put down on a piece of paper the 3 main characteristics that define you as a person

STEP 2

- Take a good look at the people in the room
- On a separate sticky paper, use 1-2 words to describe each person in the room (write down what is your first impression - characteristic, feeling, association, etc)
- Now stand up and make a circle (join together)
- Stick the respective paper on the back of the person you have described
- When you have put all your papers on the backs of the respective people take again your place

STEP 3

- Now take down all the papers from your back but do not look at them!
- Is there anyone willing to share which 3 characteristics define them?
- Do people see you in the same way – please look at the papers from your back!
- Is there a character that is disturbing to you? Why? How do you feel about that?



Is there anybody else willing to share?

**Guidance
once the
activity is
over**

Support people in discussing how they were perceived from others and if in their life they already experienced to be classified or labelled in a way they didn't feel well, or other situation in which they didn't like a person without a reason and how this influenced their relation.

**Debriefing of
the Activity**

There might be a great distance between your own perception of yourself and the way people see you

The people's perceptions of you often determine their behaviour and attitudes towards you

You can hardly change that/people can hardly change their false perceptions:

- if there is no awareness
- If there is no communication
- If there is no possibility for interaction
- If there is no willingness to reduce the distance between you
- If there is no trust and tolerance

**Evaluation of
the activity**

Were they able to discuss how is possible to avoid judging people in order to be more tolerant?

**Tools and
materials**

- Post it
- Pens



Learning Activity 10 - Cyberbullying in social media process

Title of the Learning Activity	"Cyberbullying in social media process"
Topic	How to stop cyberbullying
Summary of the activity	The activity allows to understand through a series of questions who they are. Through a game it will be possible to understand the difference between bullying and cyberbullying.
Duration	1,5 h (90 min)
Age Group	17-25 years old
Aims of the Activity	To increase awareness about diversity and tolerance

Guidance for a proper performance of the activity

Methodology to implement the Activity

- The series of steps included in the activity comprises a set of sequentially organized tasks performed through the use of:
 - ✓ Digital tools appropriate for the potential development of 21st century skills. The content and activities included challenge young trainees to use ICT tools for learning, communication, interaction and critical evaluation of online communication.
 - ✓ Conversation and interaction between the trainer and the trainees and among the trainees that will help participants to realize the different identities we all hold both in offline and online communication and the ways young trainees can shape safe and role appropriate online identities.
- Assessment is conducted through feedback triggered by the trainer in the form of questionnaires and reflections by trainees themselves on the knowledge gained through the activity.

Tools and materials

- A room with computers or alternative use of smart phones or tablets by all trainees
- A projector
- Sticky notes
- Computer
- Internet connection

Process

Session 1 "Who has suffered"

Let's participants watch the video about people telling their experience as bullied there are some example of the TEDx like this one
https://www.youtube.com/watch?v=9HsuuRt_OdY



<p>cyberbullying" 45 min</p>	<p>or let them just make a search on „ how I was cyberbullied“ and discuss with people</p> <p>Let participants to create groups and present two situations:</p> <ul style="list-style-type: none"> - Bullyism of a teen - Cyberbullyism of an adult <p>Ask some of the group to discuss how they think it's possible to prevent problems of the teen on the social and how to support</p> <p>Ask the other parts of the groups the to do the same but for the adult</p> <p>Every group has to present to the larger group the main point of their discussion, what can be the solutions and what remain unsolved.</p>
<p>Session 2 "Rules" 20 min</p>	<p>Ask the people to analyze and present</p> <ul style="list-style-type: none"> - how the social media can stop the bullyism - how to block an account - how to denounce <p>on different social media:</p> <ul style="list-style-type: none"> - FACEBOOK - INSTAGRAM - TWITTER - SNAPCHAT <p>They should find the actions the social media can put in actions to stop cyberbullying; invite them to find the public service (in every country different situations and laws) where to denounce the problems of cyberbullism (for example the school and the policy)</p> <p>At the end present quickly some examples of European rules</p> <p>https://ec.europa.eu/digital-single-market/en/social-media-and-networks-innovation-and-policy</p> <p>https://www.reuters.com/article/eu-hatespeech/social-media-companies-accelerate-removals-of-online-hate-speech-eu-idUSL8N1PC5QK</p> <p>https://www.theverge.com/2017/5/24/15684168/eu-hate-speech-law-facebook-twitter-youtube-video</p>
<p>Session 3 "Same identity in different contexts?" 20 min</p>	<p>Present the characteristic of people that suffer cyberbullism and the people that made cybullism.</p> <p>Present why people use social media:</p> <p>https://www.researchgate.net/publication/264676034_Social_Media_Use_among_Adolescents_Benefits_and_Risks</p> <p>https://www.researchgate.net/publication/221095501_Why_People_Use_Social_Networking_Sites</p> <p>https://wersm.com/the-10-top-reasons-why-we-use-social-networks/</p> <p>Discuss with people the reasons of the teens s and the adults that suffer</p>



