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CYBER 
VIOLENCE

SCENARIOS OF WORKSHOPS ABOUT CYBER VIOLENCE FOR YOUTH WORKERS.

WORKING PAPERS.



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SCENARIO NO.1

NAME OF SCENARIOS	Phenomenon of Bullying as a form of Violence	
Aims – skills, knowledge	<ul style="list-style-type: none">• To help trainees understand the definition of a bully and bullying.• To teach trainees about the negative effects of bullying.• To teach trainees what to do in situations of bullying.• To give trainees a chance to think through ways to solve problems	
Materials	<ul style="list-style-type: none">✓ A flip chart or board✓ Markers or chalk✓ Paper✓ Pens✓ A classroom with seats	
Working methods		<ul style="list-style-type: none">➤ Team work➤ Group reflection➤ Discussion➤ Case studies
DESCRIPTION OF ACTIVITIES		PLAN OF SCENARIOS
INTRODUCTION – topic presentation (15 min) <i>Research indicates that youth who bully are more likely than those who don't bully to skip school and drop out of school. They are also more likely to engage in risky behaviors such as smoking, drinking alcohol and getting into fights (Alude et al, 2008; HRSA, Journal of Instructional Psychology,32, 2008)</i> <i>Bullying may be a common experience, but this type of aggression toward others should not be tolerated. Misperception: Children and youth who are bullied will almost always tell an adult. Fact: Most studies find that only 25%-50% of bullied children report to an adult. They may fear retaliation or that adults won't take their concerns seriously.</i> Icebreaker (35 min) Start the discussion by asking trainees to explain the concept of BULLYING, specific of definition, what is it and what is not, and name different forms of bullying. Emphasize the main three: Physical, Verbal, and Peer Pressure. Physical bullying is where a student injures another student’s body. Verbal bullying is often seen in name-calling and rumours spreading about a student. Peer pressure is when a student makes another student do something that he/she does not want to do. There is a real or perceived imbalance of power. A child without power cannot bully. Power can be defined as: intimidation, physical strength, or social status. Discuss the difference between “direct” and “indirect” bullying. Direct bullying is where there is an actual confrontation between the bully and the victim. Indirect bullying is most often seen in the case of spreading rumours about someone to emotionally hurt them. Offers some examples. Write all characteristics of phenomenon on paper or flipchart.		



What is bullying	What is not bullying
<p>What is it? Bullying is the use of aggression with the intention of hurting another person. It can include: Physical violence and attacks Verbal taunts, name-calling, put-downs Threats and intimidation Stealing of money and possessions Exclusion from the peer group.</p> <p>The target does not knowingly provoke the bully and may have made it clear that the behavior is unwelcome. The behavior is often repetitive. Bullying is generally a repeated action, but can sometimes be a single incident. The incident involves hurtful acts, words, or other behavior. Bullying is a negative act intended to hurt someone else.</p>	<p>Bullying behaviour does not include:</p> <ul style="list-style-type: none"> – Teasing: •Can be playful, but can also be hurtful, •More gentle than bullying, though it can be persistent, •Less systematic and does not always involve an imbalance in power, •Rarely intended to cause physical harm, frighten, or humiliate the victim – Fighting •Can involves physical aggression, verbal abuse, and arguing, •Does not have to involve an imbalance of power, •Not necessarily repeated over time in a systematic manner – Joking Around/ “Horse Play” •Intended to be light and playful, •An attempt to be funny and make others laugh, • The target typically does not find the joking hurtful, though this is not always the case, •There may not be a target or “victim”

Exercise 1 (60 min)

4 groups of trainee will receive a note with a situation as in table below. Please comment (*verbal or nonverbal way*) the situation and explain what characteristics of bullying phenomena are mentioned.

<p>A bully is a person who purposely tries to hurt others by:</p> <ul style="list-style-type: none"> - Making them feel uncomfortable - Hurting them by kicking, hitting, pushing, or tripping. - Name-calling - Spreading bad rumors - Peer Pressure 	<p>Who do bullies pick on?</p> <p>Often, bullies are bigger kids, so they pick on:</p> <ul style="list-style-type: none"> - Youth they feel are smaller. - Youth they think won't stand up to them. - Youth that have few friends to stand up for them. 	<p>The person being bullied feels that he or she can do nothing to stop it:</p> <ul style="list-style-type: none"> - They might feel smaller or weaker than the bully. - They might feel outnumbered by the bully and the bully's friends. - They might feel there is no help - They feel they have no one to talk to. - No one is standing up for him or her. - They often feel very sad, but does not know how to change the situation. 	<p>Why do bullies do what they do?</p> <ul style="list-style-type: none"> - Sometimes they think they will win always what they want. - Sometimes they want to impress or entertain their friends. - Sometimes they enjoy feeling power over someone - Bullies are sometimes bullied by someone else! - Sometimes they do not even realize that they are hurting the other person.
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Exercise 2 (35 min)



Debate the situations:

- Bullying can cover many forms of unacceptable behavior. Name some of the ways bullies threaten other people.
- How do you feel when you are being bullied?
- Write down 3 reasons why some people bully others.

Ask the group why they think a youth would bully another. Tell them that it is most common that a youth wants to establish a sense of superiority. For this reason, the victim of bullying is most often a smaller, younger youth. Introduce the concept that there are specific character traits to spot a bully in school. Also tell the class that anyone has the possibility of becoming a victim of bullying. In order to protect oneself, it is important to be able to identify a bully so that confrontations can be avoided early on.



Exercise 3 (35 min)

Answer TRUE or FALSE:

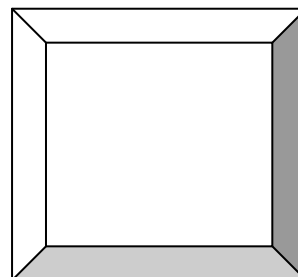
True or False???

1. Bully is just teasing	True	False
2. Some people deserve to be bullied	True	False
3. Friends are never bullies	True	False
4. Bullies can change their behavior	True	False
5. People who complain about bullies are babies	True	False
6. Bullies will go away if you ignore them	True	False
7. It's tattling to tell an adult when you're being bullied	True	False
8. The best way to deal with a bully is by fighting back	True	False
9. People should mind their own business when a bully is picking on someone	True	False
10. Bullies are only people who become physical and hurt others	True	False

Exercise 4 (45 min)

Create a poster with your message to combat bullying phenomena, in a group of 3-4 persons; after your presentation in front of big group, create an exposition with all.

Example - project poster





Exercise 5 - Could I be a bully?? (35 min)

Match the persons with reactions/ activities and find recommendation to stop bullying.

HOW A BULLY WOULD REACT?	Comments / solutions	HOW A RESPECTFUL PERSON WOULD REACT
• Cal other's unkind names	•	• Help someone up if they fall
• Steal food from someone at lunch	•	• Find nice things to say about that persons
• Make ugly jokes about someone's parents	•	• Ask: would you like to play with us?
• Leave people out of your circle of friends	•	• Only take food if it's offered to you
• Trip someone every time you get a chance then laugh.	•	• Say: I am sorry for the hurtful things I've said.

Exercise 6 (45 min)

Take some time to discuss the negative effects that bullying can have in the future of a youth. Ask the group what some of the negative effects might be if bullying is a consistent part of a youth's life. Be sure to focus on the characteristics of depression, increasing feeling of insecurity, and the likelihood of joining a gang. Solve the task in group of 4-5 persons:

○ Write 5 group rules to prevent bullying.
○ What consequence should be in place for somebody that bullies?
○ Write a do's and a don'ts list to prevent bullying.
○ Are girls worse bullies than boys?
○ How to Protect Yourself from a Bully

Exercise 7 (35 min)

What to do if someone is bullying you?

Answer at that question completing 5 sentences in a correct way, using the words from the worksheet, (in 5 groups):



someone	Tell	trust	you	parents,	about it,	teachers	older friends.
are	looking for	Bullies	you are upset	signs that	and	they may do it more.	
in a nice way.	and	together	Get friends	talk to the bully			
with	make friends	Try to	the bully too.				
get to know	and	Be nice to	the people who	are being bullied.			

Correct answers:

1. Tell someone you trust about it, parents, teachers, officials, older friends.
2. Bullies are looking for signs that you are upset and they may do it more.
3. Get friends together and talk to the bully in a nice way.
4. Be nice to and get to know the people who are being bullied.
5. Try to make friends with the bully too.

Exercise 8 (120 min)

5 Scenarios for 5 groups, the case will be analyzed: invite the trainees to make a list of assumptions they might make from the scenario, ask them to share responses with the other pairs/groups, and ask them what new ideas and what advices they have to give?

Use role-playing scenarios for groups of 3-5 trainees to act out bullying situations. Encourage youth to alternate the roles of bully, victim, and support/witnesses.

Case 1

At least once a week, Beto waits for Juan after school and physically hurts him. Juan has never figured out why Beto has a problem with him and always hurts him. Juan feels that he cannot go to any teacher because Beto is a good student and all of the teachers love him.

Case 2

A group of students walks down the hall toward their next class and witness a popular student push an unpopular student into the lockers, throwing books and papers all over the ground. The aggressor laughs and leaves.

Act out this scene and decide what the group should do. Would your conclusion really happen in this scenario? Why or why not?



Case 3

Mabel is not very athletic and has developed much quicker than other girls at school. One day, while changing for gym class, some girls grab Mabel's bra and swing it around like a sling. There are at least 15 girls in the locker room; what should they do?

While role-playing this scenario, consider whether your thoughts here, in the safety of a role-playing situation, would translate into action if the scenario were real.

Case 4

"I use my message app heaps. Lately a couple of people have got into my conversations and they've been talking about me in awful ways. I don't even know who they are. They say things that tell me they know stuff about me, so they're not just randoms. My best friend Beth says not to worry, stuff like that happens all the time online ...She said I should just ignore it."


Case 5

A young boy who does not match the sexual stereotypes is regularly called a "fag" by some classmates in the cafeteria and the gym. The other students start to ignore him and he suffers from this isolation. He looks for every possible way to avoid these places.

Additional
activities

(20 min)

Final feedback – write an email to your best friend about your experience gained in this module/ training day.

To:	<input type="text"/>	
Subject:	<input type="text"/>	
Message:	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>	
<input type="button" value="Send"/>		

Self-evaluation





LINKS, BIBLIOGRAPHY	www.don'tlaugh.org www.kidscape.org.uk www.pacer.org www.stopbullyingnow.com www.stopbullyingnow.hrsa.gov The Bully Free Classroom by Allan L. Beane https://study.com/academy/lesson/bullying-scenarios-for-classroom-role-plays.html https://www.mfa.gouv.qc.ca/en/intimidation/definition/Pages/exemples-situations-intimidation-differents-milieus.aspx https://www.stopbullying.gov/what-is-bullying/index.html https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/what.aspx https://www.medicinenet.com/bullying/article.htm
TIMING	8 h

SCENARIO NO.2

NAME OF SCENARIOS	Tackle with Cyberbullying	
Aims – skills, knowledge	<ul style="list-style-type: none"> ✓ to develop understanding of Cyberbullying, implications of being cyberbullied, Ways to use technology safely to prevent cyber bullying and Dealing with cyber bullying ✓ 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 	
Materials	<ul style="list-style-type: none"> ✓ A flip chart or board ✓ Markers or chalk ✓ Paper ✓ Pens ✓ A classroom with seats 	
Working methods		<ul style="list-style-type: none"> ➤ Team work ➤ Group reflection ➤ Discussion ➤ Case studies
DESCRIPTION OF ACTIVITIES	PLAN OF SCENARIOS	

INTRODUCTION – *CyberBullying* (25 min)

Cyberbullying can be defined as a situation where the student is threatened, harassed, tormented, embarrassed or otherwise targeted by another person through the use of the technology. Cyberbullying can take the form of sending nasty, mean or threatening messages, emails, photos or video clips; silent or



abusive phone calls; spreading hateful comments about someone through emails, blogs, online profiles or chat rooms; stealing passwords and sending out threatening messages using a false identity; building a website targeting specific people; or accessing someone's accounts to make trouble for them.

Cyber bullying generally takes a psychological rather than physical form but the consequences for the victim are at least as bad if not worse than those associated with traditional bullying and may have more negative long term effects. Possible psychological harm inflicted by cyber bullying, may be reflected in low self-esteem, loneliness, insecurity, school failure, anger, anxiety, depression, school avoidance, school violence and in extreme cases suicide.

Start the discussion by asking trainees to explain the concept of CYBERBULLYING, characteristics, forms. Write all characteristics of phenomenon on paper or flipchart. Offer some examples.

What is cyberbullying	Examples
○	○

Icebreaker– Cyberbullying word find (35 min)

Contest – Who is the first to find selected words?



Exercise 1 – CARDS (35 min)

4 groups of trainee will receive some cards with a situation as in table below. Please comment (*verbal or nonverbal* way) the situation and explain characteristics of cyberbullying.

Cyberbully may be <u>anonymous</u> , meaning that the student may never know who is bullying them and why.	Cyberbullies can use <u>virtual</u> learning environments to be mean by doing hurtful and nasty things to
--	---



	you.
Students with disabilities are at a <u>higher risk</u> for being victims of cyberbullying and some of the factors that make them an easier target include: <ul style="list-style-type: none"> - disabilities - communication impairment - difficulties with social interaction - low self-esteem - lack of knowledge of cyberbullying - fears to tell someone 	Children with <u>low self-esteem</u> may feel they deserve the bullying.

Exercise 2 - Be mindful what you share online (35 min)

Ask the group about their experience in becoming a victim of cyberbullying. In order to protect oneself, it is important to be able to know the risks of a cyberbullying so that confrontations can be avoided early on. Discuss the situations:

- When you choose a profile picture for a social networking website like Facebook or Twitter, avoid intimate photos and photos that could give strangers clues about where you live. Check your privacy settings regularly. Think about what should be shared in public and what shouldn't. Social media is like an open diary.
- Write down 3 reasons why some youth are victims of cyberbullying.



