



“VOLUNTARY WORK AS STRESS REMEDY” Training course for youth leaders

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TRAINING KIT

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VOLUNTARY WORK AS STRESS REMEDY

The main aim of the „Voluntary work as stress remedy” project was to enable its participants, youth leaders, to use skills and abilities allowing them to implement different methods to fight stress and the ways of including young people in voluntary activities treated as the remedy for stress, particularly focused on mentally retarded people and encouraging work in animal shelters. A group of participants in the training course consisted of youth leaders from Malta, Hungary, Turkey, Romania and Poland. The project also aimed at:

- passing on the knowledge on physical, emotional, psychological and behavioural symptoms of stress,
- passing on knowledge on social comparison strategy as a method of coping with stress encouraging voluntary work for mentally retarded people,
- acquiring the knowledge of other strategies diminishing negative influence of stress on people's health,
- acquiring the knowledge of peculiarity of voluntary work for mentally retarded people and in animal shelters,
- integrating the project participants,
- integrating youth leaders participating in the training course with representatives of local organisations from Chojna.

There were 23 participants in the "Voluntary work as stress remedy" training course, including two trainers. The group of project participants consisted of youth leaders from project partner organisations. Youth leaders were aged 18-30, they were very often graduates of secondary schools, university students, young people who have just started their first job and students of the last year of secondary schools. The number of female and male course participants was almost the same. The training course „Voluntary work as stress remedy” activities were conducted using non formal education methods such as integration games, pantomime, presentations, brain storms, discussions, needs search, public presentation, project method, individual and group work. During the training course there was also time for exchange of opinions on daily activities in the form of reflective groups. Participants of the training course „Voluntary work as stress remedy” acquired and developed the competences from the topic areas connected with stress and voluntary work focused on helping mentally retarded people and helping in animal shelters. After the course they knew how to recognise physical, emotional, psychological and behavioural symptoms of stress, acquired the knowledge of various strategies diminishing negative influence of stress on people's health, strategy on social comparison as a method of coping with stress encouraging voluntary work for mentally retarded people. They got to know how to acquire the knowledge of peculiarity of voluntary work for mentally retarded people and in animal shelters, integrate the project participants and integrate youth leaders participating in the training course with representatives of local organisations from Chojna. Training course participants developed their multicultural competences, got the knowledge of new learning methods, improved abilities of working in a team, communicative skills in English got better, got to know Youthpass document. A training pack with activity plans, games and other activities was prepared and given to project participants. It will be also available as OER on the Douzelage Association website. Project results will be disseminated by all project partners in their towns and among youth leaders in Douzelage network.

ICE-BREAKERS AND INTEGRATION GAMES.

1.

Divide your group into teams of five to ten people. The goal of this game is for players to reorder themselves as quickly as possible. You can use your own category or one of the following:

From shortest to tallest – how many letters are in your first name.

From farthest away to closest – birthplace.

From least to most – how many brothers and sisters you have.

Shortest to tallest – height.

Beginning to end of year – birthdates.

2.

Players use paper and pen to write down an event or you can prepare papers ahead of time. Some examples you might include are:

Winning the lottery

Meeting a large, aggressive bear in the woods

You just got fired from your job

Your boyfriend just broke up with you

The football team you support lost a very important match.

Put the papers in a bag, box, or basket. Have players randomly select a piece of paper and react to the experience using words, gestures, and facial expressions. Players try to guess what happened. Set a time limit for the players to act out their event. You can give a point for each correct guess. You can also vary the game by making players act out their event without talking. This icebreaker can work with any group size and any age.

3.

Begin by having all the players sit in a circle.

Tell all of the players they have to remain as solemn and serious as they can throughout the game.

Pick one player to start the game, saying “Ha” once.

The player standing next to him says the word “Ha” twice.

Following this pattern, the third player says “Ha” three times.

As the game progresses, eliminate any players who laugh or make noise when it is not their turn. The player who avoids laughing throughout the game wins

4.

An active icebreaker game and teambuilding activity, this game takes some preparation and lasts quite a long time. However, it is well worth it as it is fun for those 15 and up.

Make a list of 12 to 15 interesting places, things, and circumstances that players can capture in pictures wherever you are. For example, on a college campus, the following would work:

A group photo with in the chemistry lab

A very relaxing place

Something big and purple

A big tree

A photo with a green car

The funniest thing you can find

Seven things with the letter "P"

Make copies for each team. Divide the group into teams of three or four people and give each group a digital camera. The goal of this game is to find everything on the list within a set amount of time. When teams get back together, award one point for each photo taken and bonus points for extra effort or creativity.

5.