cyberbullism



NAME OF SCENARIOS	CyberViolence and Social Media		
DESCRIPTION OF ACTIVITY	<p>More than 2 Billions of people have an account on Facebook: Social media are part of our daily life. They allow us to stay in contact with our friends and relative, express ourselves, learn and entertain. But... sometimes there is a dark side. People use social media for insulting, stalking, spread fake information or menacing. The effect of cyberbullying can be more subtle than physical bullying and sometimes the lead to serious and extreme consequences, like suicide. Also adults can commit suicide for cyberbullying. In this module, we'll discuss bullying and cyberbullying, social media and the impact of this on people's life.</p>		
Duration 8 hours			
Contents	PLAN OF SCENARIO		
	TIME	MODULE	TARGETS AND REALIZATION
	1 Day		
	20 min	Opening	<ul style="list-style-type: none"> • Trainer self-introduction • Introduction of the FCCV project • One of the Ice breakers proposed activity
	30 min	Warm-up: Similarities	<ul style="list-style-type: none"> • See Activity 1 Labeling
	90 min.	Learning about Social Media and Cyberbullying	<ul style="list-style-type: none"> • See Learning Activity2 – Cyberbullying and Social media -
	15 min	Break	
	90 min.	Data Broker Game	<ul style="list-style-type: none"> • See Activity 3 Data Broker Game
	60 min	Lunch Break	<ul style="list-style-type: none"> •
	30 min	Learning activity about	<ul style="list-style-type: none"> • Discuss what they learned from the Game
	140 min.	Exercise Support people suffering cyberbullying	<ul style="list-style-type: none"> • See Activity 4 How to support people suffering from cyberviolence
	30 min	Recap and discussion	<ul style="list-style-type: none"> •



Exercises to Learning Activity - Cyberbullying in social media process

Ice-breaking game

Five of Anything

Start of Session Ice Breaker

Example of topics you can use

- 5 favourite movies
- 5 worst movies
- 5 preferred place to have holidays
- 5 place they want to visit
- 5 things they want not to eat again

How to proceed

STEP 1 make groups of four/five people. Try to avoid people who already know to be in the same group (i.e. give to every person a number from 1 to 5 and then create a number with the same number).

STEP 2 Every group has the assignment to share their favourite film or meal or whatever. The aim is to find something in commons and share opinions.

One word

This activity can be used at the start of a session for allowing people to know each other or during the session of the training to reflect on the specific topic.

STEP 1 make groups of four/five people. Try to avoid people who already know to be in the same group (i.e. give to every person a number from 1 to 5 and then create a number with the same number).

STEP 2 Every group has the assignment to think to one word related to Social Media. This icebreaker helps the group explore their thoughts on a common issue.

STEP 3 This icebreaker allows spontaneous conversation come out: in the group, every participant could ask the reason for choosing that word

STEP 4 After the discussion in the single group, the participants were asked to share their one word with the larger group. One volunteer can start and ask others to follow.

STEP 5 – After hearing from different words, participants could come back to their initial group and ask them to choose one-word connecting social media with cyberbullying in their experience

STEP 6 – Ask to a volunteer for each group to share one or two points emerged in their discussion.



The Web and us

(Preparation for the facilitator - bring a yarn ball)

All the people stand up in a circle –

The facilitator starts asking a question like “What your favourite place to be when you’re happy” and then the facilitator answer the question and tosses the yarn ball to another person while holding on the end of the yarn. Then the facilitator can make another question of asking to answer the same questions, and people answer and toss the yarn to someone else. The game continues like this until all people are involved. At this point, the coordinator asks 2 or 3 people to drop their string: the web became weak and start to sag.

The facilitator can discuss how important is every one for the others and what happens with a low level of engagement to the whole team. At the end, the whole web was put down on the floor. Everyone can keep a short piece of the string to remember the strength of the web.



Learning Activity 11 - Game Data brokers

Title of the Learning Activity	Game Data brokers
Topic	The Data Brokers Game
Duration	80 min <ul style="list-style-type: none"> • Presentation and explanation of the game: 20 minutes • Game: 30-40 min • Group Reflection: 20 min
Aims of the Activity	By trading and buying data, students learn that every personal information has a <i>monetary value</i> and that the power of a social network depends on the amount of data it has collected.

Guidance for a proper performance of the activity

Methodology to implement the Activity Data Brokers (DB) is a live game based on other game like **SmokeScreen** (EN) <http://www.sixtostart.com/smokescreen/> and **Privacy Traders** (IT).

STEP 1 – Preparation in advance

DB is a live game made for high school students. The main goal was to teach the value of personal data shared on social networking websites. The goal of the game is to achieve as much data as possible about all other players. They can do this by paying (using play money) to get specific data, or simply by trading one data for another. To become more powerful, player can join one the four social networks available. Each player that belongs to a social network will share all their personal information and all the gathered dat with every member of the group. Moreover, each player can bluff (spreading fake data) or sell data she/he doesn't really own as card but just as information.

The facilitator after explaining the rules chose 4 Social Network owner and represents the bank that can sell data.

What is needed in advance:

1 Box

For every player:

- 5 cards for every player for collecting data
- 10 token
- 1 objective card blue

For the Social Networks owner:

- Some Social network sticker to be given to the members of the social network
- 1 objective card red



STEP 2 EXPLANATION

The rules

Every participant in this game will be a Data Broker whose purpose will be to collect most of the other Data Broker personal information

In every DB kit you will find

- 5 cards given
- 10 tokens
- 1 objectives card

You have to fill out the given cards: you have to remember what you write and you do not have to show it to anyone. Every card can contain data about a person:

- Name Surname
- Age
- Meals hated
- Animal preferred
- The place you come from

The dates cards will then be collected in a box and shuffled and will be randomly redistributed 2 each.

You will then start from 2 cards each given your first 2 trophies to be scored immediately in the objectives tab.

The goal of the game is to collect as much information as possible by writing them in your goals sheet from deliver to the facilitators at the end of the game.

The more information you have, the more victory points you will get.

Information can be collected in several ways:

- By exchanging personal information in your possession with those of others
- Buy your personal information from the other agents with the tokens you have
- Buying from the bank personal information always with tokens
- Becoming part of a social network

STEP 3: PLAY

This is a dynamic game: to collect data and make covenants, you must move as much as possible.