Exercise 3 - TRUE or FALSE (35 min)

Answer TRUE or FALSE:

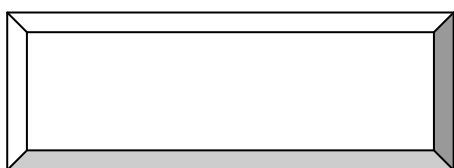
FACTS ABOUT CYBERBULLYING	TRUE	FALSE
○ Cyberbullies can bully you in gaming sites.		
○ Cyberbullying is a specific form of bullying that involves technology.		
○ Computer games can help you develop your social skills.		
○ Create fake accounts.		
○ Have a strong password.		
○ Respond to rude comments.		
○ Bullies are often able to harass their victims anonymously.		
○ A cyber bully may pretend to be someone they are not and send you an email.		
○ One of the ways a cyberbully gains information is by getting close to the victim and pretending to be a friend.		
○ Be mindful about what you post about yourself and others online.		



- | | | |
|---|--|--|
| ○ Never interact with people online unless they're friends in real life. | | |
| ○ Don't give out personal information to anyone. | | |
| ○ Bullying that affects a child's social standing or status is a form of relational aggression. | | |

Exercise 4 - POSTER (45 min)

Create a poster with an invitation at a free event with officials (title *Cyberbullying and Community Safety*) in a group of 3-4 persons; after group presentation, create an exposition with all posters.



Exercise 5 – Tips to stop cyberbully (55 min)

Discuss about poster recommendation to stop cyberbullying and create in groups of 4-5 persons PREVENTION 10 TIPS FOR TEENS.

Don't respond

Don't retaliate

Block the bully

Talk to a trusted adult

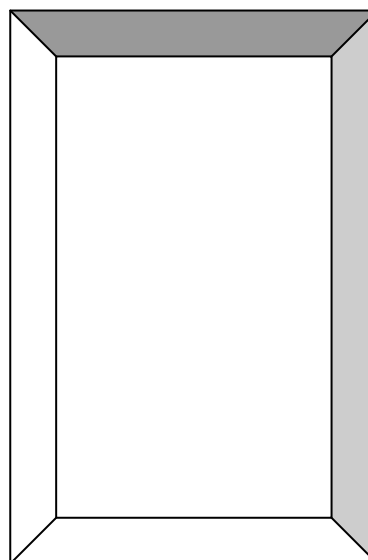
Stop Cyberbullying

Be a friend, not a bystander

Save the evidence

Don't be a bully

Be civil





Exercise 6 – Prevention Tips (35 min)

Match the words from table below to create the useful tips to prevent cyberbullying :

EDUCATE	PASSWORDS
NEVER OPEN	YOURSELF
SECURE	ACCOUNTS
LOG OUT OF	YOU POST
TELL	UNIDENTIFIED MESSAGES
THINK BEFORE	SOMEONE

Solution - Correct answers:

EDUCATE YOURSELF

NEVER OPEN UNIDENTIFIED MESSAGES

SECURE ACCOUNTS

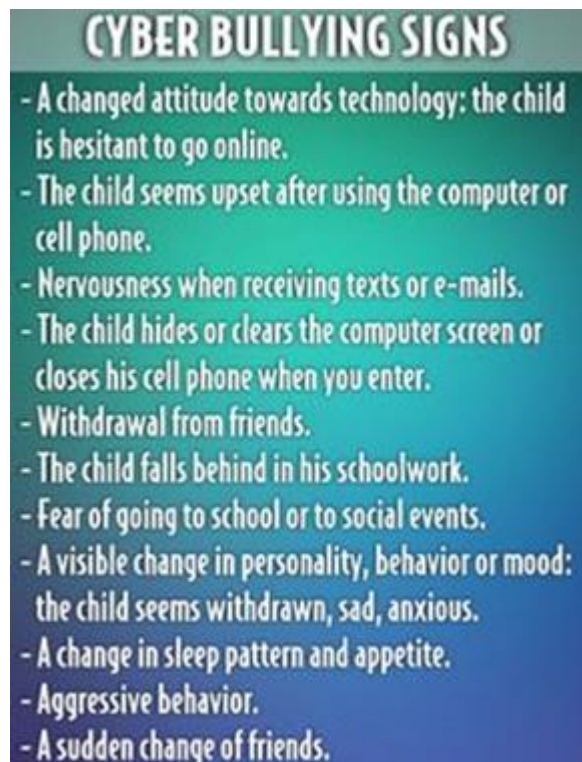
LOG OUT OF PASSWORDS

TELL SOMEONE

THINK BEFORE YOU POST

Exercise 7 - Are you aware of cyberbullying? (45 min)

Read the poster to know the cyberbullying signs for kids and write a letter to a family to prevent the effects of cyberbullying. Title - What Parents Need to Know:





Exercise 8 (120 min)

5 Scenarios for 5 groups, the case will be analyzed: invite the trainees to make a list of assumptions they might make from the scenario, ask them to share responses with the other pairs/groups, and ask them what new ideas and what advices they have to give?

Use role-playing scenarios for groups of 3-5 trainees to act out cyberbullying situations. Encourage youth to alternate the roles of bully, victim, and support/witnesses.

Case 1

At least once a week, Beto waits for Juan after school and physically hurts him. Juan has never figured out why Beto has a problem with him and always hurts him. Juan feels that he cannot go to any teacher because Beto is a good student and all of the teachers love him.

Case 2

A group of students walks down the hall toward their next class and witness a popular student push an unpopular student into the lockers, throwing books and papers all over the ground. The aggressor laughs and leaves.

Act out this scene and decide what the group should do. Would your conclusion really happen in this scenario? Why or why not?

Case 3

Youths mock one of their teachers for being overweight in a video posted online, which is relayed by a large number of Web visitors. The man suffers consequences that affect him in his professional and personal life.

While role-playing this scenario, consider whether your thoughts here, in the safety of a role-playing situation, would translate into action if the scenario were real.

Case 2

A university student regularly receives texts or emails calling him a "loser". He avoids other students and skips his classes more and more often.

Case 3



Luis posts an intimate photo of a colleague on the Internet. She feels humiliated and betrayed. She tries in vain to suppress the photo.

Case 4

I use my message app heaps. Lately a couple of people have got into my conversations and they've been talking about me in awful ways. I don't even know who they are. They say things that tell me they know stuff about me, so they're not just random. My best friend Beth says not to worry, stuff like that happens all the time online ...She said I should just ignore it.


Case 5

My stupid ex-boyfriend, Ash, uploaded some revealing photos of me to his page on Facebook. He's edited the photos to make me look gross and stupid. His friends have all got in on the action and have started sending me their versions of... well... me!

Additional
activities

(15 min)

Final feedback – write an article for a newspaper about cyberbullying using experience gained in this module/ training day.

To:	<input type="text"/>	
Subject:	<input type="text"/>	
Message:	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>	
		<input type="button" value="Send"/>



Self-evaluation



LINKS, BIBLIOGRAPHY	http://now.symassets.com/content/dam/content/en-us/collaterals/ebook/norton-cyberbullying-guide.pdf https://www.montcopa.org/DocumentCenter/View/5120/Montgomery-County-Cyberbullying-and-Bullying-Task-Force-Manual-May-2013?bidId= Websites: www.cyberbullyhelp.com www.stopcyberbullying.org www.backoffbully.com www.stopbullyingnow.hrsa.gov www.targetbully.com www.cyberbullying
TIMING	8 h

SCENARIO NO.3

NAME OF SCENARIOS	Prevention of Cyberbullying Cyberbullying impacts young people's real lives
Aims – skills, knowledge	<ul style="list-style-type: none"> to develop understanding of Cyberbullying, implications of being cyberbullied, Ways to use technology safely to prevent cyberbullying and Dealing with cyber bullying to train students to be more resilient, so that they can better handle and respond to bullying, cyberbullying, and other forms of mistreatment
Working methods	<ul style="list-style-type: none"> ➤ Working in groups (Paper, pen or pencils) ➤ Case studies ➤ Exercises ➤ Debate
Group guidelines	1. Listen to each other's ideas. 2. Stay on task. 3. Be respectful of different opinions. 4. Keep sensitive information relating to the group, within the group (such as people's names, personal information and/or circumstances). 5. If you feel uncomfortable participating in any of the activities, tell the presenter. 6. Avoid using individual names in examples when discussing bullying. 7. If you feel distressed by any of the activities or discussions, tell the presenter.
DESCRIPTION OF	PLAN OF SCENARIOS



ACTIVITIES

INTRODUCTION – *CyberBullying* (25 min)

Whole-group discussion about what guidelines:

Bullying is not new, but some features of cyberbullying are different from other forms of bullying. Cyberbullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal.. The audience can be very large and reached rapidly. People who cyberbully may attempt to remain anonymous.

Start the discussion by asking trainees to explain the impact of CYBERBULLYING. Write 3 signs of phenomenon on paper or flipchart. Offer some examples.

Signs of cyberbullying	Examples
	○
○	○
○	○

Icebreaker – *The profile of the bully and target* (35 min)

Ask trainees to explain the profile of the bully and target:

Cyberbullying can take place both between peers and across generations; teachers have also been targets.

- Age or size are important?
- Bystanders can also become accessories to the bullying?
- Is cyber bullying unintentional, lack of awareness of the consequences?

Exercise 1 – CYBER BULLIED - WHAT DO I DO? (35 min)

Many cyber bullying incidents can themselves act as evidence.

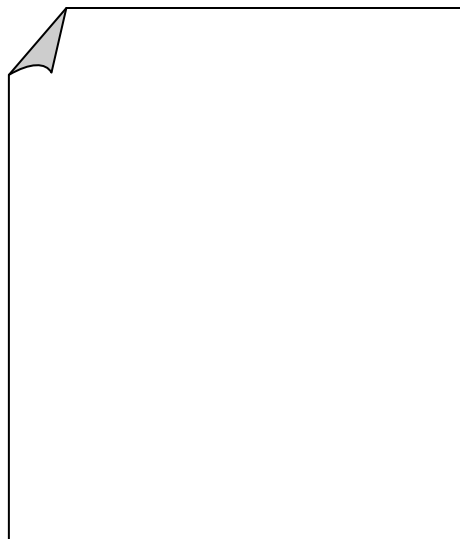
CYBER SAFE RULES	I KNOW/ I DON'T KNOW
✓ Tell an adult you trust about what's going on.	
✓ Don't delete any of the emails, texts, or messages. They can serve as evidence.	
✓ Keep a record of incidents.	
✓ Don't forward any mean messages that spread rumors about you or someone else.	
✓ Don't cyberbully back.	
✓ Revenge is never the best answer.	
✓ If possible, report the incident to the administrator of the website.	
✓ Many websites including Facebook and YouTube have safety centers to report cyber bullying.	



Exercise 2 - Be Cyber Smart (45 min)

Ask the group to discuss about poster rules to be Cyber Smart and to create in group of 4 a letter for a child to be **Cyber Smart**, using the tips from the poster:

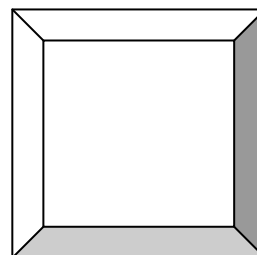
1. Block The Bullying
2. Ignore It If It's A first Offense
3. Don't Retaliate
4. Tell An Adult
5. Save The Evidence
6. Keep A Log Of Everything That Happened
7. Report It To The Social Media Site
8. Don't Share Your Passwords or Accounts
9. Keep It Kind
10. Crush Cruel Content



Exercise 3 - WORRIED ABOUT A FRIEND? (35 min)

If you know that a friend or class mate is being cyber bullied, there are things you can do to help. Taking action such as telling an adult and reporting the bully will show your friend that they are not alone. Create a POSTER using words as: STOP, BLOCK, POLICE.

STOP: Immediately stop replying and don't share any personal info
BLOCK: Block and report the bully
TELL: Tell a trusted adult and keep telling until something is done
SCHOOL: Find out what your school can do about cyberbullying
PROOF: Save abusive messages - you might need them later on
POLICE: Inform the police if your safety is at risk



Exercise 4 - Cyberbullying Survey (120 min)

Cyberbullying is.....(select all that apply)

- ☐ I don't know
- ☐ Bullying another person on the

Who did you report it to (select all that apply)

- ☐ to my service providers



<p>Internet</p> <p><input type="checkbox"/> Spreading rumours about someone on social networking sites</p> <p><input type="checkbox"/> Sending threatening, provocative or mean emails or text messages to someone</p> <p><input type="checkbox"/> Posting unpleasant comments, picture or videos about someone on social media</p> <p><input type="checkbox"/> Repeatedly teasing or making fun of someone online</p> <p><input type="checkbox"/> Impersonating someone online by using their mobile phone to cause trouble</p> <p><input type="checkbox"/> Repeatedly calling someone's mobile or spamming them with unwanted emails</p>	<p><input type="checkbox"/> to my parents</p> <p><input type="checkbox"/> to my school</p> <p><input type="checkbox"/> to a youth worker</p> <p><input type="checkbox"/> to the police</p>	
<p>Who were you cyberbullied by...(select all that apply)</p> <p><input type="checkbox"/> Someone at my school I didn't know that well</p> <p><input type="checkbox"/> Someone at school I thought was my friend</p> <p><input type="checkbox"/> An ex</p> <p><input type="checkbox"/> Someone I knew outside of school</p> <p><input type="checkbox"/> A group of kids at my school</p> <p><input type="checkbox"/> A group of kids that don't go to my school</p> <p><input type="checkbox"/> Someone I linked to on social media but didn't know that well</p> <p><input type="checkbox"/> People I didn't know</p>	<p>What ways did you try and stop it...(select all that apply)?</p> <p><input type="checkbox"/> I ignored it</p> <p><input type="checkbox"/> I talked to the cyberbully in person</p> <p><input type="checkbox"/> I saved the evidence in case it got worse and I needed to report it</p> <p><input type="checkbox"/> I blocked the bully from phone contact with me</p> <p><input type="checkbox"/> I removed the bully from my social media networks</p> <p><input type="checkbox"/> I changed my screen name and online ID</p> <p><input type="checkbox"/> I created a new email address and social media page</p> <p><input type="checkbox"/> I reported the behaviour</p>	
<p>How did you feel when you were being cyberbullied...(select all that apply)</p> <p><input type="checkbox"/> It didn't affect me</p> <p><input type="checkbox"/> Embarrassed</p>	<p>What form did the cyberbullying take (select all that apply)</p> <p><input type="checkbox"/> Mean or hurtful comments</p> <p><input type="checkbox"/> Spreading of rumours about me</p>	