Before beginning this icebreaker game, gather items whose names only have one syllable. You need as many items as you have people. Some good items are fork, spoon, pen, shoe, etc.

Have the group form a circle. Choose one person as the leader. The leader chooses one of the objects – let us say a fork – and hands it to the person to their right saying, "This is a fork."

The conversation continues moving from person to person as follows:

Person #2 – "A what?"

Leader – "A fork."

Person #2 – "Oh, a fork!" Then Person #2 passes the fork to person #3 and the same conversation occurs again. Meanwhile, the leader takes another object and begins passing it, saying the same thing, for example "This is a pen."

The leader continues to take new objects and pass them and the objects make their way around the circle with the same conversation repeated by all players as they pass and take an object. If a player messes up, they are out of the game. You may wish to pass the items around the circle more than once.

Ice-breakers and integration games are OER (Open Educational Resources).

PHYSICAL, PSYCHOLOGICAL, EMOTIONAL AND BEHAVIOURAL SYMPTOMS OF STRESS

5 min. presentation: What is stress? Why do we feel it? Symptoms/consequences of stress

WHAT IS STRESS?

Stress – relation between a person and his/her surrounding, which is evaluated by the person as a burden (= something difficult/ 'heavy') or as a situation which exceeds his/her resources and threatens the person's well-being.

TASK (15 min. + 10 min. for presentation of all groups): Using different types of materials prepare in groups of 5 a collage – your interpretation of stress.

WHY DO WE FEEL IT?

- from biological point of view to survive, react for threat, adjust to new conditions,
- it stimulates us to act, make an effort, change, develop oneself,
- it's a signal from our body to slow down, relax stop for a while, think about some life changes or our values and priorities.

SYMPTOMS/CONSEQUENCES OF STRESS

PHYSICAL

- overstimulation of organism
- tiredness
- nervousness
- body aches
- different type of health problems/ illnesses

PSYCHOLOGICAL

- tiredness
- discouragement
- addictions
- run or fight reaction

EMOTIONAL

- nervousness
- tiredness
- bad mood
- depression
- anxiety
- cry

BEHAVIOURAL

- destructive behaviour
- losing control
- passiveness
- stagnation
- negative reactions towards others
- aggression

TASK (10 min. preparation + 10 min. presentation of all groups): Prepare a short role-play showing a situation from your life and symptoms/consequences of stress.

WHAT CAN CAUSE OUR STRESS?

TASK (5 min. brainstorm): Tell us what factors/situations may cause or contribute to our stress. Trainer writes down exemplary answers on flipchart.

Conclusion: stress is both negative and positive phenomenon in our lives. It can have both negative and positive consequences.

HOW STRESSED OUT ARE YOU?

TASK (15 min. presentation of a tool and filling it in and summing up results): Trainer presents the Stress indicators questionnaire, participants fill in the questionnaire and find out what is their level of stress in 5 areas: physical, sleep, behaviour, emotional, personal.

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STRESS INDICATORS QUESTIONNAIRE

This questionnaire will show how stress affects different parts of your life. Circle the response which best indicates how often you experience each stress indicator during a typical week. When you have answered all the questions add the point totals for each section.

- 5 - Almost Always (on five days a week)
- 4 - Most of the time (on three days a week)
- 3 - Some of the time (on one and one-half days a week)
- 2 - Almost never (less than two hours a week)
- 1 - Never

PHYSICAL INDICATORS: How often would you say:

	Almost always	Most of the time	Some of the time	Almost never	Never
1. My body feels tense all over.	5	4	3	2	1
2. I have a nervous sweat or sweaty palms.	5	4	3	2	1
3. I have a hard time feeling really relaxed.	5	4	3	2	1
4. I have severe or chronic lower back pain.	5	4	3	2	1
5. I get severe or chronic headaches.	5	4	3	2	1
6. I get tension or muscle spasms in my face, jaw, neck or shoulders.	5	4	3	2	1
7. My stomach quivers or feels upset.	5	4	3	2	1
8. I get skin rashes or itching.	5	4	3	2	1
9. I have problems with my bowels (constipation, diarrhoea).	5	4	3	2	1
10. I need to urinate more than most people.	5	4	3	2	1
11. My ulcer bothers me.	5	4	3	2	1
12. I feel short of breath after mild exercise like climbing up four flights of stairs.	5	4	3	2	1
13. Compared to most people, I have a very small or a very large appetite.	5	4	3	2	1
14. My weight is more than 15 pounds higher than what is recommended for a person my height and build.	5	4	3	2	1