Remember that if you do not use your tokens, these can be converted into



victory points at the end of the game.

if you become part of a social network you must know that

- you can enter only one social network
- you have to attach the social network sticker to your shirt, so do the others agents will recognize you
- share with the social network leader all the information you have
- continue to collect information for your social network

STEP 4 Collect data and design the winner

At the end of the game the goal card of a user who has entered a social network is no longer valid because it will have value only the red targets tab of social networks that will contain all the data collected by his agents-

If at the end of the game the social network wins, you too win-

Guidance once the activity is over

The facilitator will observe the interactions and notes any behavior also if not correct like steal data... it will be useful for the discussion

Debriefing of the Activity

After the conclusion of the game it could be useful to discuss about the value of personal data

Evaluation of the activity

Ask learner to evaluate their activity and propose improvements

Tools and materials

- Computers or alternative use of smartphones or tablets by all trainees with Wi-Fi connection
- A projector
- Sticky notes, Flipchart, Board, Paper, Pens
- To create a whiteboard and add documents on it: <http://padlet.com>
- To create slideshow: <http://www.prezi.com>, power point, google presenter, libre office
- To create wordclouds: <http://www.wordle.net>



Learning Activity 12 - How to support people suffering cyberbullying

Title of the Learning Activity	How to support people suffering cyberbullying
Topic	How to support people suffering cyberbullying
Summary of the activity	Design an application to support people suffering cyberbullying The target of the bullies are often the people perceived as different. How the first impression conditions relations in a group?
Duration	140 min <ul style="list-style-type: none"> • Discussion: Preparation, clarification: 20 minutes • Design of the application: 80 minutes • Group Reflection: 40 minutes
Aims of the Activity	The aim of the activity is to reflect on which are the feelings of people suffering cyberbullying, imagine their needs and to put in place actions to support.

Guidance for a proper performance of the activity

Methodology to implement the Activity

We are always connected and it's not possible to imagine to live disconnected. So why don't imagine to use the same tools for supporting people suffering from cyberbullying?

STEP 1: Preparation and clarification

Present some examples of application supporting people suffering from cyberbullying, and try and discuss

i.e. Think twice

<https://www.smithsonianmag.com/innovation/new-software-makes-cyberbullies-think-twice-180956948/>

Project Toe

<http://www.projecttoe.com/>

SuperBetter

<https://www.superbetter.com/>

STEP 2

It's not necessary to be a programmer but just think and design functionality. Ask people to create group of 3 or 4 people.

Now imagine you are a person knowing that someone is suffering from cyberbullying, in which is it possible to help you in supporting him/her?



Where find information for help? How to ask help? Which are the best people that can help (parents, teachers, peers, police?) based on the severity of the situation?

STEP 3

Describe the aim of your app - and which functions it will have.

Don't put any limit your creativity.

Start to design on a paper how your app looks like - or you can use the tool you're more comfortable...

Design two or three screenshot

STEP 4 Present you app, also making a little dramatization of the situation

**Guidance
once the
activity is
over**

Support people in creating something it could be usable, help them in finding possible use case.

**Debriefing of
the Activity**

Ask participant to express their feeling about the ideas of using digital device to ask for support - limit and strength

**Evaluation of
the activity**

Ask learner to evaluate their activity and propose improvements

**Tools and
materials**

- Computers or alternative use of smartphones or tablets by all trainees with Wi-Fi connection
- A projector
- Sticky notes, Flipchart, Board, Paper, Pens
- To create a whiteboard and add documents on it: <http://padlet.com>
- To create slideshow: <http://www.prezi.com>, power point, google presenter, libre office
- To create wordclouds: <http://www.wordle.net>



Learning Activity 13 - Partial identities & digital personas

Title of the Learning Activity	Partial identities & digital personas
Topic	My identity
Summary of the activity	The activity can serve as an introduction to the term “Identity” and help trainees to realize issues with regards to the characteristics of other people’s identities based on innate, social attributes and interaction with others. The activity can also stimulate discussion and critical thinking about how shaping of online identities for different contexts can be achieved and how projected and imposed identities may have positive or negative implications on our reputation.
Duration	115 min
Age Group	17-25 years old
Aims of the Activity	<ul style="list-style-type: none"> • Stimulate thinking on people’s unique and partial identities. • Help young people to realise that identity and online identity are complex issues, which have numerous implications in professional, academic and personal life. • Enhance their understanding on how projected and imposed identities may influence our online representation in a positive or in a wrong way. • Cultivate the values of ethical behaviour, empathy and respect for others. • Develop young people’s cognitive skills of creativity, critical thinking, analytical ability, independent thinking and learning. • Enhance technology literacy: effective use of technology to access, evaluate, integrate, create and communicate information.
Guidance for a proper performance of the activity	
Methodology to implement the Activity	<ul style="list-style-type: none"> • The series of steps included in the activity comprises a set of sequentially organized tasks performed through the use of: <ul style="list-style-type: none"> ✓ Digital tools appropriate for the potential development of 21st century skills. The content and activities included challenge young trainees to use ICT tools for learning, communication, interaction and critical evaluation of online communication. ✓ Conversation and interaction between the trainer and the trainees and among the trainees that will help participants to realize the different identities we all hold both in offline and online communication and the ways young trainees can shape safe and role appropriate online identities. • Assessment is conducted through feedback triggered by the trainer in the form of questionnaires and reflections by trainees themselves on the knowledge gained through the activity.
Tools and materials	<ul style="list-style-type: none"> • A room with computers or alternative use of smart phones or tablets by all trainees • A projector



- One or more flipcharts
- To collect answers from trainees massively:
<https://answergarden.ch/about-AnswerGarden/>,
<https://www.google.com/forms/about/>
- To create questionnaires: <http://www.socrative.com> (registration required)
- To create a whiteboard and to add documents on it: <http://padlet.com>
- To create dynamic slideshows: <http://www.prezi.com>, power point
- To create wordclouds: <http://www.wordle.net/>