<input type="checkbox"/> Ashamed <input type="checkbox"/> I blamed myself <input type="checkbox"/> I didn't want to go to school <input type="checkbox"/> I couldn't concentrate on schoolwork <input type="checkbox"/> Lonely <input type="checkbox"/> Sad <input type="checkbox"/> Stressed <input type="checkbox"/> Depressed <input type="checkbox"/> Fearful <input type="checkbox"/> Angry	<input type="checkbox"/> Threats to hurt me <input type="checkbox"/> Hacking into my account and pretending to be me <input type="checkbox"/> Posting mean and hurtful pictures or videos of me <input type="checkbox"/> Creating a mean and hurtful webpage about me <input type="checkbox"/> Other
<p>If you were cyberbullied online, where did it happen:</p> <input type="checkbox"/> Facebook <input type="checkbox"/> Instagram <input type="checkbox"/> Ask.fm <input type="checkbox"/> Tumblr <input type="checkbox"/> Others	<p>Please select all the answers that apply to you</p> <input type="checkbox"/> Cyberbullying doesn't really hurt anyone <input type="checkbox"/> Friends of mine have been cyberbullied <input type="checkbox"/> Cyberbullying has happened at my school <input type="checkbox"/> I have teased or said mean things online but that isn't cyberbullying <input type="checkbox"/> I have been cyberbullied by a close friend <input type="checkbox"/> I have had someone steal my password/mobile phone and pretend to be me <input type="checkbox"/> I have posted funny or gross pictures of people I know online without their permission but just to get a laugh <input type="checkbox"/> I've cyberbullied someone with my friends but didn't mean to hurt anyone <input type="checkbox"/> I've had nasty things said to and about me online but I don't think that's cyberbullying



	<input type="checkbox"/> I have stood up for someone who was cyberbullied and then became a victim myself <input type="checkbox"/> Cyberbullying isn't as bad as physical bullying <input type="checkbox"/> Cyberbullying is worse than physical bullying <input type="checkbox"/> Cyberbullying and physical bullying are both equally damaging	
<p>If you were cyberbullied, which of the following ways would you rather report it (you may choose more than one)</p> <input type="checkbox"/> I wouldn't report it. It would only get worse if I did <input type="checkbox"/> To my service provider <input type="checkbox"/> To my parents <input type="checkbox"/> To a teacher or counsellor at School <input type="checkbox"/> To a counsellor or youth worker outside School <input type="checkbox"/> To the police <input type="checkbox"/> By hotline <input type="checkbox"/> By email <input type="checkbox"/> By informal chat at a community support drop in facility	<p>Which of the following organisations do you think might be able to help someone who is cyberbullied...(select all that apply)</p> <input type="checkbox"/> School <input type="checkbox"/> Police <input type="checkbox"/> Kids Helpline <input type="checkbox"/> Their social media and mobile phone service providers.	
<p>What do you think the best way to stop cyberbullying is? (select all that apply)</p> <input type="checkbox"/> I don't think you can ever stop it. You need to know how to deal with it. <input type="checkbox"/> Make cyberbullying illegal. <input type="checkbox"/> Make schools have and enforce policies on cyberbullying.		



<input type="checkbox"/> Educate parents more about cyberbullying and how to help their kids stay safe. <input type="checkbox"/> Have community drop in centres where kids can go and get help. <input type="checkbox"/> Make service providers take more responsibility for quickly removing offensive and embarrassing online material. <input type="checkbox"/> Make service providers take more responsibility for quickly removing offensive and embarrassing online material. <input type="checkbox"/> Provide more information about how cyberbullying affects people. <input type="checkbox"/> Youth conferences to talk about cyberbullying and its impacts and how to control it <input type="checkbox"/> What else do you think might help?		
--	--	--

Exercise 5 – Tips to stay SAFE ONLINE (50 min)

Discuss in groups of 4-5 persons LIST OF **SMART TIPS** to be safe online, when using the internet and mobile phones

S	Keep safe by being careful not to give out personal information when chatting or posting online. Personal information includes your email address, phone number and password.	
M	Meeting someone you have only been in touch with online can be dangerous. Remember online friends are still strangers even if you have been talking to them for a long time.	
A	Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems—they may contain viruses or nasty messages!	



R	Someone online might lie about who they are and information on the internet may not be true. Always check information with other websites, books or someone who knows.
T	Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried or if you or someone you know is being bullied online. For more information see the e-safety page on the school website.

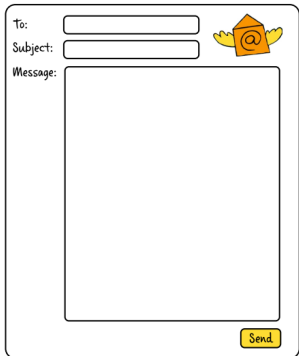
Exercise 8 (120 min)

Exploring Scenario:

James is frustrated and saddened by the comments his high school peers are making about his sexuality. Furthermore, it appears a group of male students has created an imposter account to impersonate him on an online dating site. Posing as James and using his contact information, they start sending out very provocative and sexually bold messages to other guys on the site. When James starts receiving e-mails from members of this site in his inbox, he is mortified and devastated.

Group discussion:

If you were a school guidance counselor or administrator within the school, what would you do if James approached you with the problem? What about if you were James's mom or dad? What can James do to deal with the embarrassment? What would be some incorrect and unacceptable ways that James might try to deal with this problem?

Additional activities (15 min)	<p>Final feedback – write an article for a newspaper about cyberbullying using experience gained in this module/ training day.</p> 
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Self-evaluation	
LINKS, BIBLIOGRAPHY	http://now.symassets.com/content/dam/content/en-us/collaterals/ebook/norton-cyberbullying-guide.pdf www.childline.org.uk/Explore/OnlineSafety/Pages/staying-safeonline https://www.cybersmile.org/wp-content/uploads/Cybersmile-Leaflets-Teens-Guide.pdf http://www.childnet.com/ufiles/Cyberbullying-Guidance---Overview.pdf http://www.ncpc.org/topics/cyberbullying/cyberbullying-tip-sheets/NCPC%20Tip%20Sheet%20-%20Tips%20for%20Teens.pdf http://www.reelise.org.au/about-reelise/ https://www.brittons.haverling.sch.uk/keeping-yourself-safe/
TIMING	8 h

SCENARIO NO. 4

NAME OF SCENARIOS	Cyber-safe youth; Cyberbullying Prevention
Aims – skills, knowledge	<ul style="list-style-type: none"> • Comprehend concepts related to health promotion and safe online • Analyse the influence of family, peers, culture, media, technology, and other factors on cyberbullying. • Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. • Identify strategies to prevent or reduce bullying • Act out a bullying situation and pick a role
Working methods	<ul style="list-style-type: none"> ➤ Working in groups (Paper, pen or pencils) ➤ Case studies ➤ Exercises



	➤ Debate				
Group guidelines	<ol style="list-style-type: none"> 1. Listen to each other's ideas. 2. Stay on task. 3. Be respectful of different opinions. 4. Keep sensitive information relating to the group, within the group (such as people's names, personal information and/or circumstances). 5. If you feel uncomfortable participating in any of the activities, tell the presenter. 6. Avoid using individual names in examples when discussing bullying. 7. If you feel distressed by any of the activities or discussions, tell the presenter. 				
DESCRIPTION OF ACTIVITIES	PLAN OF SCENARIOS				
<p>Icebreaker – Welcome (5 min)</p> <p>Everybody stays in a triangle. The triangle is an alternative to the circle and it is to stimulate the participants' creativity. The facilitators introduce themselves and give a short explanation about what is going to happen during the session.</p> <p>INTRODUCTION – Safe online - Stop CyberBullying (35 min)</p> <p>Whole-group discussion about what guidelines:</p> <p><i>Bullying and cyberbullying are behaviours that can affect the emotional part of young people and we must consider some signs like these a child seems more shy, rapid increases or decreases in device usage, including text messages, request to stay at home more often, they are more isolated, they change their attitude to technology, change mood when receive notifications on your phone, sleep poorly and badly in terms of quality and quantity, they begins to avoid social situations, even those that have been appreciated in the past, social media accounts are closed or new ones are displayed, that withdraw or depress or lose interest in people and usual activities. The same behaviours can affect adults.</i></p> <p>Start the discussion by asking trainees to explain the reasons to fight CYBERBULLYING. Write steps of phenomenon on paper or flipchart. Offer some examples.</p> <table border="1"> <thead> <tr> <th>To fight cyberbullying:</th><th>Examples / how / where/</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> ➤ speak about cyberbullying ➤ ask for help ➤ close the social networks in which the people are involved ➤ spend time with friends and use less time with devices </td><td>○</td></tr> </tbody> </table>		To fight cyberbullying:	Examples / how / where/	<ul style="list-style-type: none"> ➤ speak about cyberbullying ➤ ask for help ➤ close the social networks in which the people are involved ➤ spend time with friends and use less time with devices 	○
To fight cyberbullying:	Examples / how / where/				
<ul style="list-style-type: none"> ➤ speak about cyberbullying ➤ ask for help ➤ close the social networks in which the people are involved ➤ spend time with friends and use less time with devices 	○				



.....

Continue the discussion about risks and list them:

Online risks	Offline risks
<ul style="list-style-type: none">• Sending and receiving sexual messages• Seeing sexual images• Meeting new online contacts (online and offline)• Personal data misuse• Seeing negative user-generated content (NUGC)	<ul style="list-style-type: none">• Missing school lessons• Getting drunk• Having sexual intercourse• Getting in trouble at school• Getting in trouble with the police



Icebreaker 2 (20 min)

Quiz

Instructions: Answer each question.

1. True or false: Bullies are mean to kids on purpose over and over.
2. True or false: Bullying can make kids who are bullied feel physically sick.
3. True or false: If someone bullies you, you should bully that kid back.
4. True or false: Ignoring a bully and not reacting to the bullying can help sometimes.
5. True or false: If you or someone you know is being bullied, you should tell a trusted adult.



6. True or false: It's only considered bullying when bullying is physical.

(Quiz Answer Key – T, T, F, T, T, F)

Exercise 1 – To Intervene in Bullying (130 min)

Work with your group to act out a bullying situation and pick a role to play for each person. Make sure to write each person's name next to the role. Also write and act out a possible solution to the bullying situation.

Bullying situation 1:

A new student just joined your group from another country. He doesn't speak much English and he's very quiet. Youth make fun of his at recess.

Bully or bullies: -----

Victim: -----

Bystander: -----

Adult: -----

Possible Solution:

List two things you can do to help a kid who's being bullied:

List two things you can do to defend yourself against bullies:

Bullying situation 2:

Read the following scenarios to your students and ask them to stand at the sign which they think describes the cyberbullying behaviour.

A student creates a fake email address for a new classmate and uses it to send secret admirer emails to another classmate.

Discussion topics will be generated by the 'What Do You Think?' activity. eg.

* *What does cyberbullying mean to you?*

* *How do you think you would feel if you were being cyberbullied?*

* *What can you do if you or someone you know is being cyberbullied? (bystander)*

Bullying situation 3:

A student uses a phone to take a funny photo of a friend. They think the pic is really funny so they add an embarrassing comment and send the photo to everyone at school.

Bullying situation 4:



A student keeps sending anonymous text messages to someone they don't like. That student, the recipient, does not find them funny.

Bullying situation 5:

A new student starts at school and quickly becomes the most popular person at school. Someone creates a 'We hate them' webpage and encourages their friends to post nasty messages on it.

Conclude to helping young people have safe, having positive experiences online and encouraging behavioural change to promote responsible online behaviour, fill in the table below:

CYBERBULLYING <ul style="list-style-type: none"> LOOKS LIKE 	<ul style="list-style-type: none"> FEELS LIKE 	<ul style="list-style-type: none"> WHAT CAN I DO TO MAKE IT BETTER?

The trainer asks each group member involved in the role play questions, such as:

- What happened during the role play?
- What did you enjoy about it?
- What parts did you find difficult?
- Were there any surprises?
- What did you think/feel when... ?
- Did it remind you of any real situations you have been in?
- What would you do differently now?
- Tell us three things that are different between you and the role you played?

Exercise 2 - Steps to Respect (40 min)

Ask the group to discuss about quotes. Based on the quotes, discuss:

- *What is the meaning of this quote? In what ways does this quote connect to bullying?*
- *What types of things prevent people from standing up for someone else or doing what they know is right?*
- *Are there examples from your own life, or examples you have witnessed in this school, when someone has*



not stood up for something or someone? Explain. What could they (or you) have done differently?

"Putting a stop to bullying is a responsibility we all share."
President Barak Obama

"We are all different; because of that, each of us has something different and special to offer and each and every one of us can make a difference by not being indifferent."

Henry Friedman

"If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has his foot on the tail of a mouse and you say you are neutral, the mouse will not appreciate your neutrality."

Desmond Tutu

"Be kind, for everyone you meet is fighting a hard battle."

Plato

Exercise 3 – The sculpture of the classroom (120 minutes)

- Participants will practice assertive attitudes towards the others, unblock the personal resources and stimulate self-expression within the class-group; they will stimulate social involvement and responsibility.