15. I smoke tobacco.	5	4	3	2	1
16. I get sharp chest pains when I'm physically active.	5	4	3	2	1
17. I lack physical energy.	5	4	3	2	1
18. When I'm resting, my heart beats more than 100 times a minute.	5	4	3	2	1
19. Because of my busy schedule I miss at least two meals during the week.	5	4	3	2	1
20. I don't really plan my meals for balanced nutrition.	5	4	3	2	1
21. I spend less than 3 hours a week getting vigorous physical exercise (running, playing basketball, tennis, swimming, etc).	5	4	3	2	1

Physical Indicators Point total _____

SLEEP INDICATORS: How often would you say:

	Almost always	Most of the time	Some of the time	Almost never	Never
1. I have trouble falling asleep.	5	4	3	2	1
2. I take pills to get to sleep.	5	4	3	2	1
3. I have nightmares or repeated bad dreams.	5	4	3	2	1
4. I wake up at least once in the middle of the night for no apparent reason.	5	4	3	2	1
5. No matter how much sleep I get, I awake feeling tired.	5	4	3	2	1

Sleep Indicators Point Total _____

BEHAVIORAL INDICATORS: How often would you say:

	Almost always	Most of the time	Some of the time	Almost never	Never
1. I stutter or get tongue tied when I talk to other people.	5	4	3	2	1
2. I try to work while I'm eating lunch.	5	4	3	2	1
3. I have to work late.	5	4	3	2	1
4. I go to work even when I feel sick.	5	4	3	2	1
5. I have to bring work home.	5	4	3	2	1
6. I drink alcohol or use drugs to relax.	5	4	3	2	1
7. I have more than two beers, eight ounces of wine or three ounces of hard liquor a day.	5	4	3	2	1

8. When I drink, I like to get really drunk.	5	4	3	2	1
9. I get drunk or "high" with other drugs more than once a week.	5	4	3	2	1
10. When I'm feeling high from alcohol or drugs I will drive a motor vehicle.	5	4	3	2	1
11. I tend to stumble when walking, or have more accidents than other people.	5	4	3	2	1
12. In any given week, I take at least one prescription drug without the recommendation of a physician, e.g. amphetamines, barbiturates.	5	4	3	2	1
13. I have problems with my sex life.	5	4	3	2	1
14. At least once during the week I will make bets for money.	5	4	3	2	1
15. After dinner I spend more time alone or watching TV than I do talking with my family or friends.	5	4	3	2	1
16. I arrive at work late.	5	4	3	2	1
17. At least once during the week I have a shouting match with a co-worker or supervisor.	5	4	3	2	1

Behavioural Indicators Point Total _____

EMOTIONAL INDICATORS: How often would you say:

	Almost always	Most of the time	Some of the time	Almost never	Never
1. I have found the best way to deal with hassles and problems is to consciously avoid thinking or talking about them.	5	4	3	2	1
2. I have trouble remembering things.	5	4	3	2	1
3. I feel anxious or frightened about problems I can't really describe.	5	4	3	2	1
4. I worry a lot.	5	4	3	2	1
5. It is important for me not to show my emotions to my family.	5	4	3	2	1
6. It is hard for me to relax at home.	5	4	3	2	1
7. It's best if I don't tell even my closest friend how I'm really feeling.	5	4	3	2	1
8. I find it hard to talk	5	4	3	2	1

when I get excited.					
9. I feel very angry inside. I have temper outbursts I can't control.	5	4	3	2	1
10. When people criticize me, even in friendly, constructive way, I feel offended.	5	4	3	2	1
11. I feel extremely sensitive and irritable.	5	4	3	2	1
12. My emotions change unpredictably and without any apparent reason.	5	4	3	2	1
13. I feel like I really can't trust anyone.	5	4	3	2	1
14. I feel like other people don't understand me.	5	4	3	2	1
15. I really don't feel good about myself.	5	4	3	2	1
16. Generally I am not optimistic about my future.	5	4	3	2	1
17. I feel very tired and disinterested in life.	5	4	3	2	1
18. Impulsive behaviour has caused me problems.	5	4	3	2	1
19. I have felt so bad that I thought of hurting myself.	5	4	3	2	1
20. When I have an important personal problem I can't solve myself, I do not seek professional help.	5	4	3	2	1

Emotional Indicator Point Total _____

PERSONAL HABITS: How often would you say:

	Almost always	Most of the time	Some of the time	Almost never	Never
1. I spend less than three hours a week working on a hobby of mine.	5	4	3	2	1
2. I spend less than one hour a week writing personal letters, writing in a diary or writing creatively.	5	4	3	2	1
3. I spend less than 30 minutes a week talking casually with my neighbours.	5	4	3	2	1
4. I lack time to read the daily newspaper.	5	4	3	2	1
5. I watch television for entertainment more than one hour a day.	5	4	3	2	1
6. I drive in a motor vehicle faster than the speed limit	5	4	3	2	1

for the excitement and challenge of it.

