

Młodzież na pierwszym planie

Focus on Youth

CHOJNA
27.07.-1.08.2015

Erasmus+
Stowarzyszenie Doszłage w Chojnie
Zespół Szkół Ponadgimnazjalnych w Chojnie

TURKEY
MALTA
HUNGARY
SIRET ROMANIA
SUŠICE CZECH REPUBLIC

“Focus on youth”

Training course

Chojna, 27.07.2015 - 1.08.2015



TRAINING KIT

Energizers – Janusz Cezary Salamończyk and Joanna Gorska-Hamkało

on the basis of OER (open educational resources)

1. Two circles, 1 min to talk, then change partners

Topics:

- My biggest success in work or at school.
- What would you do if you won \$ 1000 000?
- My first impression when I saw you.
- I hate people who... .
- My strongest point is... .
- What I like about your appearance ?

2. ‘ The sun shines for people who...’

Participants are sitting on chairs in a circle, there is one chair fewer than people. One person in the middle says: The sun shines for people who wear jeans (don't like garlic) etc. People wearing jeans (and the person who was in the middle) change places.

3. Names and adjectives.

People in the circle introduce themselves using first name and an adjective describing how they are starting with the first letter the same as in their names.

4. Connecting eyes.

Participants stand in the circle. Each person makes eye contact with another person across the circle. The two walk across the circle and change position, while maintaining eye contact. Many pairs can do it in the same time. The two greet each other.

5. Guess false information.

Write 4 pieces of information about yourself – 3 of them should be true, 1 false.

- 1) I run about 40 km every week.
- 2) I hate dancing.
- 3) I used to be a member of AFLCIO (American Federation of Labour and Congress of Industrial Organizations).
- 4) I really want to learn French.

Walk around, talk to people and guess the false statements.

6. Who is the leader?

Participants sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a 'leader'. The leader must perform a series of actions, such as clapping, tapping a foot, etc., that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him/her. The leader must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

7. 'Who am I?'

Pin the name of a different famous person to each participant's back, so that they cannot see it. Then ask participants to walk around the room, asking each other questions about the identity of their famous person. The questions can only be answered by "yes" or "no". The game continues until everyone has figured out who they are.

8. 'Five islands'

Draw five circles with chalk on the floor, big enough to accommodate all of the participants. Give each island a name. Ask everyone to choose the island that they would like to live on. Then warn participants that one of the islands will sink into the sea very soon and participants on that island will be forced to move quickly to another island. Allow the suspense to build and then call out the name of the island that is sinking. Participants run to the other four islands. The game continues until everyone is squashed onto one island.

9. Candy game:

- 1) Pass around a bag of candy and have each person take as many as they want (leaving enough for the rest of the group).
- 2) For each colour of candy have a question that they have to answer, for example:
 - RED: What was your favourite subject in school?
 - BLUE: What is your favourite food?
 - YELLOW: Why are you at this workshop?
 - GREEN: What is your favourite hour of the day?
 - BROWN: Who is your best friend?
- 3) Have each person answer the questions.

10. Wipes:

- 1) Pass around a roll of toilet paper.

- 2) Have participants tear off as many sheets as they wish.
- 3) When everyone has their piece, tell the group for every square they took, they must share one thing about themselves.

11. Human knot:

Take 8 volunteers. Remaining participants of the training are observers. Ask them to stand in a circle, then to hold their right hand with the person who is opposite to them and to hold their left hand with anybody else so that everyone has his/her hands busy. Ask the group to 'untangle' themselves to create normal circle.

12. Have you ever?

Group stands in a circle. The instructor explains that he/she will call out different things that may or may not apply to each person. If the item does apply to you, then run into the middle, jump in the air, and do a high 5 with anyone else who runs in.