Resources: a camera to take photos, a video projector

Instructions: The teacher tells the students/ youth to create the sculpture of their group, that every person will have his/her own place in the sculpture, adapting to the others' posture using the nonverbal language. The trainer will emphasize that it is essential that every person choose the posture that represents the way he/she perceives in the class-group. The procedure is explained: each participant will come individually and expresses the posture, then he/she has to freeze. Then the others will follow one by one expressing themselves adapting to the group-sculpture. At the end, the trainer will take a photo and will ask the children to watch the photo on the flipchart (use the video projector) for two minutes, without changing the sculpture and to observe: *the connections among the participants, the expressions they transmit, the messages conveyed by of the body language*. After that, the trainer asks them to think if they like the sculpture, if it reflects the real state of the class/ group, and to name it. All the answers can be written on the board. Finally, the teacher asks the participants to change the sculpture if they feel it has to be improved.

The trainer will take a photo and will analyze the changes: *the emotions that are changed by the new postures, the messages it conveys*. At the end, they will say the new name of the sculpture of the group.

Evaluation approach: After finishing the sculpture, the two photos will be displayed on the flipchart and will be discussed: *what postures they think do not reflect the reality, what emotions they felt when they had*



to find a place, what difficulty they felt. Then, they will analyze how they changed the sculpture and why. At the end, they will be asked to express which sculpture is close to their real state and which they liked.

Before ending the exercise, the trainer will ask the trainees what insight they got and what they learned. For the **follow-up activities**, the trainer suggests the group *to think how they can create the sculpture of their group and to identify why they choose the postures and connections and their position within each targeted group.*


Exercise 4 – A Bullying Prevention Program (120 min)

Research shows that the way schools and organizations implement their programs has a big impact on "quality" and "effectiveness."

Create a group discussion providing step by-step bullying prevention program to guidance, implementation and assessment tools, adult trainings, and student lessons:

- *If you were a school staff, counsellor or administrator within the school, what would you do to create a bullying prevention program? How adults deal with problem of violence to decrease bullying in schools and help youth to build supportive relationships?*

A Bullying Prevention Program – school interventions (collect all group suggestions)

Teacher topics:	Lessons / Classroom Curriculum	Materials / skills	School staff	Parents	Students	Experts
➤						
➤						
➤						
➤						
➤						
Self-evaluation (10 min)	Ask trainees to give a feedback at the end of working day. 					
LINKS, BIBLIOGRAPHY	www.nea.org/neabullyfree NEA's official website for the NEA Bully Free: It Starts with Me campaign https://www.stopbullying.gov/sites/default/files/2017-					



	10/prnt_friendly_speaker_notes.pdf http://www.safeschools.info/content/BPToolkit2014.pdf Frey, K. S., Hirschstein, M. K., Snell, J. L., Edstrom, L. V. S., MacKenzie, E. P., & Broderick, C. J. (2005). Reducing playground bullying and supporting beliefs: An experimental trial of the Steps to Respect program. Developmental Psychology.
TIMING	8 h

SCENARIOS NO. 5

NAME OF SCENARIOS	Communication in work with young people
Aims- skills and knowledge	<ul style="list-style-type: none"> • Development of communication skills in people starting work with youth. • Acquiring knowledge about communication barriers and the ability to identify and counteract them. • Knowledge and skills gained during the workshops will allow for more effective work with young people and strengthening their communication skills.
Methods of work	<ul style="list-style-type: none"> ➤ individual work ➤ working in groups ➤ exercises ➤ Discussion
Group guidelines	1. We respect each other. 2. We listen to each other. 3. We actively participate in the training process.
DESCRIPTION OF ACTIVITIES	PLAN OF SCENARIOS

Introduction:

The teacher introduces himself/herself to the participants, presents the training plan and its goals.

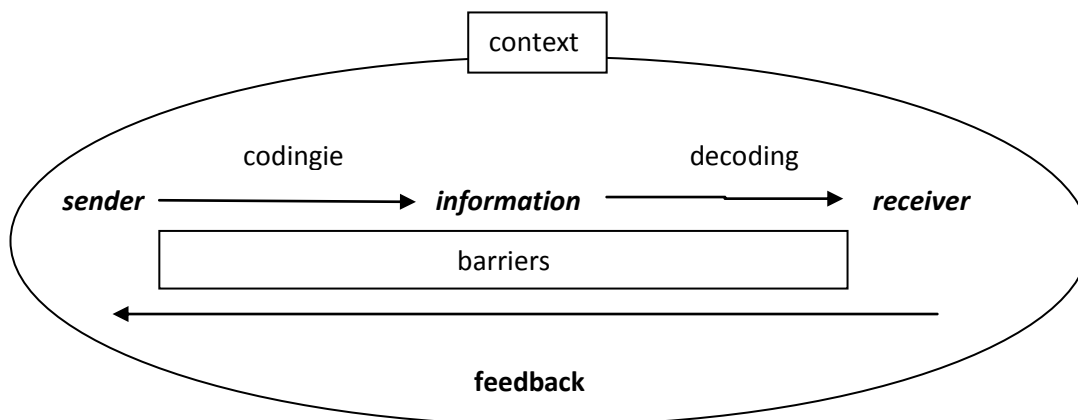
The trainer asks participants to say three sentences about themselves - their names, what they do, and what aspect of communication they would like to practice / discuss today.

Time: 15 min.

Exercise 1

The trainer starts a discussion with the participants what communication means for them.

Communication is a process that can be represented by the following scheme:



1. The trainer draws a diagram of the communication process on the whiteboard or flip chart. He/she discusses with his/her participants further elements:

- how can you encode a message?
- what can the context in communication mean? What importance does it have?
- what can be communication noise?
- to what extent the feedback is important in communication? What can be a feedback message?

2. The trainer asks the participants the question: "What purpose do we communicate for?" He/she writes the answers on the flipchart and then tries to group them into categories:

Information function - transmission and obtaining information.

Motivational function (persuasive) - persuading the recipient to behave in a specific way;

Control function - transfer of information about duties, rules, checks.

Emotional function - transmitting and receiving information about emotions and feelings



Time: 45 min.

Exercise 2

In the first part of the task, the lecturer distributes the work sheets to the participants and explains the instructions.

The trainer asks participants to think for a moment about a person from their environment, with whom it is extremely difficult to talk and try to determine what caused this difficulty.

The person with whom I can hardly talk is:

.....

It's hard for me to talk to this person because

.....

.....

.....

.....

(description of the specific behavior of this person that hinders communication).

When the participants finish completing the work sheet, the trainer encourages discussion on barriers in communication. Participants share information, which in their communication with others bother them the most. Together they call communication barriers, and the coach writes them down on the board.

The trainer asks participants to consider whether any of the mentioned barriers concern their own way of communicating. He/she asks them to try to stop the use of this particular barrier when talking to others the next week.

Time: 30 minutes

Exercise 3.

The instructor asks participants to get paired (6 pairs). He/she hands cards with a short dialogue to each couple. He/she asks participants to familiarize themselves with the received dialogues in order to present them in the stage in front of the group in a moment.

The participants' couples play roles according to the received dialogues.

1)

Guardian: Pola, what's going on? Why are you so sad?

Pola: Nothing happened!

Guardian: Tell me, I see that something is bothering you? If you tell me, you will feel better.

Pola: I had a row with Tomek. He said he must rest from me. This is the end.

Guardian: Do not worry, you're a nice girl, you'll definitely find a better boyfriend. You are still young, you have time for this, and now it is better to focus on learning.

2)

Krzysiek: Massacre, Tomorrow I have a biology test, and I have not even looked into the book yet. The teachers have gone crazy, you cannot just learn and do homework all the time.



Mama: It's not the teachers' fault, you usually sit down to learn at the last minute, instead of making a plan and stick to it. If you did not spend so much time playing games on your computer, then you would manage with everything. You are completely unorganized.

3)

Ala: I do not want to participate in this class. They are stupid and they will not help me.

Guardian: You are too young to know what will be useful in your life. You must take part in these activities, this is the course plan.

4)

Jacek: I've had enough. Why do I always have to empty the basket? It's unfair.

Guardian: I had much more responsibilities at your age, so do not complain.

5)

Witek: I wonder if I should not give up this job at the restaurant. It's really hard there ... hot ... everything has to be done very quickly. There is not even time to go out for a cigarette.

Guardian: What did you expect? That you go to work and get money for smoking and gossip? I remember my first job, also in the restaurant. There it was just work from morning to evening. Once, the whole lunch trip came, everyone ordered potato pancakes and I had to prepare these potatoes myself.

6)

Magda: Karolina wants to come to me again in the afternoon. This is the third time this week. I like her, but I had other plans. I'm afraid that if I refuse her, she will be sorry, she is so sensitive.

Babysitter: Offer her another date, say "I'm glad you want to visit me, but I need a little more time for other things. Visit me on Saturday. "

Magda: I do not know, she has had a lot of problems lately, she needs company, but I also have important tasks.

Babysitter: Then tell her, "listen, I will not be at home in the afternoon, I have other plans."

The coach after each scene summarizes the role play by asking questions to the whole group: What was the interlocutor's intention, what emotions did the characters experience, what was the effect of communication? What was the barrier in the presented dialogue? How can this dialogue be changed to achieve the intended result and avoid communication barriers?

People playing in a given scene repeat it according to their own idea, taking into account the group's proposals, trying to eliminate the communication barrier

Time: 45 min.

Task 4.

The trainer actively divides the participants into four-person teams. He/she hands large sheets of paper and colored markers to each team.

The instructor asks participants to talk in groups about what helps them in communicating with others. What kind of behavior of the interlocutors make us talk more willingly with this person? Participants write down the results of the group discussions on large sheets. They can point out ideas or use a graphic form, e.g. a mind map.

After 20 minutes. groups present the effects of their work.

The trainer summarizes the task.

Time: 45 min.

Task 5

The trainer discusses three elements of active listening: paraphrase, clarification and reflection.

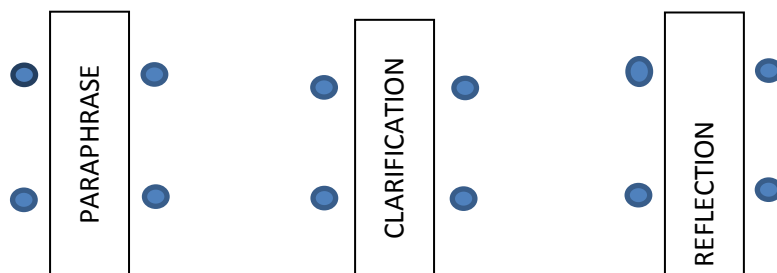
- Paraphrase - Repetition with your own words, words of the interlocutor.
- Clarification - Asking questions detailing the interlocutor's statement.
- Reflecting - Speaking with emotions that are perceived in the other person's speech

The purpose of active listening is:

1. Verification if we understand our interlocutor well.
2. Organizing and summarizing the conversation.
3. Showing the interlocutor that we are listening to him/her, and what he/she says is important to us.
4. Getting to know the real intentions of our interlocutor.

Then, the trainer divides the participants into three four-person teams (if there are more participants, the number of participants in the team should be increased).

Teams sit at separate tables or in separate places with labels: paraphrase, clarification and reflection:



Groups work at the same time.

At each table participants receive four cards with a written sentence - each person in the team draws one card.

In each group, one person reads the sentence written on the sheet, and the remaining people respond to this statement in turn using paraphrase, clarification and reflection respectively - depending on the table category at which they sit.

When all the people in the team read their sentences and get three different answers, they change the



table (place) and repeat the task using the right tool for active listening.

The coach observes working groups, if it is needed, helps.

When all the groups practice three active listening tools, participants return to their seats. The trainer conducts a summary of the task.

- Which active listening tool is the most interesting / easiest / most difficult one?
- In which situations, the particular tools will be the most adequate?
- What should one care while using the above tools?

Sentences for use in the task:

Paraphrase:

- a) My father lent me his watch yesterday. I do not know how it happened, but it has just disappeared somewhere. I took it off before the fitness and put it in the locker, and later it was gone.
- b) I was supposed to be on duty at the day room, but I made an appointment with Krzysiek. He invited me to the cinema, I could not refuse him. I really want to go, but this duty
- c) I do not want to go to additional English classes anymore, I think it is a waste of time.
- d) I made fun of myself. I thought that I would show courage and determination if I paint my heart in front of her house on the pavement with paint. In the meantime her parents got very upset and I had to wash this pavement all afternoon.

Clarification

- a) I met yesterday with Kamil, that kayak buddy. We already have an idea for another trip. It will be sensational, I cannot wait.
- b) I was a little afraid of meeting my father yesterday. I told him that I did not want to go with him for this holiday in the mountains, because I prefer to go to a camp with my buddies.
- c) A trip to this festival was a real adventure, but I felt a bit lonely there.
- d) At school, we have a choice of extracurricular activities, but I do not know which one to choose...

Reflection:

- a) Parents promised me that if I write a biology test well, this weekend I will get a new skateboard from them. I studied for this test for three days, in the meantime I got 5 in mathematics and 4 in history, I wrote the test for 5, and today my mother said that I will have to wait another two weeks for a new skateboard till my father gets salary.



b) Yesterday I received information that I qualified for the second stage of the recitation competition. I'm going to Warsaw on Monday. Maciej Stuhr will be the jury. That would be wonderful if I could shake his hand and take the autograph. I even bought his book "In a distorting mirror". Only what I will wear. Oh, I cannot wait

c) Oh no! I wrote a poem for Emil and I wanted to give him in secret, so that he would not see me, but he caught me. I have never been so red.

d) I agreed with Jacek that I would help him in mathematics, but I forgot about it completely. Today he got D mark for the test. He says it's okay and that it does not change anything, but I know how much he wanted to improve his grades and I let him down.

Time: 45 min.

Task 6.

The trainer talks with the participants about empathy in communication:

- **What is empathy?**
- **What is the meaning of communication?**
- **What is the difference between empathic communication?**
- **What can help and what hinders empathetic communication?**

Time: 20 minutes

Task 7

The instructor informs the participants that the next task will require a lot of concentration and silence from them. The aim of the task will be to strengthen the ability to look at the other person with empathy.