7. I spend less than 30 minutes a day working toward a life goal or ambition of mine.	5	4	3	2	1
8. My day to day living is not really affected by my religious beliefs or my philosophy of life.	5	4	3	2	1
9. When I feel stressed, it is difficult for me to plan time and activities to constructively release my stress.	5	4	3	2	1

Personal Habits Point Total _____

No single question in this questionnaire proves you are experiencing stress, but by looking at the results of groups of questions, it may be possible to define what areas of your life stress affects the most. To determine these areas, add the circled numbers in each section and mark the point total for each section with an "X" on the appropriate dotted line below.

PERSONAL STRESS LEVELS

	Very Low	Medium	High	Very High	Danger
Physical Indicators Point Total	22.....	30.....	38.....	48.....	54+
Sleep Indicators Point Total	5.....	8.....	10.....	12.....	14+
Behaviour Indicators Point Total	18.....	27.....	36.....	45.....	50+
Emotional Indicators Point Total	21.....	29.....	37.....	46.....	55+
Personal Habits Point Total	9.....	15.....	20.....	25.....	30+

Note the areas where you showed "very high" or "danger" levels of stress. These are problem areas you should focus on when you develop your Personal Stress Management Plan. If you have no points totals in the "very high" or "danger" zones, congratulations - you are doing a very good job of managing stress. In your Personal Stress Management plan, focus on:
1) building stress resources and 2) stress prevention through aerobic exercise, relaxation, nutrition and sleep.

HOW TO REACT? – some simple and useful clues:

- stop, slow down, relax,
- find different options to help you (STRATEGIES)
- if it's possible, and won't harm you, in certain situations you may not react at all,
- keep up to the rules and procedures when you have to take difficult decisions in stressful conditions.

TASK (20 min.): Play charades in groups with titles of films – a group has to guess the title of a film presented by its member and say what way of coping with stress comes to their mind with the title.

Titles:

1. 'Mr. Bean's Holiday' – for example relax, laughter, sense of humour, etc.
2. 'Forest Gump' – laughter, close relations, etc.
3. 'Rocky 3' – sport.
4. 'Sleeping beauty' – proper sleep. ;)
5. 'Dirty dancing' – dance, love.
6. 'Dead Poets Society' – education, development of interests, friendship.
7. 'Lord of the Rings' – friendship, goals and achievements.
8. 'Into the wild' – contact with nature.
9. 'Bruce Almighty' – meditation/prayer, laughter, jokes etc.
10. 'Look Who's Talking' – family bonds, children, spending time with the closest one's.

HELPING PEOPLE WHO SUFFER FROM STRESS-RELATED PROBLEMS

TASK (10 min. discussion and preparation of a poster + 10 min. presentation): Reflection groups: What is the best way to tell other person that he/she is stressed out too much and should do something about it? Prepare a poster with your hints.

PERSONALITY FACTORS REDUCING STRESS:

- optimism,
- hard personality: sense of control over one's life, sense of life,
- high and stable self-esteem,
- cooperation with others,
- pro-social behaviour.

TASK (20 min.): Stress board game – in groups of 5 people enjoy playing the board game about stress.

Instructions: Throw a dice. On *smile* you stay on the field for one round. On other fields you have to do the task or answer the question. If you do it, you stay on the field or move forward according to the instructions. If you don't do it, you move back to your former place or according to the instructions. On stress fields usually something bad happens to you. So watch out for stress, lead a healthy lifestyle and... win the game!
(20 minutes)

SOCIAL COMPARISON STRATEGY – COPING WITH STRESS BY COMPARING ONES
EXPERIENCE WITH THE EXPERIENCE OF OTHER PEOPLE

TASK (20 min.): How and why do you help others? – pantomime

10 min. mini-lecture

SOCIAL COMPARISON STRATEGY or perhaps SOCIAL SUPPORT STRATEGY?

Altruism – is there any?

Why do we help others? What pushes us to voluntary actions?

- love?
- kindness?
- sensitivity?
- one's own problems?
- inability to cope with one's own problems?

Psychological explanation of so-called 'altruism' – different factors:

1. Personality factors:

- empathy/emotional intelligence,
- pro-social attitudes,
- openness to experience,
- conscientiousness (being organised and dependable, responsible)
- agreeableness.

2. Need for affiliation – sense of involvement and belonging to a social group.

3. Different types of motivation:

- social norms – norm of social responsibility,
- internal motivation – *I like doing it. It's a pleasure for me.*,
- self-view – positive/high self-esteem,
- auto-presentation.