Process

<p>Session 1 Opening session</p> <p>10 min</p>	<ul style="list-style-type: none"> • Self-introduction of trainer • Presentation of the training workshop aims by the trainer • Write on a flipchart each participant's expectations of the training
<p>Session 2 Warm up "Interview"</p> <p>10 -15 min</p>	<ul style="list-style-type: none"> • Divide the young people into pairs. • Ask them to take three minutes to interview each other. • Each interviewer writes down 3 interesting facts about their partner. • Ask everyone to present the 3 facts about their partner to the rest of the group. <p>Aim: Instead of asking each participant present him/herself, we ask others to present their partners, letting them get know to each other, advancing dialogue, introducing them to identification of main characteristics of partners that make up their identity.</p>
<p>Session 3 "What is an identity?"</p> <p>10 min</p>	<p>Using the answergarden tool http://answergarden.ch trainees are asked to provide their own understanding about the term Identity. The question could be like: "What words come to our mind when hear the word Identity?" The more frequently a particular word appears in students' responses, the bigger it becomes on AnswerGarden. The trainees comment on the final results (i.e. identity may be related to the following characteristics: ethnic, religious, language, nationality, gender, social class, sexual, generation).</p> <p>After commenting the results, you present, using a powerpoint presentation or a presi presentation or a summary on a flipchart, the main aspects of offline and online Identity (innate characteristics and attributes, roles and relationships with others, partial identity, digital personas, projected and imposed identity) as presented in the training material.</p>
<p>Session 4 "Are we different or similar"</p> <p>15 min</p>	<p>Divide trainees into groups, upload to http://padlet.com photos/images of different characters or distribute the different photos to the groups (a Viking warrior, an ancient Greek philosopher, a contemporary American soldier, a contemporary teenager from an African tribe, a contemporary European) and assign a character to each team or to each individual.</p> <ol style="list-style-type: none"> 1. Viking warrior 2. Aristotle (ancient Greek philosopher) 3. American soldier 4. African tribe teenager 5. European teenager <p>Groups (through their leaders) or individuals need to provide a short description</p>



	<p>of their character's identity. Remind them to think of the factors they brainstormed in Session 3. Answers may start with the " My name is... I come from... I am a female...)</p> <p>Sum up the discussion writing on the flipchart the differences or similarities between the presented characters, to show innate and/or social characteristics that make up people's identities.</p>
<p>Session 6 "Digital personas of ourselves"</p> <p>15 min</p>	<p>Ask from the trainees to answer the following question on http://answergarden.ch: "Can you name the different aspects by which our online identity is shaped?", i.e. <i>tagged photos of us by others, comments by others, our posts ...</i></p> <p>Depending on the answers, you may help them to shape some general schemes applied, i.e.</p> <ul style="list-style-type: none"> • projected identity/persona is created by the individual, it is under his control and is strictly related to the way this individual wants to present himself; • imposed digital persona is created either <u>by institutions</u> based on the information they collect(ed) about an individual, and this persona has a certain function related to their task, or by <u>other "Internet users"</u> (e.g. friends, colleagues, etc.) who may provide (e.g. posting, commenting) information about him/her, and add to "his/her" online identity (e.g. on facebook, blogs etc.).
<p>Session 7 "Does our digital identity have any impact on our lives?"</p> <p>15 min</p>	<p>Ask from trainees to name the cons and pros that digital personas may have to their professional or academic life. Ask them to type their answers on the wordle tool (http://www.wordle.net/) and discuss the positive and the negative implications.</p> <p>Sum up discussion by saying that our online activities may influence our reputation and once they are over the web for a long time, opinions of other people about us will be based on our digital personas, imposed and/or projected.</p>
<p>Evaluation/Assessment</p> <p>10 min</p>	<p>Present the following scenario and ask trainees to answer the questions below with YES or NO, using either the socrative tool http://www.socrative.com, a google form or printed copies.</p> <p><i>Imagine you are a 25 years old year-old job seeker or employed at a social media-conscious business (aka every business). It is important for you to have a positive online reputation. If you could set an expiry date for your digital data (to be deleted), which pieces of the following information would delete?</i></p> <ol style="list-style-type: none"> 1. Photos of your friends on Twitter or Facebook since the last five years 2. Information hold on social network pages you don't currently use 3. Information posted on your Facebook timeline from apps you use 4. Comments on your friends' posts on social network pages 5. Photos of you tagged by your friends this year 6. Instagram posts of you when you were 10 years old. 7. Answers to anonymous questionnaires on social media pages or on newspaper sites. <p>The more No answers gets a trainee the better understanding of the partial</p>



identities shaping and protection he/she has gained.

Links

- <https://answergarden.ch/about-AnswerGarden/>
 - <https://www.google.com/forms/about/>
 - <http://www.socrative.com> (registration required)
 - <http://padlet.com>
 - <http://www.prezi.com>
 - <http://www.wordle.net/>
-