The participants stand in a circle, they close their eyes. The trainer asks them to think about a difficult situation in which they have recently found themselves. This may be a situation in which they felt unfairly treated, where they also reacted in a way that they later regretted. It may be a quarrel with a close person, a misunderstanding with a colleague at work, a short circuit with a completely strange person. The trainer asks that the participants carefully recall this scene, their words, the words of the other person, their emotions, and how they saw the whole situation.

Then the leader in a calm voice asks the participants to open their eyes, turn away and symbolically "enter the shoes" of the other person. Let the participants close their eyes again and try to look at the whole situation with the eyes of the other person. Let them think about what motivated them, why they reacted



in a different way? Why did he/she say such words and not other words? What emotions did this person experience? How did he/she feel my behavior and my words? Participants reflect on the perspective of the other person and try to empathize with his/her role.

Participants open their eyes again and turn to the inside of the circle - they "come back into their own shoes" and close their eyes. The trainer instructs the participants to look again at the person with whom they had a conflict. What emotions is he/she waking up in them now? Let them think about what they would like to say to him/her now?

.....

After a moment of silence, when the participants carry out the task, the trainer asks everyone to come back to the place when they are ready.

The trainer discusses with the participants the task:

- How did you feel in this task?
- What made you difficult?
- Did you manage to enter the shoes of the other person?
- Did something surprise you?
- How did the "entry into shoes" of the other person change the view of the whole situation?

Time: 45 min.

Task 8

The lecturer begins a discussion with the participants on the subject of assertiveness in communication:

- a) What is the assertiveness in communication?
- b) What is the use of assertiveness?
- c) What are the difficulties in using assertive communication?

Assertiveness is equally about striving for a goal, as well as respecting one's feelings about oneself and other people, while respecting the feelings and boundaries of other people. The opposite to assertive attitude in communication are attitudes: aggressive and submissive.

The trainer presents participants with a previously prepared table:

Aggression	Assertiveness	Submission
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Then he gives the participants cards with sentences describing one of these three attitudes. Each participant in turn reads the information from the received page and attaches it to the appropriate place in the table:

AGGRESSION:

forcing other people to do what they do not want; * Interrupting others; * The pursuit of winning at all costs; * Sarcasm, criticism; * Manipulating and cheating others

ASSERTIVENESS

being open and honest with regard to yourself and other people; * Listening and accepting the point of view of other people; * Clearly expressing your views without imposing them on others; * Undertaking and constructively solving problems and conflicts; * Accepting yourself and other people; * asking for help when you need it; * accepting a refusal without being offended; * denying others when they ask for something that we do not want to do.

SUBMISSION

* Talking when you want to say no; * Not expressing your needs, feelings and ideas; * Presenting the needs of others above our own; * Internal anger and frustration; * Excessive apologizing;

When all descriptions of behaviors are assigned to the appropriate categories in the table, the trainer summarizes the task.

What can be the results of aggression, submission and assertiveness?

Time: 25 min.

Task 9

The trainer discusses the issues of giving feedback and the message "ME".



The basic principle of providing feedback is the use of the "ME" message. It serves to express your feelings and expectations in relation to a given situation. The message "ME" avoids evaluating and labeling the other person.

You can create a feedback with the message "ME" based on the following scheme:

I feel ... (expression of my emotions) ...

When you (description of the situation based on facts) ...

Because (which my need is not met?) ...

I want ... (expectations for the future)

The feelings, needs and expectations of the sender are named in the message. In addition, he/she takes full responsibility for his/her emotions and looks for solutions instead of throwing them on the other person.

The trainer asks participants to get paired. Each pair receives a description of the situation. The task of each pair is to create a feedback to the described situation using the message "ME", containing the following elements:

- facts
- information about the feelings caused by the facts to which we refer
- expression of needs
- specific request.

Participants write their responses on sheets. When the task is finished, the trainer asks each pair to read the created message, and the group verifies whether the message "ME" has been used and whether the information contains the discussed elements.

At the end of the presentation, the trainer summarizes the task:

- To what extent can the feedback message be used in the youth work?
- What can you achieve with it?

Situation descriptions to be used in the task:

1) Krzysztof is late for lessons. This is his fifth time he is late. The teacher is nervous about it, he feels disrespectful. In addition, Krzysztof does not behave quietly, asks others what to do, which hinders the conduct of classes.

2) Karolina is preparing for the evening departure to the club. She assumes a challenging outfit and makes sharp makeup. Her mom does not like it. She thinks that a teenager should not wear such clothes and make



such a strong make-up. She is afraid for a daughter, she would most often forbid her to go out in the evenings.

3) There is a terrible mess in the youth center: food left, spilled drink on the table, rubbish on the floor. Participants in the after-school club play computer games regardless of the mess. The guardian is upset and disappointed by the attitude of the youth. He expects that everyone will care for the common space, because they agreed so, as evidenced by the contract hung on the wall.

4) Agnieszka criticized the dress that her aunt wanted to give her. She said it is not fashionable and will look like in a potato sack. Auntie felt offended and disappointed with the girl's attitude.

5) Alicja organized her birthday party in the club room. She promised that she would clean everything up after it, but she did it only hardly. The floor was still sticky with the spilled drink, the rubbish buckets were full, and unwashed glasses were left in the corners. The carer feels cheated and disappointed by the girl's attitude.

6) Magda borrowed Kasia's shirt just over a month ago. Magda had to remind Kasia to return it several times. When the blouse returned to her, it turned out that she had a stain. Magda is nervous, she liked this blouse very much. She expects her friend to buy her a new one.

Time: 25 min.

Additional activities (15 min) Self-evaluation	Write a feedback regarding any element of the workshop. Apply the message "ME" and use the discussed feedback elements. Place the feedback card in the prepared box so that the trainer can read it later.
LINKS, BIBLIOGRAPHY	
TIMING	8 h



SCENARIO NO. 6

NAME OF SCENARIOS	Creative thinking in work with young people
Aims - skills and knowledge	<ul style="list-style-type: none"> • Developing the skills of creative solutions to the problems • Acquiring knowledge about methods of creative problem solving. • Knowledge and skills gained during the workshops will allow for more effective work and will be passed on to young people during a training.
Methods of work	<ul style="list-style-type: none"> ➤ individual work ➤ working in groups ➤ exercises ➤ discussion
Group guidelines	<ol style="list-style-type: none"> 1. We respect each other. 2. We listen to each other. 3. We actively participate in the training process.
DESCRIPTION OF ACTIVITIES	PLAN OF SCENARIOS
<p>Introduction:</p> <p>The trainer introduces himself/herself to the participants, discusses the structure of the training and its goals.</p> <p>The trainer asks participants to introduce themselves by saying their name and an adjective, beginning with the first letter of their name and describing their person, for example: sympathetic Sylwia, easygoing Eva.</p> <p>Time: 15 min.</p> <p>Introduction</p> <p>The trainer starts a conversation with participants about creative thinking.</p> <p>What is creative thinking? What should be the effects of creative thinking? Who can be characterized by creative thinking - is it an elitist or egalitarian feature? Is the creative adjective reserved for works of art, or are creative creations appearing in everyday life?</p> <p>How is creative thinking needed in youth work?</p> <p>"Creativity is a process leading to a new product that is accepted as useful or acceptable to a certain group during a certain period." M.I. Stein</p>	



Creativity as a trait of a person is the ability to produce outputs characterized by the conjunction of two traits - novelty and value.

Creative means something that is new and valuable, but the valence of a given thing or idea can be analyzed according to different domains: cognitive values, aesthetic values, pragmatic values, ethical values.

Criteria of creativity according to J. Guilford - liquidity (the ability to produce the largest number of solutions), flexibility (the ability to change the direction of thinking), originality (the ability to produce atypical solutions).

Time: 25 min.

Task 1 "Smoothness of thinking"

The trainer presents participants with a subject of everyday use - it can be an ironing board, a jug, a strainer. The participants' task is to come up with the largest possible number of different: typical and unusual applications of the given item.

Each participant writes his/her answers on a piece of paper. After about 10 minutes. the trainer asks the first persons to read their suggestions. People who have also come up with these proposals will copy and read them, only those that are not repeated.

The trainer discusses the task: the first ideas are usually not characterized by creativity, that is why it is not worth stopping at them. After a few minutes of writing out various ideas, our internal critic becomes active, which stops us from the most strange ideas.

Time: 20 minutes

Task 2 "Associations"

The trainer gives and writes one word to the board / flipchart. The participants successively give associations to the word spoken by the predecessor, so that a chain of associations is created (associations cannot be repeated), eg clock - directions - road sign - car - steering wheel - wheel - hula-hop - fun - childhood - fairy tales - books - wood - tree.

The trainer writes on the blackboard / flipchart next to the first word, the association spoken by the last person. Asks the participants what the two words are, for example:

Clock - tree - both can measure the time - clock with hands, and the tree with rings.

Time: 20 minutes

Task 3 "What would happen if?"



The trainer asks the participants the question "what would happen if", eg: what would happen if the trees were going? What would happen if people could read the thoughts of others? What would happen if the dinosaurs did not get extinct?

The task of the participants is to come up with the greatest number of answers to a given question. Participants reply to the forum.

Time: 15 min.

The coach explains that the previous task was a warm-up for the minds of the participants. They have developed fluidity, flexibility and originality of thinking. In the further part of the training, specific methods of creative problem solving and group work will be presented.

Task 4 "Asking questions"

The trainer discusses the importance of the ability to ask questions and wonder about the world for creative problem solving.

The trainer writes to the chalkboard / flipchart any sentence, eg: "Małgorzata spilled milk". He asks participants to ask as many different questions as possible. The coach saves all the questions on the board.

Time: 15 min.

Task 5 "Questions through NO"

Sometimes simply asking questions may not be enough to find a creative solution to the problem. A good way to solve the problem unconventional is to ask NO questions, eg: the question "why many people's problem is not willing to daily physical activity?" Can be replaced by the question "why do people who exercise every day have no problem finding motivation to undertake daily workouts? ? "

The trainer asks participants to pair up. She handles job cards with three questions to each couple. The task of the participants is to reformulate these questions so that they are questions posed by "NO"

Sample questions for use in the task:

- 1. Why are lonely people more likely to suffer from various diseases and die faster?**
- 2. Why are the children of parents with low education more often achieve worse results in education and finish their education faster?**
- 3. Why do sports people prefer healthy snacks?**

Pairs of participants have about 10 minutes. to complete the task, after that time they read their answers on the forum.



The trainer summarizes the task:

- **What do you think about this method?**
- **What difficulties can there be in applying it?**

Time: 30 minutes

Task 6 "Method 5 x Why"

Finding a creative solution to a problem sometimes just requires reaching the real source of the problem. For this purpose, one task is not enough.

The author of the "5 why" method is Sakichi Toyoda. In this method it is assumed that to get to the bottom of the problem one should ask 5 questions why. This number, however, is arbitrary, questions why it can be more or less.

An example of using the "5 why" method

Question 1: Why do you throw the sawdust on the floor?

Employee response: Because the floor is slippery and threatens safety.

Question 2: Why the floor is slippery and threatens safety?

Employee's response: Oil is on it.

Question 3: Why is oil on it?

Employee response: The machine is leaking.

Question 4: Why is the machine leaking?

Employee response: Oil flows through the fitting.

Question 5: Why is this happening?

Employee response: Because the coupling sleeve has worn out

After explaining the "5 why" method, the trainer connects the training participants to 4-person teams. The task of each team is to ask and write down a few questions on the question.

Suggestions for problems to be used in the task:

"Youth attending the common room could not go inside at a certain time"

"Rabbits escaped from the cage"

"Books from the club library are lost"



The trainer can suggest that participants themselves come up with a problem and ask questions according to the "5 why" method.

After completing the task (about 15 minutes) teams present their solutions on the forum. The trainer discusses with the participants the task:

- What do you think about this method?
- How did you find in it?
- How can it affect the creativity of solving the problem?

Time: 30 minutes

Task 7 "Brainstorm"

The best-known technique for creative problem solving is brainstorming. It allows you to generate a very large number of ideas. The key element of this method is to build an atmosphere conducive to generating ideas. Participants are not afraid of being ridiculed or criticized. All ideas are taken into account. Saving all ideas stimulates the development of creative thinking.

Two teams take part in the process of finding solutions to the problem using brainstorming:

Team of ingenuity - ideally there should be about 12 people in this team. They should be people of equal hierarchy, characterized by great ingenuity. It is assumed that at least 1/3 of these people should be laymen in a given field.

Task-oriented assessment team - should count about 3 people, perfectly familiar with the topic and the implementation realities of the solution. They should be experts in a given field.

Stages of brainstorming:

Preparation - discussing the rules of brainstorming, informing about the place, time and topic of the session, conducting creativity training.

Session of ingenuity - the chairman of the session writes the topic on the board. Participants give their proposals to solve the problem, and the secretary writes them on the board. Nobody criticizes or evaluates the proposals. All are saved on the board. The ingenuity session should last for a maximum of one hour. After completing the ingenuity session, a list of all proposals should be sent to all participants and give them the opportunity to add new ideas. This will allow the use of a synektic break, when the mind of the participants continued to work on finding solutions, even though they were busy with something else.

Evaluation of ideas - two days after the ingenuity session, an expert team gathers and evaluates ideas for solving the problem.



After discussing the method, the trainer proposes to conduct a short ingenuity session. Participants choose a secretary from among themselves, who will write down all ideas. The trainer writes any problem on the board, for example: how to encourage residents of the housing to clean up their dogs.

Participants give their ideas to solve the problem for 15 minutes.

After this time the trainer proceeds to discuss the task:

- What do you think about this method?
- How can it affect the creative solution to the problem?
- What risks can occur? What are the strengths and weaknesses of this method?

Time: 45 min.

Task 8 "Method 635"

This is one of the brainstorming variations. This method is used in teams of 6 people. In the team, each person writes down 3 ideas on a sheet within 5 minutes to solve a given problem, and then passes the card to the next person. Another person adds their 3 proposals. In this way, 108 ideas for solving the problem are generated within 30 minutes. The next step is to delineate solutions that are repeated, unrealistic solutions and evaluation of the others.