List of Possible "Have Your Ever?" Items:

1. Have you ever climbed to the highest point in your country of birth?
2. Have you ever lived overseas for more than 1 year?
3. Have you ever sung karaoke?
4. Have you ever been without a shower for more than 2 weeks?
5. Do you have both a brother and a sister?
6. Have you ever ridden a horse?
7. Have you ever eaten frogs' legs?
8. Can you speak 3 or more languages?
9. Have you ever been in love with someone who was vegetarian?
10. Have you swum in 3 or more different seas/oceans?
11. Have you ever flown an airplane?
12. Have you broken 3 or more bones in your body?
13. Have you done volunteer work?
14. Have you ever climbed a tree?
15. Have you ever had a close relative who lived to over 100?
16. Have you ever cooked a meal by yourself?
17. Have you ever kept a spider as a pet?
18. Have you ever been parachuting or done a bungee jump?
19. Can you not click your fingers?
20. Have you ever seen a polar bear?

13. Animal sounds

Participants close their eyes and they are assigned an animal. The challenge is to use animal noises in order to meet up with other animals of same species. Releases energy. Loud, fun, chaotic, then gradually order and unity emerge.

- dog
- pig
- snake
- lion
- cow

14. Screamer

In a circle, people look at ground, then on "heads up" look into someone else's eyes. If 2 people are looking at each other, they scream and are both out. Continue to see who is last - hilarious.

15. Banana game

A banana or other object such as a bunch of keys is selected. The participants stand in a circle with their hands behind their backs. One person volunteers to stand in the middle. The facilitator walks around the outside of the circle and secretly slips the banana into someone's hand. The banana is then secretly passed round the circle behind the participant's backs. The job of the volunteer in the middle is to study people's faces and work out who has the banana. When successful, the volunteer takes that place in the circle and the game continues with a new person in the middle. What has changed? Participants break into pairs. Partners observe one another and try to memorise the appearance of each other. Then one turns their back while the other makes three changes to his/her appearance; for example, putting their watch on the other wrist, removing their glasses, and rolling up their sleeves. The other player then turns around and has to try to spot the three changes. The players then switch roles

16. Mime a lie

Everyone stands in a circle. The facilitator starts by miming an action. When the person on their right says their name and asks "What are you doing?", they reply that they are doing something completely different; for example, the facilitator mimes swimming and says "I am washing my hair." The person to the facilitator's right then has to mime what the facilitator said that they were doing (washing their hair), while saying that they are doing something completely different. Go around the circle in this way until everyone has had a turn.

17. Bring me

Participants sort themselves into small teams, and the teams stand as far as possible from the facilitator. The facilitator then calls out "Bring me...", and names an object close by. For example, "Bring me a man's or woman's shoes." The teams race to bring what has been requested. You can repeat this several times, asking the teams to bring different things.

Project programme – Janusz Cezary Salamończyk
on the basis of OER (open educational resources)

Monday

I. Rules of the training course – discussing the contract.

II. Presentations of the organisations participating in the project.

III. Presentations of physical activities of inhabitants in the partner towns.

Discussion.

IV. Expectations of the participants of the project.

Three posters.

Three posters are hung on the wall, there is a headline on each of them:

‘What do I want to learn during this training course?’,

‘What do I want to avoid?’,

‘Which of my experiences can I share with other participants?’.

Each participant is asked to write his/her answers on small cards and stick them on the posters.

Discussion.

Expectations will also be discussed during discussion group meetings.

Tuesday

I. Characteristics of our groups of youngsters.

Ladder of participation by R. Hart



RUNG 8

- Youth initiated shared decisions with adults:

Youth-led activities, in which decision making is shared between youth and adults working as equal partners.

RUNG 7

- Youth initiated and directed:

Youth-led activities with little input from adults.

RUNG 6

- Adult initiated shared decisions with youth:

Adult-led activities, in which decision making is shared with youth.

RUNG 5

- Consulted and informed:

Adult-led activities, in which youth are consulted and informed about how their input will be used and the outcomes of adult decision.

RUNG 4

- Assigned, but informed:

Adult-led activities, in which youth understand purpose, decision making process and have a role.