Exercises to Learning Activity - How to support people suffering cyberbullying

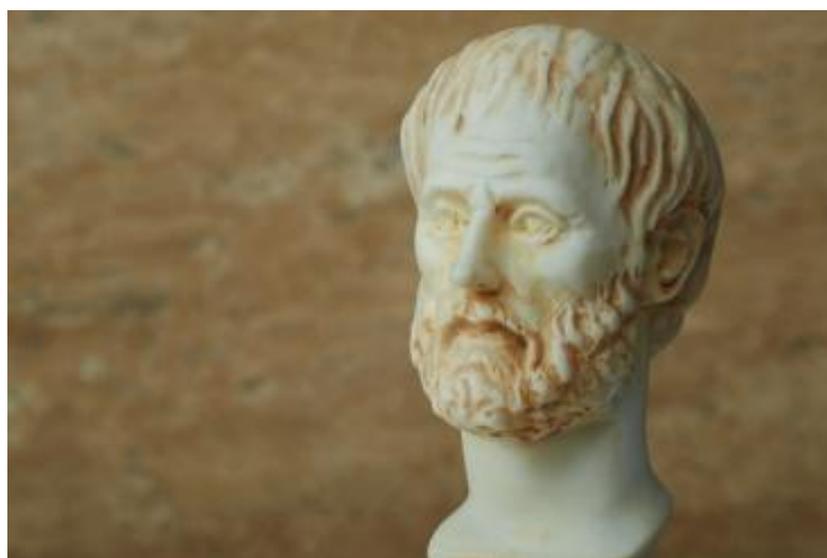
Session 4

1. Wiking warrior



Source: Licensed by shutterstock

2. Aristotle (ancient Greek philosopher)



Source: Licensed by shutterstock



3. American soldier



Source: Licensed by shutterstock

4. African tribe teenager



Source: Licensed by shutterstock



5. European teenager



Source: Licensed by shutterstock



Exercises to Learning Activity - How to support people suffering cyberbullying

Session 5

Worksheet 1.

Work Characteristics..	Shopping Characteristics	Leisure Characteristics	Health care Characteristics
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1. Work



Source: Licensed by shutterstock



2. Leisure



Source: Licensed by shutterstock

3. Shopping



Source: Licensed by shutterstock



4. Health care



Source: Licensed by shutterstock



Learning Activity 14 - Meeting with privacy

Title of the Learning Activity	Meeting with privacy
Topic	Online privacy and protection
Summary of the activity	<p>Through this learning activity trainees:</p> <ol style="list-style-type: none"> 1. Familiarize themselves with the meaning of the terms: privacy, personal data, sensitive personal data, digital footprints; 2. Realize that digital footprints are out there on the web with or without our consensus; 3. Familiarise themselves with tools tracking the webtrackers; 4. Explore the implications of online sharing theirs or others personal details; 5. Explore emotions and develop strategies for coping effectively with incidents of non-consensual sharing of intimate content.
Duration	1,5 h (90 min)
Age Group	17-25 years old
Aims of the Activity	<ul style="list-style-type: none"> • Develop trainees' awareness of privacy and data protection. • Stimulate thinking on how to protect their privacy and control their digital footprints in order to maintain positive digital fingerprints. • Encourage trainees to work together on a collaborative task. • Cultivate the values of ethical behavior, empathy and respect for others. More specifically, be able to respond in a sympathetic, empathetic and effective manner to witnessing or being involved in incidents of non-consensual sharing. • Develop young people's cognitive skills of creativity, critical thinking, analytical ability, independent thinking and learning. • Enhance technology literacy: effective use of technology to access, evaluate, integrate, create and communicate information.

Guidance for a proper performance of the activity

Methodology to implement the Activity

- The series of sessions included in the activity comprises a set of sequentially organized steps performed through the use of:
 - ✓ Digital tools appropriate for the development of 21st century skills. The content and activities included challenge young trainees to use ICT tools for learning, communication, interaction and critical evaluation of online communication.
 - ✓ Conversation and interaction between the trainer and the trainees and among the trainees that raise awareness about how our personal data is made available over web,
 - ✓ Digital tools to help trainees realize how web tracking is performed.
- Assessment is conducted through feedback triggered by the trainer in the form of questionnaires and reflections by trainees themselves on the knowledge gained through the activity.



Tools and materials

- Computers or smart phones, tablets, laptops by all trainees with Wi-Fi Internet connection
- A projector
- A flipchart
- To create a whiteboard and to add documents on it: <http://padlet.com>
- To create slideshows: <http://www.prezi.com>, power point
- To create wordclouds: <http://www.wordle.net/>

Process

Session 1
"What data is related to our privacy?"

10 min

Remind trainees some of the characteristics making up our identity writing some example words either on padlet (<http://padlet.com>) or on whiteboard: i.e. name, address, ...

Write the key terms **privacy, personal data and sensitive personal data** either on padlet (<http://padlet.com>) or on whiteboard and ask trainees to study relevant information on these in the national Data Protection Authority (DPA) website (for Greece click [here](#)).

Then based on the information gathered, ask them to create in groups word clouds on the wordle for each of these terms, i.e. **personal data** → name, address, telephone, date of birth, photos, credit card number, **sensitive personal data**: sex, political opinions, religion, health condition, physical state...

Discuss the term **privacy** as defined in the DPA material.

Session 2
"Does anyone track me"

20 min

Let the trainees watch the videos "You are not such anonymous as you think" and "Think about privacy" here and ask them to extract the core ideas for each of the videos. Help them with questions like: "How others can extract information about us when online?", "Who may be interested in our personal data?"...

Based on their answers, help them to brainstorm in groups (of 3-4 persons each) on whether and how tracking of our digital footprints is ever possible. Ask them to study the material¹ provided by the national Data Protection Agency (in Greece) and stress the following point: "Even when you don't publish your private information online, it is still possible that your personal details and preferences are known by others". Then ask from each group (through their leaders) to list 5 ways in which people or institutions can find out personal information about us?

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

Session 3
"Tracking the trackers"

20 min

Introduce to the trainees two tools to discover themselves who is tracking people on the web and let them familiarise with them on their devices. Alternatively we demonstrate the tools on our screen:

1. Lightbeam is an add-on for Firefox that shows us which third parties are

¹ The hyperlink here offers access to the material provided by the Greek DPA. Trainers are advised to check similar texts on the national DPAs.



present when we visit a website. If we then go to a new website, Lightbeam will show us not just which third parties are active on that site, but which third parties have seen we on both sites; and so on as we visit more websites.