The trainer divides participants into lucky teams. Each participant in teams receives a card with a written problem. Participants in each team receive a different task to solve, eg: what to do to encourage children to read books? How to obtain funds for a summer holiday for the residents of the day care center?

Each participant writes down three ideas in a sheet of paper for a maximum of 5 minutes (the trainer watches time) and passes the card on. On the sheet he received, he adds another three ideas for solving a given problem and also passes the card on. The task ends when each participant returns the card on which he started.

After 30 minutes, the trainer discusses the task:

- How did you feel in this method?
- Have you had a problem with generating ideas at a specific time?
- What are the advantages and disadvantages of this method?
- How do you evaluate this method in relation to the traditional brainstorming?

Time: 60 minutes



Task 9 "Thinking hat de Bono"

(In this task you can use props in the form of colored hats - they can be made of paper)

The trainer discusses the method:

This method allows analyzing a given problem from different perspectives. Hat colors are a metaphor for different ways of thinking:

White hat - a person in a white hat is very factual, collects facts, numbers, summarizes the information obtained. He does not give an opinion.

Red hat - a person in a red hat very emotionally approaches the topic. He gives opinions on the hot, he does not argue, he uses his intuition.

Black hat - a person in a black hat thinks very pessimistic, searches for flaws, shortcomings, missing ideas or solutions. Criticizes, focuses on weaknesses.

Yellow hat - a person in a yellow hat is very optimistic. He focuses on strengths, he does not see any flaws. She is enthusiastic about the proposed solutions.

Green hat - a person in a green hat is looking for innovative solutions, when he escapes from the beaten roads, he is looking for alternatives. His ideas are often detached from reality.

Blue hat - the person in the blue hat is the chairman of the meeting. His task is to look after the rules, give the floor, summarize the discussion, and settle disputes.

The trainer presents written descriptions of individual hats and leaves them in a visible place. He then divides the participants into six-person teams. He asks participants of each team to draw a hat, which they will put in for the time of the task.

Then the teams discuss the topic: "How do you celebrate your neighbor's day?" Remembering the role related to the drawn hat.

After 15 minutes of discussions in teams, the trainer proceeds to discuss the task:

- **How did you feel in this task?**
- **Was it difficult to play individual roles?**
- **How did the application of the method affect the solution to the problem?**
- **In which situations should this method be used?**
- **What are the advantages and disadvantages of this method?**

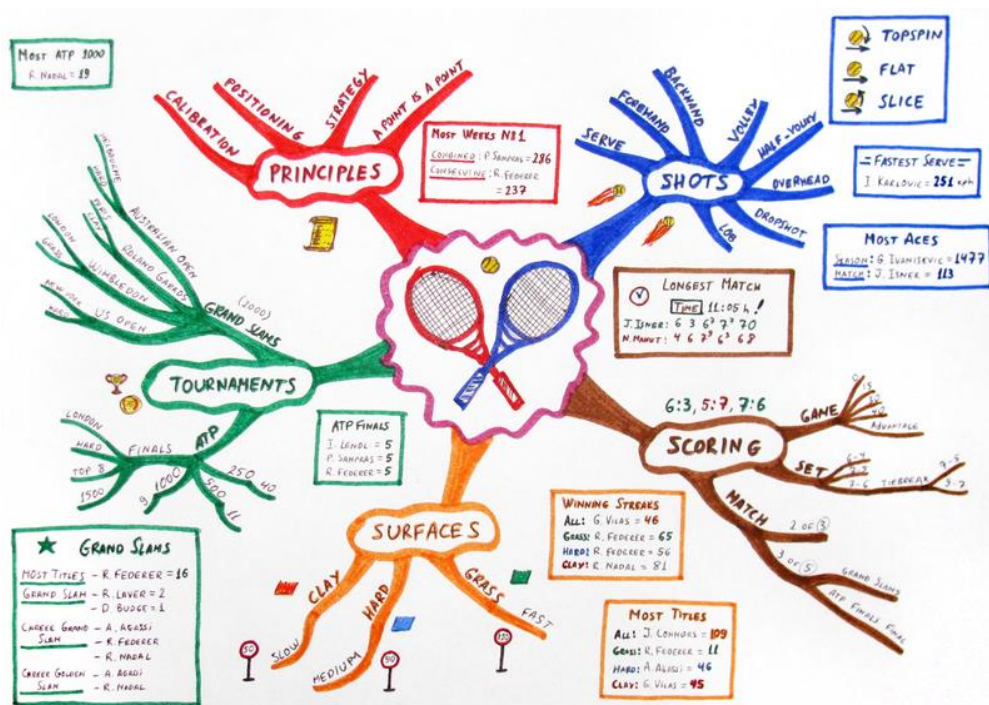
Time: 45 min.

Task 10 "Maps of thoughts"

The trainer discusses another method strengthening creative problem solving - mind mapping. Points the main assumptions of the method:

- In the center of the mind map is the main issue / problem - preferably in graphical form.
- From the main subject we draw branches - arrows with associations to the main topic. Associate the associations with the arrows.
- We add further branches with subsequent associations.
- The most important elements on our mind map should be the most visible - large, colorful letters.
- The mind map should be colored, contain symbols and drawings.

The trainer shows an example map of thoughts.



The trainer divides participants into four-person teams. Each team is given a large sheet of paper and



<p>colored pencils and markers. The task of each team is to create a mind map for the slogan "How to develop creative thinking". The map can be a summary of the workshops, but also contain your own proposals and associations of participants.</p> <p>Teams have about 25 minutes to complete the task. After this time, they present their maps on the forum.</p> <p>The trainer discusses the task:</p> <ul style="list-style-type: none">• What benefits do you see in the use of a mind map?• In which situations is it worth using this method? <p>Time: 45 min.</p>	
Additional activities (15 min) Self-evaluation	<p>The trainer summarizes the training. It reminds all the methods and techniques discussed. Thank you for your commitment.</p> <p>The trainer asks participants to complete their sentences in order:</p> <p>After today's training, I feel like Because</p>
LINKS, BIBLIOGRAPHY	<p>Nęcka E., Psychologia twórczości. GWP, Gdańsk 2001.</p> <p>https://www.governica.com/Metoda_5_dlaczego#ref-2</p> <p>https://www.staceymacnaught.co.uk/635-brainwriting-method/</p> <p>De Bono E. „6 Myślowych kapeluszy”</p> <p>Buzan T. „Mapy twoich myśli”</p>
TIMING	8 h



SCENARIO NO. 7

NAME OF SCENARIOS	Team work
Aims - skills and knowledge	<ul style="list-style-type: none"> • Developing the skills of working with a group. • Acquiring knowledge about the group process and roles in the group. • Acquiring the ability to use tools useful for working with a group. • Knowledge and skills gained during the workshops will allow for more effective work with youth groups.
Methods of work	<ul style="list-style-type: none"> ➤ individual work ➤ working in groups ➤ exercises ➤ discussion
Group guidelines	<ol style="list-style-type: none"> 1. We respect each other. 2. We listen to each other. 3. We actively participate in the training process.
DESCRIPTION OF ACTIVITIES	PLAN OF SCENARIOS
<p>Introduction:</p> <p>The trainer introduces himself to the participants, discusses the structure of the training and its goals.</p> <p>The trainer gives participants sticky notes and asks everyone to finish and write on a piece of paper the sentence: "A successful team is"</p> <p>Then the participants glue the sheets to the flipchart sheet.</p> <p>The trainer reads the answers. When he has finished, he asks participants for yet another answer to the question "a successful team, or what?".</p> <p>Participants who answer this question write their answer on a self-adhesive note and attach it to the flipchart.</p> <p>Time: 15 min.</p> <p>Ice breaker</p> <p>The trainer asks participants to stand in a circle close to each other, shoulder to shoulder. Then the participants close their eyes, extend their hands in front of them and grab any hand of another person. It is important that one hand holds only one other hand - a trainer who, as the only person with open eyes, can control whether one hand is held by two or three others.</p>	



When all hands are connected to others, the participants open their eyes. Their task is to untangle the knot. who has arisen and will again stand in a circle or in several circles. At the same time, they can not let their hands go. An additional difficulty is that you can not speak while performing the task.

When the participants manage to solve the knot, the coach congratulates them.

He explains that exercise is not only a nice icebreaker, but also shows the importance of working together in a team.

Time: 20 minutes

Task 1 "Tangram"

The trainer divides the group into teams of various sizes. A few people should also be left without a team or a couple, eg: with a group of 12 people, there can be one 5-person team, one 3-person team, one pair and two people working independently. The task of groups, couples and independent people is to create as many shapes as possible from tangram within 10 minutes

Each team, a couple and independent people receive the same number of sheets with cutouts, patterns for laying, scissors, glue and sheets of paper on which to put patterns.

After 10 minutes, the trainer calculates how many figures he managed to arrange for teams, couples and individuals.

Probably the teams manage to arrange more patterns than people working alone.

The trainer asks participants to learn from the task. He asks about how they felt in this task, how they organized their work, what they lacked.

Time: 20 minutes

Task 2. "Herby"

The trainer connects the training participants to four teams. Each team receives a large sheet of paper and colored markers.

People in individual teams talk about their skills and strengths. They wonder what they could share in the team. what they can give to others.

Each team creates their "coat of arms" or board divided into as many parts as there are members of the team plus one central part. In each part, they symbolically symbolize what a given team member can share with others, which can enrich the whole team. Well, if it is a feature or skill that other members of the team do not have, and perhaps it is unique in the whole training group. In the middle part of the coat of arms, participants present graphically or write words, which can give the whole training group as a team using the skills of individual people.



Teams have about 20 minutes to complete the task. After this time, they present their coats of arms.

When all groups present their coats of arms, the trainer combines them with an adhesive tape to form one common coat of arms. He points out how much this group can do thanks to the skills of individuals.

The trainer discusses the task:

One of the needs of each team member is the feeling that I am the person I need, that my skills, knowledge and I as a person, I mean something to others. When building a team, it is worth noticing what each individual person contributes to it.

Time: 45 min.

Task 3 "Knock"

The trainer asks that four volunteers leave the training room for a moment.

When the willing people come out, the trainer explains the rest to their task - they have to hold hands and with a smile to the music to dance in a circle. They can not tear their hands or let people who left the room join the circle.

Then the trainer goes outside and explains to the "volunteers" that their task is to lead them to join the playing circle, and then let them into the room, where the other participants are already "dancing".

"Volunteers" for about 5 - 7 min. they try to get into the circle, and people dancing do not allow it. After this time, the trainer asks participants to come back to their places.

The trainer asks "volunteers" what strategies they used to get to the circle, how they felt in this task. Then he asks the others about their feelings.

The trainer discusses the task:

One of the needs of team members is the need to include and belong, but also to make other team members feel good. Not meeting this need causes discomfort.

Time: 45 min.

Task 4. Creating a kite

The trainer distributes packages to participants - four packages in the same color of packaging for every 6 persons participating in the training. Packages in one color should be numbered from 1 to 4.

The packages are hidden separately:

Package No. 1 - Gray paper sheets, adhesive tape + task content: create a colorful kite.

Package No. 2 - straws or small slats, good glue.



Package No. 3 - string and thumbtacks

Package No. 4 - colored papers, markers and crayons.

With a group of 12 people will need two such sets, each set wrapped with paper in a different color, but individual packages packed separately. We give one package to one person, so that some people remain without the package.

People who received packages of the same color sit together. People who have not received the package join any groups.

The trainer asks that people who received package No. 1 in particular colors open it and read the content of the task.

The trainer asks these people if they are able to perform this task using materials from their package.

The answer is - they can not.

The trainer encourages them to invite participants who have package No. 2. After unpacking the package number two, it still turns out that the task can not be performed. The trainer proposes to invite to the cooperation the person who drew the package number 3. At this stage, the trainer asks the participants to proceed with the task. After about 15 minutes, the trainer asks participants if they were able to do the task according to the instructions, that is, if they did colorful kites. Because the participants did not have colored pencils, colored markers and colored papers, their kites are definitely not colored. The trainer encourages them to invite to work a person who drew package number 4 and finished their work.

When all teams complete the creation of kites, they present them on the forum.

The trainer asks participants who did not have any packages, how they felt in this task. He also asks the others how they felt to offer the materials necessary to complete the task.

The trainer discusses the task:

One of the team members' needs is the belief that their presence in the team influences something. If team members feel unnecessary, they feel that they have nothing to offer, or what they want and can offer turns out to be unhelpful for their group attachment and the motivation to act together is weakening.

Time: 45 min.

Zadanie 5

The trainer summarizes tasks 2-4.

The creator of the theory of interpersonal needs that motivate us to act was William Schutz, an American psychologist. He listed three basic needs:

- inclusion - meaning the state of inclusion (belonging) in two ways - the willingness of a person to get



involved and making others feel indispensable,

- control (control) - meaning the belief that my presence affects something,
- affection - referring to what I mean to the team (including whether I'm respected).

If any of your needs are not met, it is difficult to count on the commitment and motivation of a particular person.

The trainer draws on a flip chart a table with three columns corresponding to the aforementioned needs. He asks the participants to suggest what they can do when working with a youth team to ensure that these members' needs are met. The trainer saves the participants' answers in the appropriate boxes.

The need for inclusion	The need for control	The need for attachment

Time: 25 min.

Task 6 "Difficult participants"

Note: this task should take place after the break

During the break, the trainer, without initiating the whole group, gives 4 participants descriptions of the behavior of "difficult participants of training" and asks them to play such difficult participants during the break after the break.

After the break, the trainer starts a discussion with the participants on any topic related to the training, for example: whether the competition is conducive to team building.

During the discussion, people who have been given the role of "difficult participants" should be activated, and the trainer, if possible, does not react to their behavior or reacts only to such an extent that the discussion could continue.