RUNG 3

- Tokenism:

Adult-led activities, in which youth may be consulted with minimal opportunities for feedback.

RUNG 2

- Decoration:

Adult-led activities, in which youth understand purpose, but have no input in how they are planned.

RUNG 1

- Manipulation:

Adult-led activities, in which youth do as directed without understanding of the purpose for the activity.

II. Presentations prepared by project partners: ‘Characteristics of our groups of youngsters’.

Where on the ladder would you place your group of youngsters? From manipulation to participation – discussion.

III. Non formal education. It works!

Characteristics of non-formal education:

- Relevance to the needs of disadvantaged groups.
- Concern with specific categories of person.
- A focus on clearly defined purposes.
- Flexibility in organization and methods.

Principles of non-formal education:

- creativity,
- active participation,
- self-directed learning,
- equal partnership,
- initiative.

Traditionally, the distinction between formal, informal and non-formal learning has taken into account three key characteristics: “whether the learning involves objectives, whether it is intentional and whether it leads to a qualification” (Werquin 2008, 143). Learning in a formal setting assumes learning objectives and intentionality, while informal learning does not. Unlike formal education, informal learning does not lead by itself to a qualification. The understanding of NFL is less consensual, but it is safe to say that it generally implies intentionality and some degree of organisation. It may also have learning objectives, but “they are very broad unlike those in formal learning where learning objectives are spelled out and where the process to reach these objectives is formalized” (ibid, 144). What is important is that NFL can take place across a much broader range of contexts than formal learning, while having results that are amenable to assessment and validation.

Formal learning

Learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective.

Non-formal learning

Learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective

Informal learning

Learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is non-intentional (or 'incidental'/random).

Principles for training in the youth field:

- learner-centeredness,
- transparency,
- agreement between trainers and learners on learning objectives, content and methodology,
- confidentiality,
- voluntarism of learners,
- participation of learners,
- ownership of the learning is with the learners,
- democratic values and practice.

IV. Young people's needs.

1. Energizers prepared by project participants.
2. Areas of life of young people:
 - home,
 - neighbourhood,
 - school/work,
 - free time.
3. Methods of analysing youngsters' needs:

- interviews,
 - focus,
 - observation,
 - questionnaire.
4. Discussion in groups.

My target group – two days from a man’s life:

Participants working in groups choose a card with an hour from ‘two days from a man’s life’.

This man is a representative of youngsters the participants work with. The participant’s task is to show what the youngster is doing, how he/she behaves by acting a scene.

V. About healthy food in a funny way.

1. Energizers prepared by participants.
2. Healthy eating – Funny or Die – watching videos and pictures featuring celebrities and comedians.
3. Group work.
4. Preparing and acting funny scenes promoting healthy food.

Wednesday

The role of an adult in a youth group – a leader or a facilitator.

I. In groups of five: participants try to find out what tasks should be done by adults (if any) in a youth project.

Groups present results of their discussion.

II. Self-perceptions

1. Invite participants to reflect on and complete the statements on the worksheet.
2. As participants to think about two or three young people that they have contact with. In what ways would these young people agree and disagree with your perception of yourself? Have participants take five minutes to reflect on this with emphasis on something they will plan to do different after the workshop is over.

Complete the statements:

Most young people would describe me as...

The way I would like young people to view me is...

The way I view myself working with young people is... (role)

I do consider myself an ally to youth because...

I do not consider myself an ally to youth because...

What I would like to change about the way I work with youth is...

What I would like to keep the same about the way I work with youth is...

One or two things about me that may negatively affect my relationship with young people are...

One or two things about me that may positively affect my relationship with young people are...

I would consider my relationship with young people as mostly...