SOCIAL COMPARISON – comparing one's experience with experience of others

DOWN

- comparisons with people in worse situation than our – it brings relief, contributes to improvement in sense of comfort – defence orientation

UP

- comparisons with people similar to you, but who have bigger accomplishments – stimulation of ambition, motivation, information how to achieve this goal – proactive orientation

Counterfactual thinking – wishful thinking – *what if*

DOWN

- coping with negative emotions – comforting oneself, release of tension – *It's not that bad.*

UP

- how to deal with similar situation in the future in a better way – learning specific solutions – *I'll do it better in the future.*

TASK (60 min.): In pairs discuss a stressful experience from your life concerning (1) difficulties with learning/exam (10 min.). Try to discuss how you've coped with the situation and note down how you felt after the conversation, what you learned. Share some experience and reflections with the whole group (5 min.). Repeat the procedure in different pairs about (2) a conflict with your family (15 min.).

Repeat the procedure in different pairs about (3) a conflict with a friend (15 min.). Repeat the procedure in different pairs about (4) inability to achieve important goal (15 min.).

WHY SHARING DIFFICULTIES WITH OTHERS HELP US AND THEM?

TASK (5 min.): brainstorm/snowball method – why and how social support helps? Do we feel better comparing our experience with others? If so, why?

TASK (40 min.): Escape room – you have 40 minutes to open the escape room. In order to escape you have to solve the tasks, answers questions, learn new things, be perceptive and clever, cooperate, share tasks and responsibilities according to your strengths. Good luck, have fun and enjoy! Types of tasks:

STRATEGIES WHICH REDUCE STRESS

What does *COPING WITH* stress mean? (5 min. presentation)

STRATEGIES can focus either on: PROBLEM -> then one takes some ACTIONS
or on: EMOTIONS -> then one focuses on SELF-CONTROL

STRATEGIES:

- meditation,
- relaxation,
- physical activity,
- biofeedback,
- keeping positive emotions,
- poetry,
- humour,
- avoid stressful burden,
- look for help: social support or professional help,
- lower your level of arousal by limiting surrounding stimulation,
- fragmentation of stressful information into smaller pieces,
- constructive thinking,
- don't eject trauma (don't pretend you don't have trauma, there wasn't any if there was),
- stay optimistic,
- control irrational thoughts (*always/never, I have to, extreme convictions*).

TASK (15 min.): How to change irrational thinking into constructive thinking? How would you change your friend's irrational attitudes/thoughts? Group discussion with sharing conclusions.

- *I'm terrible at everything.*
- *I have to be perfect.*
- *I always destroy every valuable thing in my life.*
- *If I fail in this task, I will fall into pieces.*
- *I'm sure I won't make it.*

TASK (10 min.): Vote for the joke. Each group gets a set of jokes. They vote for the best one and share the one with everyone else.

Jokes:

1. Can a kangaroo jump higher than a house?

Of course, a house doesn't jump at all.

2. What is the difference between a snowman and a snowwoman?

Snowballs.

3. Doctor: "I've found a great new drug that can help you with your sleeping problem."

Patient: "Great, how often do I have to take it?"

Doctor: "Every two hours."

4. A wife goes to consult a psychiatrist about her husband: "My husband is acting so weird. He drinks his morning coffee and then he goes and eats the mug! He only leaves the handle!"

5. Psychiatrist: "Yes, that is weird. The handle is the best part."

So much has changed since my girlfriend told me we're having a baby. For instance my name, address and telephone number!

6. "You are so kind, funny and beautiful."

„Oh come on. You just want to get me to bed."

"And smart, too!"

7. Q: What do politicians and diapers have in common?

A: Both should be changed regularly, and both for the same reason.

8. Do you know why women aren't allowed in space?

To avoid scenarios like: "Houston, we have a problem!"

"What is the problem?"

"Yeah, great, pretend like you don't know what I'm talking about!"

9. A wife complains to her husband: "Just look at that couple down the road, how lovely they are. He keeps holding her hand, kissing her, holding the door for her, why can't you do the same?"

The husband: "Are you mad? I barely know the woman!"

10. I've decided to run a marathon for charity. I didn't want to do it at first, but apparently it's for blind and disabled kids so I think I've got a good chance of winning.

We have a strange custom in our office. The food has names there. Yesterday for example I got me a sandwich out of the fridge and its name was "Michael".

11. "Grandpa, why don't you have any life insurance?"

"So you can all be really sad when I die."

12. Knock, knock.

Who's there?

The love of your life.

Liar! Chocolate can't speak!