After about 10 minutes of discussion, the trainer stops it.

The coach explains that in teams there are sometimes people who with their behavior make it difficult to work and thus demotivate the whole group. The coach reveals that 4 people were asked to play the role of difficult participants. He asks participants whether they have noticed who these people were and what their behavior was characterized by. How did the behavior of these people influence the discussion? How did the other members feel in this situation?



How could the trainer react to the behavior of individuals to influence them?

What other difficult behavior of participants can appear in working with a group? How to react to them?

The trainer saves suggestions on the flipchart.

Sample descriptions of "difficult participants" to be used in the task:

- "Always against Bazył" - a person who always has the opposite opinion than the trainer or other participants of the training. He objects to any topic and does not accept any arguments.
- "Disturbing Peter" - a person who interrupts others or talks to other participants of the training.
- "Dygresyjny Darek" - a person who constantly contributes his own digressions to the subject, quotes the stories of his life or anecdotes on a given topic.
- "Complaining Norbert" - an eternally unhappy person, complaining about everything and everyone: that it was too hot that the dinner was unpalatable, chairs not comfortable, that coffee is not so, and sugar is not too sweet.
- "Fooling Błażej" - a person who does not take any topic seriously, he still jokes.

Time: 45 min.

The role in the team according to M. Belbin	Description
Coordinator	Coordinates the work of the entire team, solves emerging problems, is a conduit. he is persistently aiming at the goal, he is full of enthusiasm, he is attracting others.
Locomotive	Is active, stimulates the team to act, infects with enthusiasm and energy, is effective, sociable and resourceful, but also overbearing
Creator	He creates new ideas and ideas, he prefers working independently, inventor, thinker, very creative.
Source seeker	He is looking for resources necessary to accomplish the task, he has a lot of information and knowledge, where to find this information, resourceful, sociable.
Valuation critic	is responsible for choosing the best decision, deeply assess problems, performs a cold analysis, always looking for a hole in the whole, pointing to the disadvantages of a given solution, contributes to the elimination of errors, pragmatic.



Producer	concentrates on the practical implementation of the task, he will always do what needs to be done, supports other team members when they feel lost and do not know what they should do
Perfekcjonista	cares for a careful finish of the project, works well in tasks that require focus, precision and accuracy, focused on the details, focused on a specific effect takes care of details in action, calm and disciplined.
Spirit of the team	prevents interpersonal problems, cares for a good atmosphere in the team, supports colleagues in difficult times, he does not like quarrels and tensions, so he tries to do everything to avoid them, affects the team's morale, cares more about interpersonal relationships than about the performance of the project, it is said that he does nothing, but he has permission to do so, because he introduces a great work atmosphere
Specialist	performs expert assessment of the project, provides knowledge and skills that are not widely available, is an intelligent person, keeps the distance and is unpleasant in contact, he analyzes ideas coolly analytical, reflective, impartial, prudent, sometimes overestimating your experience in the process of solving the problem, too critical.

The trainer conducts a discussion with the participants about the team roles. He asks them to consider what role they play in the team and write their answer on the prepared page. A4. Then the trainer glues this card to the back of each participant, so that his answer is invisible to others. Participants get up and move around the room. They write each other on sheets stuck to their backs, in what role they see a given participant.

When everyone is finished, participants check if their self-assessment coincides with the opinion of other participants.

The trainer conducts a discussion:

Why did you attribute such and not other roles? Did they coincide with the opinions of other participants ?. Participants share their insights on the forum.

Sample questions to discuss:

- What would happen if the roles were not diverse in the band?



- To what extent does the diversity of roles affect the work of the team?
- Which roles do you find crucial for the team's operation?

Time: 40 min.

Task 8 Team cycle

The trainer discusses the phase of the assembly cycle (Tuckman model): forming, lapping (assault), normalizing the action.

1. Forming - at the stage of the formation of the project team, members get to know each other, avoid contentious issues, focus on organizational tasks. this stage is characterized by a lack of conflicts, but the work is not effective. There is no trust and synergy between the participants yet.

2. Reaching - this phase is activated when the team is subjected to some pressure, it faces a difficult task with a short deadline or when differences in the beliefs and values of the team members or other interpretations of the situation arise. At this stage, the standards and rules adopted in the first phase are verified. Team roles are visible.

3. Standardization - new norms and principles have been embedded in the team, there have been some compromises for the effective implementation of the task and the functioning of the team.

4. Operation - the team performs its tasks smoothly and effectively without unnecessary conflicts and without the need for constant supervision.

After discussing the team building cycle, the trainer connects the participants to 4 teams. The task of each team is to consider and write down on the pages, what is the role of the leader / team leader in the various phases of the cycle. What activities can be offered to the team in individual phases to facilitate and improve its functioning. Each of the four teams receives a different cycle phase for analysis.

Groups have about 20 minutes to complete the task. After this time, they present their solutions on the forum.

The trainer summarizes the task.

- In what way does the team's cycle affect the functioning and durability of the team?
- Are all teams going through different phases?
- What can disturb this cycle?

Time: 45 min.



Additional activities (15 min) Self-evaluation	<p>The trainer summarizes the training. It is reminiscent of the issues discussed. Thank you for your commitment.</p> <p>The trainer asks participants to complete their sentences in order:</p> <p>Building a team is like Because</p>
LINKS, BIBLIOGRAPHY	<p>http://www.superbelfrzy.edu.pl/pomyslodajnia/jak-budowac-dobry-zespol-cz-i/</p> <p>https://poradnikprzedsiębiorcy.pl/-role-w-zespole-czyli-stworz-idealna-grupe-projektowa</p> <p>http://annakolm.pl/494/budowanie-zespołu-fazy-wg-tuckmana/</p>
TIMING	8 h

SCENARIO NO. 8

NAME OF SCENARIOS	Time management
Aims- skills and knowledge	<ul style="list-style-type: none"> • Developing skills related to time management • Acquisition of knowledge on methods of task management, facilitating better organization of time. • Knowledge and skills gained during the workshops will allow for more effective work and will be passed on to young people during training.
Methods of work	<ul style="list-style-type: none"> ➤ individual work ➤ working in groups ➤ exercises ➤ discussion
Group guidelines	<ol style="list-style-type: none"> 1. We respect each other. 2. We listen to each other. 3. We actively participate in the training process.
DESCRIPTION OF ACTIVITIES	PLAN OF SCENARIOS
<p>Introduction:</p> <p>The teacher introduces himself/herself to the participants, presents the training plan and its goals.</p>	

He/she explains that time management is actually task management. Everyone has the same amount of time, time for everyone is the same, you cannot let it slow down or speed up. Our organization of tasks will depend on how many things we can achieve during the day.

Time: 15 min.

Task 1 CROSSING - introduction to classes

The trainer divides the participants into four-person groups. Each group gets a large sheet of paper with vertically typed slogans: TIME MANAGEMENT.

The task of the participants is to create a crossword puzzle with slogans associated with time and time management.

Below is a sample crossword filled out in polish (zarządzanie czasem = time management). Each group creates any passwords by themselves in their own language, then they present their crossword to the whole group.

Time: 15 min.

[illegible]

Task 2 Self-analysis

The trainer begins with the participants a discussion about time management. What does time management mean for them? What elements are included in time management? How do participants manage time? What methods and tools do they use? What difficulties do they have? What is the time management? What are the consequences of improper time management?



Time: 20 minutes

Task 3. Daily efficiency curve

The trainer introduces the participants to the theme of the daily efficiency curve. He/she says that the efficiency and possibilities of concentration at different times of the day can be different. The time when we work most effectively is our efficiency gains, followed by a drop in energy and concentration - that is, efficiency.

The trainer asks participants to analyze their day quietly and think when they have higher efficiencies.

The trainer asks participants to draw a curve on the sheets, where they specify what time they wake up, at what times they work best and when they have the biggest energy declines during the day. Participants have about 10 minutes to complete the task. The trainer encourages the participants to share information about their highs and efficiencies on the forum. The trainer draws on a flip chart a graph showing the curves of all workshop participants. Together with the participants, he/she analyzes the results. Is there any regularity in curves?

How to use the knowledge about our heights and bottoms of efficiency?

Time: 30 minutes

Task 4 SMART method

The trainer discusses the issue of long- and short-term goals. Explains what the SMART method is.

We can talk about effective time management when we achieve our intended short-term and long-term goals.

The basis for effective time management is to define the goals we want to achieve

One of the methods for determining goals is the SMART method. When setting goals according to this method, they should be:

S-precise, M-measurable, A - achievable, yet ambitious, R- real, T- defined in time.

The trainer asks participants to think about the three goals they would like to achieve over the next year. He asks them to write these goals themselves using the SMART method.

When the participants finish the task, the trainer asks a few persons to read their goals. The trainer together with the whole group verifies if the SMART method has been maintained.

Time: 40 min.

Task 5 "How to eat an elephant"

The trainer discusses the issue of dividing large tasks into smaller parts. Thanks to this the task does not seem so terrible and it's easier to take it for them.

Then the trainer divides the participants into groups. Each group is given a template of an elephant that symbolizes a large task. Each template has a title of the task, e.g.



- a) preparing a birthday party for 15 people at home;
- b) organizing a neighbourhood picnic at the local square;
- c) writing an extensive article on time management.

The task of each team is to divide the large task of the "elephant" into smaller parts. Participants cut the template of the elephant in a puzzle, in each part they write a smaller task to do.

Teams have about 20 minutes to complete the task. After this time, they present their solutions on the forum.

The trainer discusses the task: Have you found the task difficult? Do you divide large tasks into smaller stages every day?

Time: 40 min.

Task 6 7 steps to achieve goals by Brian Tracy

The trainer discusses seven steps to achieve goals by Brian Tracy:

1. Define your goal and write it down.
2. Plan actions that will bring you closer to the goal and set them over time.
3. Determine which barriers you may face on the way to achieving your goal. Which obstacle can cause you the most difficulties.
4. Determine which internal resources: knowledge, skills you lack to achieve the goal. What do you have to learn?
5. Think about who/what (a person, organization) can help you achieve your goal? How to make contact with this person / organization?
6. Prepare a detailed action plan with the identification of potential obstacles, people / organizations that can help you, define the tasks and time of their implementation.
7. Start working. Every day, do something that will bring you closer to the goal.

Then, the trainer divides the workshop participants into four-person groups. Each group receives a card with a written goal, e.g.

- a) In 6 months I will weigh 5 kg less than now.
- b) In the next summer I will work as a manager of the colony.
- c) In the middle of the year I will be able to save 10% of my earnings.



Each group has 25 minutes. They are working on writing out their goals according to 7 steps of achieving goals by Brian Tracy.

After this time, the groups present their solutions on the forum.

The trainer summarizes the task:

What was the most difficult for you?

What do you think about this method?

How can you use it in your life?

Time: 40 min.

Task 7 The matrix of Eisenhower

The lecturer discusses the importance of setting priorities with time management. He/she presents how to use the Eisenhower matrix for this purpose.

The trainer gives participants cards with sample tasks that may appear on the task list one day.

The trainer presents the participants with an empty Eisenhower matrix drawn on a flipchart or whiteboard.

	urgent	not urgent
important	QUARTER 1 Urgent matters, with deadlines, crises	QUARTER 2 Implementation of daily tasks in the normal mode, caring for relationships.
Not important	QUARTER 3 Urgent matters that need to be carried out, but they do not contribute to the fulfillment of our mission, are not a response to our values and needs, for example: some tasks ordered by superiors, paying for bills.	QUARTER 4 The so-called. "Thieves of time" - for example, chats, notifications from social websites, funny memes and movies.



Each participant in turn reads what task he/she has drawn and tries to assign them to the appropriate quarter of the matrix. If there are any doubts, the other participants of the training can help him/her.

Examples of tasks:

- Your dog vomits all the morning, you must go to the vet with it.
- Plan the route of a bike rally organized by your organization. The next day you should present a plan during the team meeting.
- Prepare a paper for the conference of the scientific club (it increases your chances for a scholarship). The conference is in two weeks. Today you want to make at least a plan for your paper to be sent to the organizers for approval.
- A journalist from the radio called you. You have the opportunity to tell today about the activities of your organization on the air, which is a great and free promotion. You must appear at the editorial office at 17.00
- Begin writing an application for co-financing of a social project on which you and your association members care. The deadline is distant, but there is quite a lot of work. Co-financing will allow financing your organization's activities over the next year. Today you would like to write a "description of the problem"
- Go to the hairdresser - because you want to.
- Meeting with a friend you have not seen for a long time. A friend lives many kilometers from you and is in your city today.
- Return books to the library. The deadline for return was one month ago.
- English language lesson - a fixed point of the weekly plan.
- Review entries on Facebook to keep up to date with the lives of closer and further friends.
- A check-up at the dentist – you do not have a toothache, but you had a last dental review a year ago.
- Doing shopping -there is only light and mustard in the fridge.
- Watch your favorite TV series

The trainer discusses the execution of the task, verifies whether the tasks have been properly assigned, analyzes the participants' thinking - why the tasks were assigned to a given quarter.

The trainer talks with the participants. What do they think about this method? Which difficulties can be prioritized?



Time: 40 min.

Task 8 Review of methods - APLEN, TRZOS, OATS

The trainer divides the participants into 4 teams. Each team sits together at the so-called expert table.

Each table receives a description of another time management method.

1. The ALPEN method

The name of this method is an acronym for German words:

- A - (Aufgaben - tasks) - determining and writing down what you have to do.
- L - (Länge schätzen - length estimation) - determining how long it will take you to complete individual tasks;
- P - (Pufferzeiten einplanen - breaks and pauses) - planning breaks for rest and regeneration.
- E - (Entscheidungen treffen - priorities) - defining priorities, assigning tasks, joining the action;
- N - (Controls - control) - performance analysis.

The ALPEN method works best when you manage time and tasks in the short-term (e.g. from the perspective of one day).