III. Oppression and empowerment

1. Have participants stand in a straight line. Request that they close their eyes (if they are comfortable doing so) or look down and refrain from speaking during the exercise.
2. Read aloud each statement from the question sheet and have the participants respond accordingly. The forward steps represent privileges and the backward steps represent disadvantages. Inform the group that if any statement makes them feel uncomfortable, they can ignore that statement – moving neither forward nor backward- and wait for the next question.
3. When all of the statements have been read, ask participants to remain where they are, open their eyes and look at their position in the room or space in relation to the positions of the other participants.
4. Ask participants to pair off with someone from an opposite or different position with which to process or debrief this exercise.
5. Have the participants discuss the following questions when they break off into pairs:
 - 1) What are your thoughts and feelings about this exercise?
 - 2) Were you surprised at your position? Why or why not?
6. Return to the larger group and have the participants report any significant learning about themselves that they would like to share.

Questions:

- If you were told that you were beautiful, smart, and capable by your parents, or caregiver take one step forward.
- If you were ever encouraged to attend a college or other form of postsecondary education by your parents, take one step forward.
- If you were ever denied employment because of your age, take one step backwards.
- If you were ever paid less, or treated unfairly in the workplace because of your age, take one step backwards.
- If you were ever accused of cheating or lying because of your age take, one step backwards.
- If you were ever stopped or questioned by the police because of your age take, one step backwards.
- If you were ever afraid of violence because of your age, take one step backwards.
- If you ever felt uncomfortable about a joke related to your age, take one step backwards.
- If your parents or guardians told you that you could be anything you wanted to be, take one step forward.
- If you were involved in decision-making in your school, take one step forward.
- If you were included in part of decision making in your family, take one step forward.
- If you felt that you had one adult in your life that supported you, take one step forward.
- If you were encouraged to be part of your community, take one step forward.
- If you felt like your voice mattered growing up, take one step forward.
- If you were told statements such as, "What would you know, you are only a kid" take one step backwards.
- If you were ever hit by your teachers growing up, take two steps backwards.
- If you ever trusted an adult with personal issues growing up, take two steps forward.

IV. Games and physical activities as a form of integration of a youth group.

Benefits of Physical Education and Physical Activity – group discussion.

Benefits of Physical Activities:

- improved mental focus and concentration levels,
- improved attention spans,
- improved short term memory,
- helps reduce stress,
- improved creativity,
- improved reaction time,
- improved self-esteem,
- aids in the development of learning strategies,
- aids in the development of decision making,
- aids in the development of problem solving and memory function,
- increased energy level,
- improved motor skills,
- improved social-emotional development; e.g., cooperation, respect, healthy competition,
- helps control weight,
- contributes to healthy bones, muscles and tissue growth,
- improves cardiovascular function,
- decreases the risk of some diseases such as diabetes and heart disease.

Project programme – Joanna Gorska-Hamkała
on the basis of OER (open educational resources)

Wednesday

ASSERTIVENESS – ANOREXIA – PEER GROUP PRESSURE

CONTRACT:

1. If only the topic of exercise is too heavy, difficult for you, you don't have to take part in it.
2. We can modify exercises together.
3. Feel free to inform the trainer about everything which is important for you during the training.
4. Don't give judgements or make comments about any participant.
5. Every personal issue cannot leave the room.
6. If you need any personal conversation, don't hesitate to stay during the break or after the training.
7. If there is something important difficult to understand – connected with content or with language, ask for explanation.

Key words: health, beauty, social influence, character

A. HEALTH

What are the symptoms of anorexia?

Snowball method exercise: Ask everyone to write down as many symptoms as they can. Then ask them to create a list of symptoms in pairs on the basis of their own ideas. Then ask for the same in groups. Finally create the list of symptoms together with everyone. Snowball method allows to generate many ideas without fear of criticism.

or

true/false exercise

Adjust the table to your own needs.