2. Trackography (Tactical tech project) allows us to see who is tracking us when we read the news online - among other things, like which countries our data travels through. News websites are a great source of information about us. What newspaper we read, and which articles, can say a lot about our political views, general interests and even things like our sexuality or religious affiliations. Guide trainees how to use: Go to Trackography → *select your country* → *select the media you read* --> see how many companies are reading over your data. If we click on a specific company, we can also find out more about their privacy policy.

After familiarisation with the tools, we ask from each trainee to explore their prominent feelings after the realisation of the webtracking rules, creating word clouds on <http://www.wordle.net/> expressing their emotions.

Session 4
"Possible impact of what we post and share online"

15 min

At this point, the trainees, have realized that our digital footprints on the web are used with or without our consensus for various reasons. You can then stimulate trainees to think what might happen if someone shares too much of their personal data with the rest of the world. You can use this video here. Ask them to make a list of reasons why we should not disclose our private data or why we should limit access to our private information, focusing on these two facts:

- a) People's digital footprints (pictures, online published content, etc.), apart from other uses, play a major role in companies' recruitment procedures;
- b) Cyberbullying occurs more frequently on sites visited by large numbers of youngsters. Personal data protection helps to prevent cyberbullying.

See also Worksheet 2.

Session 5
"Empathy"

15 min

The aim of this step is to give trainees an opportunity to be emotionally engaged in incidents of non-consensual sharing of intimate content and to develop strategies for coping effectively and compassionately. Present them with both videos "For your eyes only" & "Forever" (<https://www.webwise.ie/lockers/>). Then ask them to describe how the different characters might feel and to whom they feel compassionate.

Evaluation/ Assessment

10 min

To evaluate trainees' knowledge on privacy issues, you can encourage them to answer the quiz accessed at the Data Protection Authority (DPA) website in Greek.

For other languages, trainers could check if there are similar quizzes on the national DPA.



Links

Educational and other digital tools

- Lightbeam: <https://addons.mozilla.org/el/firefox/addon/lightbeam/>
 - Tracography: <https://trackography.org/>
 - Greek Data Protection Agency: <http://www.dpa.gr>
-



Learning Activity 15 - Speak aloud how to protect myself and others

Title of the Learning Activity	Speak aloud how to protect myself and others
Topic	Online privacy and protection
Summary of the activity	<p>Through this learning activity trainees:</p> <ol style="list-style-type: none"> 1. Study and analyse material related to privacy and digital footprints on proposed websites; 2. Practise themselves with tips for protecting their privacy on certain social networks (i.e. Facebook, Twitter, Instagram) 3. Enhance their digital skills and awareness on promoting key messages about data protection, sharing and online privacy
Duration	1,5 h (90 min)
Age Group	17-25 years old
Aims of the Activity	<ul style="list-style-type: none"> • Develop trainees' awareness of privacy and data protection. • Encourage trainees to work together on a collaborative task. • Cultivate the values of ethical behavior, empathy and respect for others. More specifically, be able to respond in a sympathetic, empathetic and effective manner to witnessing or being involved in incidents of non-consensual sharing. • Develop young people's cognitive skills of creativity, critical thinking, analytical ability, independent thinking and learning. • Enhance technology literacy: effective use of technology to access, evaluate, integrate, create and communicate information.
Guidance for a proper performance of the activity	
Methodology to implement the Activity	<ul style="list-style-type: none"> • The series of steps included in the activity comprises a set of sequentially organized steps performed through the use of: <ul style="list-style-type: none"> ✓ Digital tools appropriate for the development of 21st century skills. The content and activities included challenge young trainees to use ICT tools for learning, communication, interaction and critical evaluation of online communication. ✓ Conversation and interaction between the trainer and the trainees and among the trainees that raise awareness about the privacy settings and policies provided by the most common social networks. • Assessment is conducted through feedback triggered by the trainer in the form of questionnaires and reflections by trainees themselves on the knowledge gained through the activity.
Tools and materials	<ul style="list-style-type: none"> • Computers or smart phones, tablets, laptops by all trainees with Wi-Fi Internet connection • A projector • A flipchart • To create a whiteboard and to add documents on it: http://padlet.com



- To create slideshows: <http://www.prezi.com>, Powerpoint
- To create wordclouds: <http://www.wordle.net/>
- To get answers for social voting: <http://www.tricider.com/>

Process

Session 1 "Investigating SN privacy settings online"

45 min

Sum up the facts discussed in the Learning Activity "Meeting with Privacy" and highlight the following:

- a) They should use social media, responsibly, and
- b) They should protect their online reputation.

In this activity, trainees will focus on investigating specific ways to accomplish these two aims.

Divide trainees in small groups (of 3-4) and assign to each group the task to investigate the privacy policies and settings on one of the following social networks:

1. Facebook Privacy Basics <https://www.facebook.com/about/basics/> - New info about control privacy over Facebook: <https://www.webwise.ie/parents/facebook-safety/>- Facebook Help Centre - Privacy <https://www.facebook.com/help>
2. YouTube Policy Center - Protecting your privacy: <https://support.google.com/youtube/answer/2801895>
YouTube Safety Center - Teen Safety: https://support.google.com/youtube/answer/2802244?hl=en&ref_topic=2803240
You Tube – Moderate and review comments: https://support.google.com/youtube/answer/111870?hl=en&ref_topic=2946312
You Tube – Change video private settings: https://support.google.com/youtube/answer/157177?hl=en&ref_topic=2946312
3. Instagram Help Center: <https://help.instagram.com/> - Sharing photos safely: https://help.instagram.com/646840095358740/?helpref=hc_fnav - Understanding Instagram's privacy settings: <https://blog.mozilla.org/internetcitizen/2017/01/25/instagrams-privacy-settings/>

Points they are suggested to focus on: *tips provided by each service to help protection of privacy, privacy settings when updating my profile, delete content posted without my consensus, define who is going to see my posts, delete posts...*

Session 2 "Create messages about online privacy"

45 min

After studying content on the suggested websites, each group creates a presentation using prezi (<http://www.prezi.com>) or Power point summarizing five (5) top tips for protecting privacy or managing online reputation on the relevant social network. All trainees vote for the best presentation.