2. The TRZOS method

The name of the TRZOS method is an acronym from the words:

- T - Task deadlines (to be written) - determining and writing down tasks and deadlines in which they are to be implemented;
- R - Time limits (to be specified) - determining how much time we need to complete individual tasks;
- Z - Schedule time reserves - plan time for rest or unforeseen situations;
- O - Limiting other activities - prioritizing, reducing interference.
- S - Checking results - verify your progress, modify your plan and improve time management techniques.

It's best to plan it in writing.

3. OATS procedure

The name of this method is the acronym of English words:



- O (Outcomes - results) - specify what the results of a given task you want to achieve;
- A (Activities - activities) - list all activities necessary to achieve these effects;
- T (Time - time) - estimate the time needed to complete each activity;
- S (Schedule - schedule) - schedule implementation of written activities over time and set priorities; set times in your calendar when you only deal with them.

This method can be used for planning large projects, but they should be divided into smaller tasks.

The participants at the expert tables will get acquainted with the materials, they can also use the available devices with access to the Internet. In teams discuss a given method and get ready to present it to the whole group.

At each table, participants try to plan one task they have invented using the given method.

When all groups have finished their work (about 30 minutes), they present the method and its application to the whole group.

After all presentations, the trainer discusses the task. What elements do these methods have in common? Which seems to be the best for participants? In what situations?

Time: 60 minutes

Task 9

The trainer discusses the "Getting things done" method.

This method focuses on the specific planning of work during the day. There are five steps to managing tasks using the "Getting things done" method:

1) Collecting

This stage consists of gathering in one place all the matters that we have to deal with, that is, writing out all the tasks for a given day on a piece of paper.

2) Analysis

The next step in the "Getting things done" method is to analyze sentences that were in the basket and to empty it by assigning cases to the appropriate baskets, determining what to do with a given task:

Each task requires some activity from us. The author of the method offers the following categories of cases:

- a) invalid cases that can be discarded from the calendar.
- b) matters to be completed in less than two minutes - we do them immediately.
- c) to delegate the matters to the others. We delegate them to another person and control if they have been implemented.



d) obligations of a larger caliber - tasks to be completed in more than 2 minutes. Specify the first physical action you need to perform this task.

3) Arrange

Matters that we have qualified for the "to do" category should be arranged according to the context of the first physical activity that brings us closer to the task, for example: to do at the desk, telephones to be realized in the city, to be carried out at home.

4) Overview

The author of the method recommends you to check regularly the status of the cases, e.g. once a day. This will allow you to control progress and protect yourself from omitting anything.

5) Implementation

This element includes the implementation of the planned work, implementation of unexpected tasks, as well as further planning. The choice of which of the planned tasks we will carry out in the first place should depend on the context in which we are, the time available, our energy and the priority of the task.

After discussing the method, the trainer divides the training participants into four-person teams. Each team presents a list of tasks containing tasks that were used for task 6 (Eisenhower Matrix).

The task of each team is to analyze and organize these tasks in accordance with the recommendations of the "Getting things done" method. Participants analyzing the task list should divide them into:

a) invalid cases that can be discarded from the calendar.

b) matters to be completed in less than two minutes

c) matters to be delegated to others

d) obligations of a larger caliber - "to do" - tasks to be completed in more than 2 minutes. In this case, the participants determine the first physical action to be done to perform this task.

By organizing matters from the "to do" category, participants segregate them according to the context of the first physical activity in a given task, for example: to do at the desk, to do outside, to do it over the phone.

Teams have about 30 minutes to complete the task. After this time, they present their proposals to the whole group.

The trainer discusses the task with the participants. What do you think about this method? What difficulties can it make in everyday use? What benefits can result from its use?

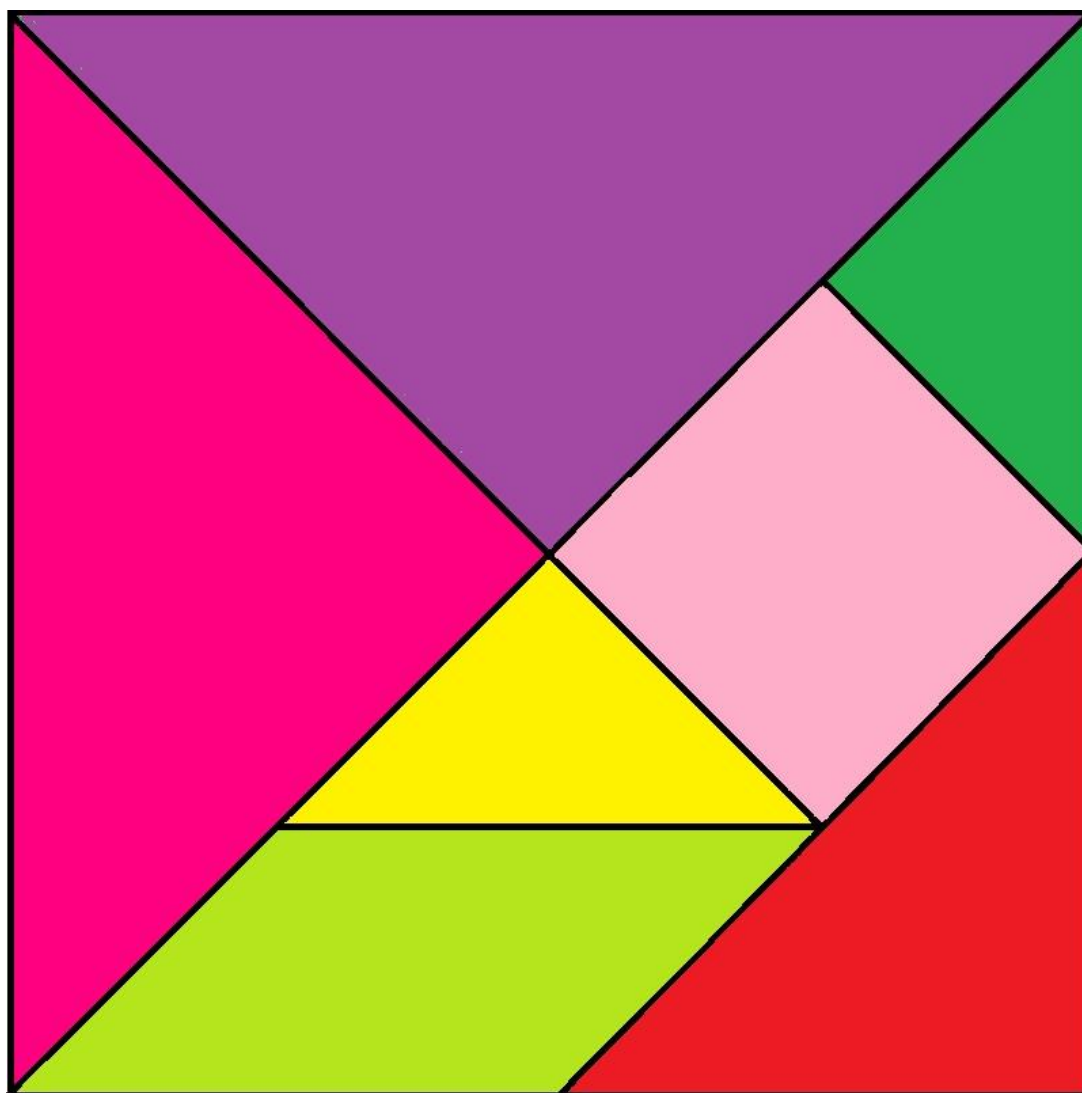
Time: 45 min



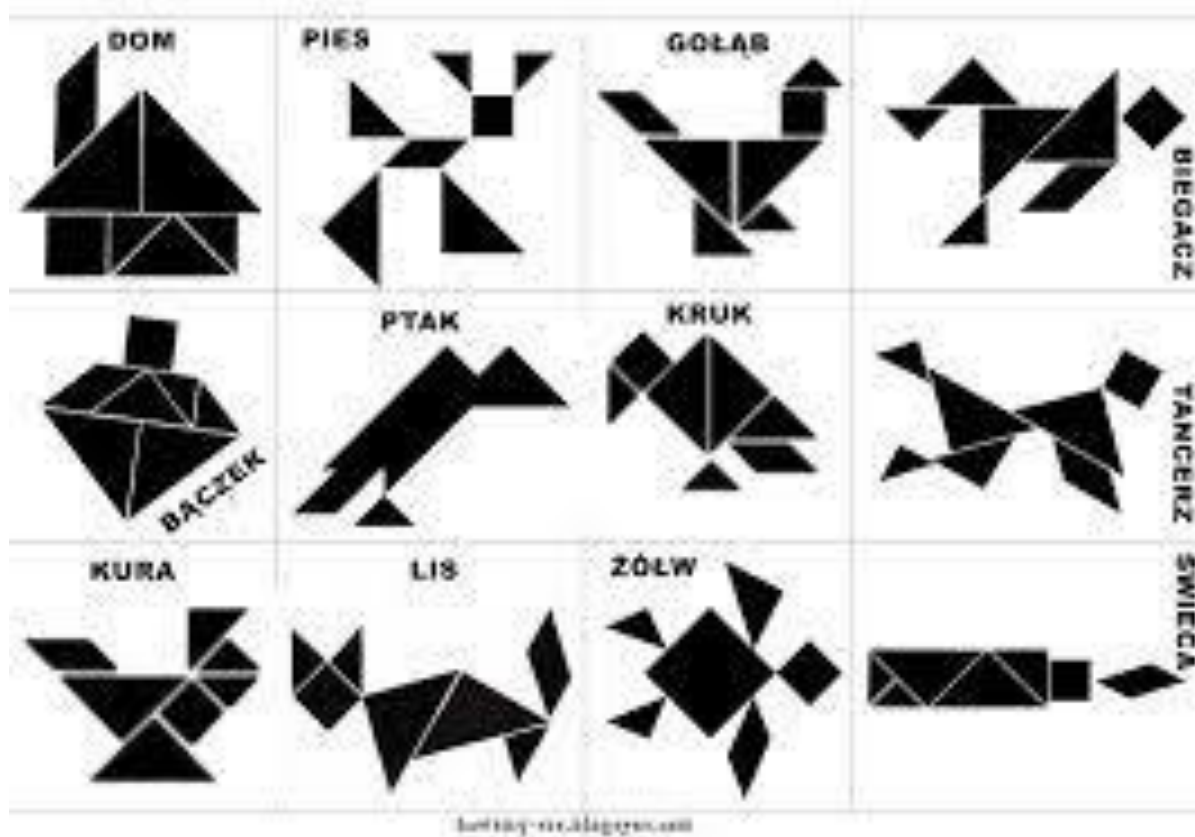
Additional activities (15 min) Self-evaluation	The trainer summarizes the training. He/she recollects all the time management methods discussed. Then he/she asks each participant which method he/she would like to introduce into his/her life to manage time better.
LINKS, BIBLIOGRAPHY	
TIMING	8 h

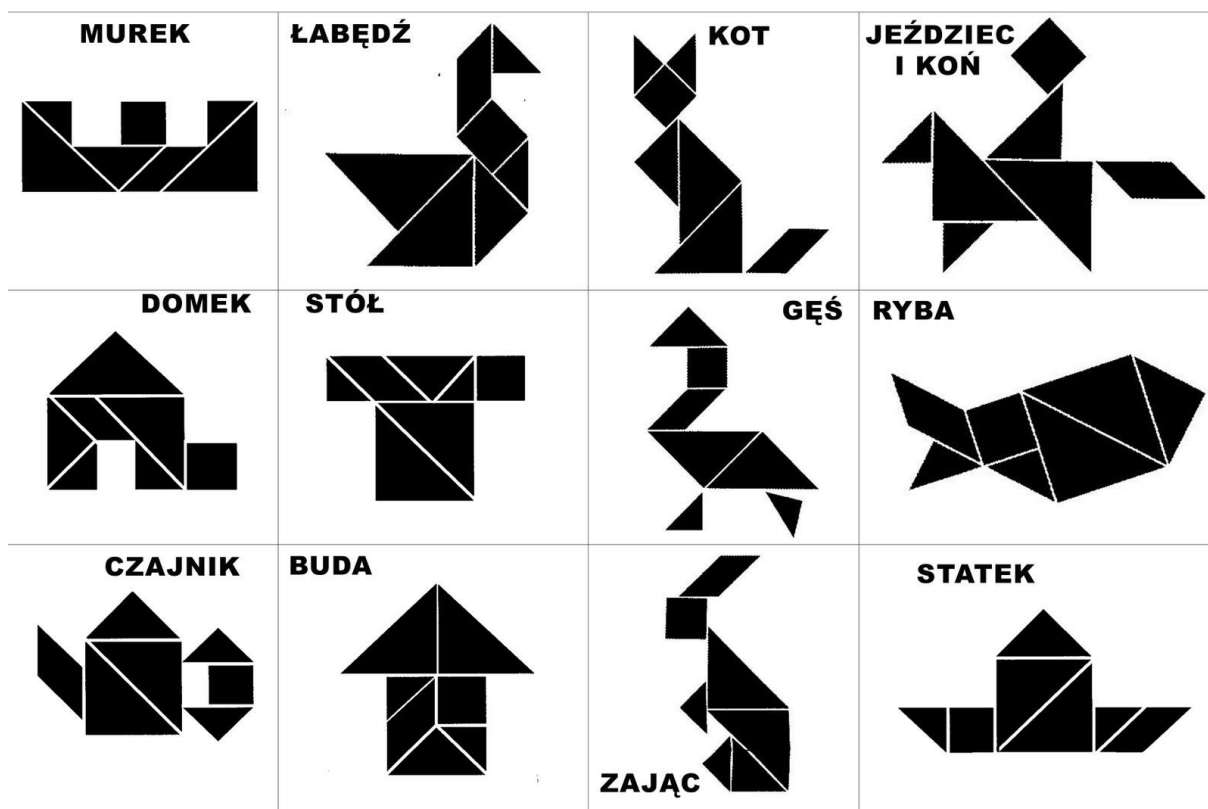


HANDOUT TO SCENARIO NO. 7 (TEAM)



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