13. Why did the physics teacher break up with the biology teacher? There was no chemistry.

14. I'm certain there are female hormones in beer. When I drink too much, I talk nonsense and I cannot control my car.

15. Q: Is Google a he or a she?

A: A she, no doubt, because it won't let you finish your sentence without suggesting other ideas.

16. An optimist sees light at the end of a tunnel and thinks it's an exit.

A pessimist sees light at the end of a tunnel and assumes it is an onrushing train.

The train conductor sees two stupid guys staggering on train tracks.

17. A very drunk man comes out of the bar and sees another very drunk man.

He looks up in the sky and says, "Is that the sun or the moon?"

The other drunk man answers, "I don't know. I'm a stranger here myself."

18. An elementary school teacher sends this note to all parents on the first day of school.
"If you promise not to believe everything your child says happens at school, I will promise not to believe everything your child says happens at home."

19. Teacher: Tell me a sentence that starts with an "I".

Student: I is the...

Teacher: Stop! Never put 'is' after an "I". Always put 'am' after an "I".

Student: OK. I am the ninth letter of the alphabet.

20. Two factory workers are talking.

The woman says, "I can make the boss give me the day off."

The man replies, "And how would you do that?"

The woman says, "Just wait and see." She then hangs upside-down from the ceiling.

The boss comes in and says, "What are you doing?"

The woman replies, "I'm a light bulb."

The boss then says, "You've been working so much that you've gone crazy. I think you need to take the day off."

The man starts to follow her and the boss says, "Where are you going?"

The man says, "I'm going home, too. I can't work in the dark."

21. Q: When does the (English) alphabet have only 25 letters?

A: At Christmas time, because it is the time of Noel. (No L)

22. A family of mice were surprised by a big cat. Father Mouse jumped and and said, "Bow-wow!"

The cat ran away. "What was that, Father?" asked Baby Mouse. "Well, son, that's why it's important to learn a second language."

23. Patient: Doctor! You've got to help me! Nobody ever listens to me. No one ever pays any attention to what I have to say.

Doctor: Next please!

24. Teacher: "Nick, what is the past participle of the verb to ring?"

Nick: "What do you think it is, Sir?"

Teacher: "I don't think, I KNOW!"

Nick: "I don't think I know either, Sir!"

25. A teenage girl had been talking on the phone for about half an hour, and then she hung up.

"Wow!," said her father, "That was short. You usually talk for two hours. What happened?"

"Wrong number," replied the girl.

26. PUPIL: "Would you punish me for something I didn't do?"

TEACHER: "Of course not."

PUPIL: "Good, because I haven't done my homework."

27. Two goldfish in a bowl talking:

Goldfish 1: Do you believe in God?

Goldfish 2: Of course, I do! Who do you think changes the water?

TASK (5 min.): Meditation. Sit down comfortably. Stop thinking about anything. Focus on yourself, surrounding world. Try to relax. Listen to music. Control your thoughts. Control your breath. Try not to sleep. ;)

TASK (10 min.): Yoga (*Yoga for complete beginners.*). Stand up, have a look at your trainer and follow his moves. Stay in certain position as long as needed, then move to another position.

TASK (10 min.): Physical activity. *Who like me...* – running exercise in 2 different groups. Put chairs in a circle. There should be one chair missing. The standing person has to say: *Who like me...* and finish the sentence. Everyone who belong to the spoken category of people should stand up and find a different chair to sit down, including the speaking person.

TASK (5 min.): Dance. Release your tension and ‘dance it out’. ☺ Stand up, find a partner or not and ‘dance out’ your stress and all your problems.

TASK (15 min.): Desiderata. Watch/read Desiderata, think about it for a while. On a sheet of paper draw your feelings. Attach it to the wall. Everyone can watch the exhibition.

DESIDERATA

GO placidly amid the noise and haste, and remember what peace there may be in silence. As far as possible without surrender be on good terms with all persons. Speak your truth quietly and clearly; and listen to others, even the dull and ignorant; they too have their story. Avoid loud and aggressive persons, they are vexatious to the spirit. **If you compare yourself with other, you may become vain and bitter; for always there will be greater and lesser persons than yourself.** Enjoy your achievements as well as your plans. Keep interested in your own career, however humble; it is a real possession in the changing fortunes of time. Exercise caution in your business affairs; for the world is full of trickery. But let this not blind you to what virtue there is; **many persons strive for high ideals; and everywhere life is full of heroism.** Be yourself. Especially, do not feign affection. Neither be cynical about love; for in the face of all aridity and disenchantment it is perennial as the grass. Take kindly the counsel of the years, gracefully surrendering the things of youth. Nurture strength of spirit to shield you in sudden misfortune. But do not distress yourself with imaginings. Many fears are born of fatigue and loneliness. Beyond a wholesome discipline, be gentle with yourself. You are a child of the universe, no less than the trees and the stars; you have a right to be here. And whether or not it is clear to you, no doubt the universe is unfolding as it should. Therefore be at peace with God, whatever you conceive Him to be, and whatever your labors and aspirations, in the noisy confusion of life keep peace with your soul. With all its sham, drudgery and broken dreams, it is still a beautiful world. Be careful. Strive to be happy.