In this session, trainees will be offered the opportunity to experiment and familiarize themselves with alternative tools to create key messages on "Data protection, privacy and online reputation", i.e. Each group or each individual is given the option to use one of the following tools to enhance their creativity and



digital literacy, and, at last, their awareness on promoting key messages about **data privacy, webtracking, digital footprints, online reputation and privacy protection:**

- Tricider (<http://www.tricider.com/>), a social voting tool, which allows us to create tricions (topics about a topic introduced by someone and voted by others). Each trainee creates its own tricision and the rest vote for the two ideas they like most.
- Groups or individuals create posters using an application or software they are familiar with (prezi or power point). The rest of the trainees vote for the best poster. Posters can be archived and promoted via facebook pages of STOP CyberViolence.

Links

- <http://padlet.com>
- <http://www.prezi.com>
- <http://www.wordle.net/>
- <http://www.tricider.com/>

Online material on privacy settings and policies of social networks:

1. Facebook Privacy Basics <https://www.facebook.com/about/basics/> - New info about control privacy over Facebook:
<https://www.webwise.ie/parents/facebook-safety/>- Facebook Help Centre
- Privacy <https://www.facebook.com/help>
2. YouTube Policy Center - Protecting your privacy:
<https://support.google.com/youtube/answer/2801895>
YouTube Safety Center - Teen Safety:
https://support.google.com/youtube/answer/2802244?hl=en&ref_topic=2803240
You Tube – Moderate and review comments:
https://support.google.com/youtube/answer/111870?hl=en&ref_topic=2946312
You Tube – Change video private settings:
https://support.google.com/youtube/answer/157177?hl=en&ref_topic=2946312
3. Instagram Help Center: <https://help.instagram.com/> - Sharing photos safely: https://help.instagram.com/646840095358740/?helpref=hc_fnav
- Understanding Instagram’s privacy settings:
<https://blog.mozilla.org/internetcitizen/2017/01/25/instagrams-privacy-settings/>



Learning Activity 16 - DESIGNING A TRAINING SESSION

Title of the Learning Activity	DESIGNING A TRAINING SESSION
Topic Duration	Effective communication with young trainers / youth workers 6 h
Age Group	18-30 years old
Aims of the Activity	Training goals: - familiarizing participants with elements of training session design - familiarize the participants with the methods of activating the group - familiarizing the participants with various methods of conducting classes - raising the participants' knowledge of the tools used to conduct the training session.
Guidance for a proper performance of the activity	
Methodology to implement the Activity	<ul style="list-style-type: none"> • The training is an interactive workshop and requires a lot of participants' involvement, which will allow to test the acquired knowledge and skills during the training. • The following training methods will be used during the training: discussion, group work, exercises in pairs, creative techniques, presentation • The evaluation is carried out by an evaluation questionnaire containing questions about the evaluation of the training and self-evaluation of the increase in knowledge and skills.
Methods	<ul style="list-style-type: none"> • Discussion • The presentation • Work in groups • Exercises in pairs • Creative techniques <p>The methods used will enable the participants' potential to search for solutions and to learn by experiencing themselves.</p>
Tools and materials	<p>Multimedia projector, screen, multimedia presentation; Exercise materials and plastic materials: markers, paper, glue, scissors Flipchart or dry erase board and markers</p> <p>Chairs in a room arranged in a circle. Quite a large space to be able to work in groups.</p>
Skills	<p>The ability to design a training session tailored to the needs of the group. The ability to select content and exercises for a given training. The ability to properly use training methods. The ability to use tools to facilitate training.</p>



Process

The training will start with the welcome of participants of the first round of familiarization. Next, an exercise will be made to integrate the participants and allow breaking the ice. In the proper part of the training, the teacher will conduct presentations interspersed with tasks that activate the group.

<p>Session 1 Opening session</p> <p>15 min</p>	<p>The trainer presents himself, the goal and the training program. Sets the rules for participation.</p> <p>The trainer gives participants a small strip of colored paper. Then he asks each participant to say his name one by one and tell briefly about the one he has. Talents are immediately saved on paper strips, and strips are glued together, so that a long tape is formed.</p> <p>Discussion of the task: we all have talents that we can share, but which we can also combine to create something new.</p>
<p>Session 2 Warm-up: Poisoned touch</p> <p>15 min</p>	<p>Participants get up from the chairs and push them from side to side. Fun requires space.</p> <p>The task of each participant is to touch as many people as possible, avoiding touching yourself. A person touched once applies one hand to the place where he has been touched and holding her in this place continues to play. Affected for the second time, she puts her other hand to the affected area and, without using her hands, she can still run away and try to touch others, eg with her elbow or hip. The person touched the third time is out of play.</p> <p>The exercise is designed to motivate participants and to warm relations between them.</p>
<p>Session 3 Training design - diagnosis of participants' needs</p> <p>45 min</p>	<p>Participants join in groups of 5. Each group receives a map and templates of buildings and places and people to be cut out.</p> <p>The task of each group is to think about where and from whom they can learn about the participants of their training and what information about the group may be important to them. They present their answers using a prepared map, on which they mark (stick) places and people, and write with a marker pen what information they can get in these places.</p> <p>Discussing the task.</p>
<p>Session 4 Training structure</p> <p>45 min</p>	<p>The trainer distributes to participants the cards on which the elements of the training are stored: "Opening the training, welcoming the participants, getting acquainted" "Setting the rules for cooperation, contract" "Warm-up" "Tasks that require participants' activity" x 4 "Theoretical discussion of a given issue" x 4 "Summary of content provided during the training" "Evaluation of training effects"</p> <p>From the given elements, the participants together create a training scheme by arranging the cards in the appropriate order.</p> <p>Discussing the task. The trainer discusses the elements of the training and what the proportions between the individual elements should be.</p>
<p>Session 5 Training methods 45 min.</p>	<p>The trainer asks participants to exchange as many training methods as possible. He writes down all the suggestions he makes on the flipchart. If there is such a need, the trainer completes the list of training methods.</p> <p>The trainer, using a multimedia presentation, briefly describes selected methods of conducting the training, then asks the participants to get into</p>



	<p>groups of 4-6 people. Each group receives a work sheet for a specific training method to be completed. Participants answer the questions:</p> <ul style="list-style-type: none"> - what are the strengths of a given training method? - what are the weaknesses of a given training method? - when is the method worth applying? - in what situations is the use of a given training method risky? <p>The results of the work are presented before all participants and discussed together.</p>
<p>Session 6 Activators and icebreakers</p> <p>45 min</p>	<p>The trainer offers participants a short play: The participants' task is to arrange themselves in a row from the youngest person to the oldest person, but they can only use body language to communicate. After completing the task, the participants return to their places.</p> <p>The trainer, referring to the fun, begins a discussion on the role of this type of activities in conducting the training. It presents various types of interludes, exercises to raise energy and breaking interpersonal barriers among participants.</p> <p>Then he asks participants to join groups of 4-6 people. The task of each group is to come up with a way to divide the training participants into smaller subgroups. When the groups are ready, they carry out the experiment they invented on the other participants of the training.</p> <p>After the presentation of each group, a brief discussion by all participants takes place.</p>
<p>Session 7 Aids and Training room</p> <p>30 min</p>	<p>The trainer using the multimedia presentation discusses the possibility of arranging the chairs in the training room and the aids used during the training. It encourages participants to discuss the advantages and disadvantages of the solutions discussed.</p>
<p>Session 8 Evaluation of a training</p> <p>30 min</p>	<p>The trainer asks the training participants the question: "What feedback (on what topic) would you like to get from your training participants?" Participants write down the answers on self-adhesive sheets and stick them on the flipchart. When all the cards are already glued, the trainer reads what has been written on them and groups them into certain categories, for example: regarding knowledge, emotions, motivation, well-being, etc. Then he asks how to get information from participants in individual categories. The participants' proposals are saved on the flipchart.</p> <p>Summary: The trainer discusses the role of evaluation in conducting trainings.</p>
<p>Evaluation/A ssessment</p> <p>45 min</p>	<p>Each participant in the set order verbally completes the sentences:</p> <ol style="list-style-type: none"> 1. In today's training, the most valuable for me was 2. In today's training I missed 3. I would like to have at the next training
<p>Additional activities</p>	<p>During the training various methods for creating subgroups will be used, e.g.</p> <ol style="list-style-type: none"> 1. persons born in the first, second, third and fourth quarters of the year



2. participants pull colorful ribbons, a group consists of people who pull out the same color ribbon.
3. Participants receive balls of yarn in the amount corresponding to the number of subgroups to be created. The person holding the ball, holding the tip, throws the ball to the chosen person, the one holding the thread throws the ball to the next, etc. The number of throws is to be equal to the number of people in each group. Then the person who is the last to receive a bundle, collapses it, taking with him the persons holding the thread.



Exercises to Learning Activity - DESIGNING A TRAINING SESSION



LECTURE

STRENGTHS

**When it is worth to
use this method?**

WEAKNESSES

**In which situations
using this method
is risky?**



Exercises to Learning Activity - DESIGNING A TRAINING SESSION



ROLE PLAYSION

STRENGHTS

WEAKNESSES

**When it is worth to
use this method?**

**In which situations
using this method
is risky?**



Exercises to Learning Activity - DESIGNING A TRAINING SESSION



DISCUSSION

STRENGTHS

**When it is worth to
use this method?**

WEAKNESSES

**In which situations
using this method
is risky?**



Exercises to Learning Activity - DESIGNING A TRAINING SESSION



CASE STUDY

STRENGTHS

WEAKNESSES

**When it is worth to
use this method?**

**In which situations
using this method
is risky?**



Exercises to Learning Activity - DESIGNING A TRAINING SESSION



CREATIVE EXERCISES

STRENGTHS

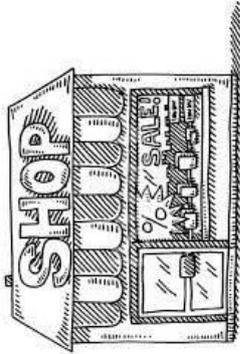
WEAKNESSES

**When it is worth to
use this method?**

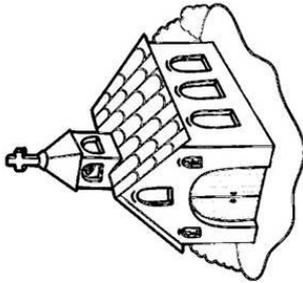
**In which situations
using this method
is risky?**



Exercises to Learning Activity - DESIGNI A TRAINING SESSION



NGO



DISCO