TASK (15 min.): In a group write a poem about coping with stress. Read it out to everyone.

Poems written by participants of the training:

1.

*Stress is bad
It makes you feel less
It makes you wonder more
Makes inside you a mess.*

*Echoes in my head
Heart beat in my chest
All the problems yet
Really need a rest*

*Trying to find a solution
To problems never solved
With people who can help me
With all my friends involved*

*Inside me feels much better
With all the problems solved*

2.

*If you are under stress,
Smile and look at Remus dance.*

(Tibi)

3.

*When the storm comes,
Hold fast and keep calm,
This is how the life goes,
Each wave will leave sand in your palm.*

*Remember the coldest time
Is right before the sunrise,
At the end, you will be fine
Just open your eyes.
(Rabia, Mark, Beatice, Tibi)*

4.

*If you are under stress .
Know how to get some rest.
It is important to remain calm,
Otherwise you will get a sweaty palm.*

*Step back and think it over sometimes
Ask for help and get some advice.
Even if you do not know how to succeed,
Do not forget the people who you need.*

*Friends, family and pets are there
Or just go for a walk for fresh air.
These were some techniques to cope with stress.
Take them, use them, believe us, they are not worthless.*

*We wish you luck and believe in you!
You can make it and will succeed too!
(Adam)*

5 min. presentation

OPTIMISM VS. PESSIMISM

Experiment description about learned helplessness:

American psychologist Martin Seligman initiated research on learned helplessness in 1967 at the University of Pennsylvania as an extension of his interest in depression.

Part 1 - three groups of dogs were placed in harnesses.

Group 1 dogs were simply put in a harnesses for a period of time and were later released.

Groups 2 and 3 consisted of "yoked pairs". Dogs in Group 2 were given electric shocks at random times, which the dog could end by pressing a lever. Each dog in Group 3 was paired with a Group 2 dog; whenever a Group 2 dog got a shock, its paired dog in Group 3 got a shock of the same intensity and duration, but its lever did not stop the shock. To a dog in Group 3, it seemed that the shock ended at random, because it was his paired dog in Group 2 that was causing it to stop. Thus, for Group 3 dogs, the shock was "inescapable".

In Part 2 of the experiment the same three groups of dogs were tested in a shuttle-box apparatus.

All of the dogs could escape shocks on one side of the box by jumping over a low partition to the other side. The dogs in Groups 1 and 2 quickly learned this task and escaped the shock. Most of the Group 3 dogs – which had previously learned that nothing they did had any effect on shocks – simply lay down passively and whined when they were shocked.

Results:

Long-lasting lack of control -> learned helplessness -> pessimistic predictions about the world -> self-fulfilling prophecy

Conclusions:

appropriate challenge -> sense of control -> success -> learned resourcefulness – YES, I CAN!

To become successful, it's vital to work on one's: self-esteem, convictions about oneself, positive view of oneself.

TASK (30 min.): In groups write down and then present instructions how to:

- 1) fulfil one's dream,
- 2) say someone you care about him/her,
- 3) make amends for harming someone,
- 4) solve your friends problem in a creative way,
- 5) make someone laugh without any proper joke.

TASK (10 min.): Flower – draw a flower and on petals write down what was the best for you during this training session. Share your thoughts with the group.

TOOLS CHECKING COMPETENCES OF VOLUNTEERS

Presentation of the method – 7 min.

Alternative method to questionnaires – ASSESMENT CENTRE

Description: method used in recruitment in big companies.

Base: competence description for specific job and behavioural indicators for every competence.

Tools: tasks and observation sheets.

A typical task for the job or just a task checking desired competence/-s.

Assessors evaluate task' performance on a certain scale or just descriptively.

Exemplary observation sheet:

Job:Accountant Manager.....

Task:BRIDGE.....

From given materials build up a bridge from one chair to another in the shortest time possible. It should last for a few minutes.

Observer:

Observed person:

Competence	Behavioural indicator	Situation
managing skills	effective motivating of a group to work	
	encouraging to active participation in the task	
	diplomatic way of giving tasks to employers	
	control of work progress	
	control over performed tasks	
	making common decisions	
	calming conflict situations	
organizational skills	gathering ideas from a group and adjusting it to task requirements	

	searching for appropriate methods to carry out the task	
	looking for the best and efficient solutions	
	setting priorities in a skilful way	
	skilful organisation of own work and work of others	
	time control	
	prediction of possible obstacles and changes	

Additional observations:

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This method is much more accurate in evaluating one's competences, because it focuses on real-life performance rather than on one's beliefs and self-view.

Short frontal work (3 min.):

CAN ANYONE BE A VOLUNTEER?

YES

WHAT IS THE MOST IMPORTANT?

Empathy

I care enough to take part attitude.

CAN ANYONE BE A VOLUNTEER EVERYWHERE?

NO

TASK (50 min.): Create a tool for assessment centre of future volunteers and present the method to everyone. Aim: To match a person's assets to a facility profile and work that has to be done. Preparation time: 30 min. Presentation time: 5 min. for every group.

All materials are based either on Open Educational Resources or on:

Rathus, S. (2004). *Psychologia współczesna*. Gdańsk: GWP.

Strelau, J. (2006). *Psychologia. Podręcznik akademicki. TOM 1. Podstawy psychologii*. Gdańsk: GWP.

Strelau, J. (2006). *Psychologia. Podręcznik akademicki. TOM 2. Psychologia ogólna*. Gdańsk: GWP.

Strelau, J. (2008). *Psychologia. Podręcznik akademicki. TOM 3. Jednostka w społeczeństwie i elementy psychologii stosowanej*. Gdańsk: GWP.

DESCRIPTION OF VOLUNTEER ACTIVITIES

Study visit in Self Help Centre in Chojna

During the visit project participants were informed of the history and main activities of the institution. Project coordinator told the therapists about the Erasmus+ 'Voluntary work as stress remedy' project, its aims and partner organisations.

Participants of the project watched the film with a play 'The history of Tarzan' in which acted people from Self Help Centre in Chojna together with children from the kindergarten, took part in music therapy and sport activities with a group of people from visited institution.

Therapists informed project participants about volunteers involved in the daily work with mentally retarded people

Study visit in Social Help Centre in Moryń

Social Help Centre in Moryń is governed by nuns. It is institution for people with serious mental illnesses who are not able to live on their own and need permanent help.

Project participants met patients and were told of their health problems and the therapy and care they receive. There was a discussion about qualities of volunteers who help in such places.

Study visit in Kindergarten in Chojna

During the visit project participants got to know the facility. They learnt especially about integration unit, equipment and methods used with children with special needs like autism, intellectual disability or immunological disease. They met the headteacher and teachers who showed them around, told about speech therapy, Tomatis method, presented playroom “experiencing the world” and told about everyday activities of children. Participants also took part in some games with kids and they had some refreshment – tea or coffee and traditional Polish yeast cake. They spend some nice time together with the youngest ones.

Visit of a volunteer with two dogs

Agnieszka Świercz-Siwiera is a volunteer in one of the biggest shelters for dogs in Europe, in Radysy. She came to visit the participants of the project with two dogs – her own taken from the shelter, big mix-Alsatian and a small Havenese dog – taken to her home for temporary shelter. She told everyone about different types of volunteering activity: real volunteers who walk the dogs, take pictures of them and answer calls with potential owners, providers of temporary shelters in which a dog is taken to the vet, is trained some basic commands, communication and contact with people and online volunteer who uploads pictures of dogs and shares them with his/her friends so that every dog could find a loving home. Agnieszka also explained that because of differences between dogs - differences in their needs, problems and personalities is vital to match a pet owner to a dog properly to obtain mutual satisfaction and happiness.

Study visit – an animal shelter run by ‘Psijaciele’ Association in Chojna

The Association ‘Psijaciele’ was registered in 2016. Its is run by volunteers only. There are 5 active members involved in its daily activities. They take care of strayed dogs and cats and try to find them new homes.

Project participants were told about voluntary work in animal shelter and main problems they have to solve.

Training Evaluation Form

for *participants* of Erasmus+ project 'Voluntary work as stress remedy'

Date: 27.06.2018

Title and location of training: Voluntary work as stress remedy

Trainers: Joanna Gorska-Hamkało, Janusz Cezary Salamończyk

Instructions: Please indicate your level of agreement with the statements listed below in #1-11.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The objectives of the training were clearly defined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Participation and interaction were encouraged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The topics covered were relevant to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The content was organized and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The materials distributed were helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. This training experience will be useful in my future activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The trainers were knowledgeable about the training topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The trainers were well prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The training objectives were met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The time allotted for the training was sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The meeting room and facilities were adequate and comfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. What did you like most about this training?

13. What aspects of the training could be improved?

14. Please share other comments or expand on previous responses here:

Thank you for your feedback!