No.	Question	True	False
1.	Obsessive control of weight	X	
2.	Sleepwalk		X
3.	Sleeplessness		X
4.	Perfectionism	X	
5.	Gaining weight		X
6.	Distorted view of oneself	X	
7.	Lots of energy		X
8.	Poor eyesight		X
9.	Depression	X	
10.	Stress		X
11.	Suicide attempts	X	
12.	Health problems	X	
13.	Bad social relations		X
14.	Fear from gaining weight	X	
15.	Easily curable disease		X
16.	Seasonal disease		X
17.	Lack of hunger	X	
18.	Self-esteem		X
19.	Aversion to food	X	
20.	Chronic disease with tendency to reversion	X	

What are the causes or assumed causes of anorexia nervosa?

Matching exercise: Cut out 5 sets of stripes of causes, mix it. Create 5 groups. Ask each group to match causes to one given category.

No.	Category	causes
1.	biological	distorted gene
		hormonal disorders
2.	psychological	low self-esteem
		dependence
		conformism
		pathology of character/personality
		distorted sense of identity
3.	social - peers	conflict between relationship and autonomy
		peer pressure
		strong need to be a part of a group
		failures in social roles

		sexual failures
4.	social - family	bad eating habits
		unclear, blurred social roles in family
		sexual trauma
		emotional atmosphere
		dysfunctional family
5.	global - civilizational	standards of beauty
		thin models
		development of fashion
		image of women in the media
		cult of youth
		cult of slim body

B. BEAUTY

Let's focus on psychological issues.

“Beauty is in the eye of the beholder” – how far can we agree with the statement/proverb?

Mind map: Divide class into a few smaller groups, ex. 5. Ask them to draw a beautiful person, mark and put names of those things which make him/her so beautiful. Then ask them to write down how many percentage of the whole beauty goes with particular features.



What have they marked/named? Have they reached a compromise while drawing?

- appearance? body features?
- mind? intelligence? competence?
- character? personality?
- ability to love? ability to take care of others?

What, therefore, is beauty? Ask students/participants to briefly summarize their views. Perhaps they will change their views after being asked for other characteristics than appearance?

When it goes to anorexia... you have to change beholder's eye. Because of various possible causes of anorexia nervosa it can be, nevertheless, not as easy as it seems.

C. SOCIAL INFLUENCE

Let's focus on social issues.

Introduction: How to become resistant to social influence? First of all, we have to be aware of its existence. We should know that we are manipulated by our surrounding, for example with usage of manipulation techniques. Then, we have to learn how to keep our balance between being submissive and being independent. Assertiveness is the answer for our need of psychological health and well-being. It's a learnable skill, way of communication, way of caring for our own needs without threatening the rights of other person. It's about: expressing your own opinion, criticism, needs, wishes, guilt; saying 'no', receiving criticism, praises and evaluation, self-awareness, self-assessment, sensitivity to others, flexibility and determination.

Extra material:

Techniques of assertiveness:

- broken record – No, no, no.

Repeating refusal or request with any time you are met with resistance, without raising the tone of your voice, becoming angry, irritated, or involved in side issues.

- fogging –You’re right, at least to some extent.

Agreeing with any truth that may be contained within statements, even if critical: agreeing in part, in probability or in principle. By not responding in the expected way, in other words by being defensive or argumentative, the other person will stop confrontation as the desired effect is not being achieved. When the atmosphere is less heated, it will be possible to discuss the issues more reasonably.

- negative inquiry – Could you be more specific about this problem? What exactly didn’t you like?
Requesting further, more specific criticism.

- negative assertion – Yes, you’re right, I’m not very ...
Agreement with criticism without letting up demand.

- I-statement – **I** am angry and sad when **I** hear criticism, so please, don’t speak to **me** like that.
Can be used to voice one's feelings and wishes from a personal position without expressing a judgment about the other person.

Manipulation techniques:

- door-in-the-face – big, unrealistic request, refusal, small, bearable request

- foot-in-the-door – tinny little request, then bigger one

- fear-then-relief–making some feel scared, than, removing the scary factor and causing relief, then request

- social exchange–I gave you xyz, so you should repay

- foot-in-the-mouth–let’s chat... well, we’re friends now, you won’t leave your friend in need, will you?

How to defend ourselves from social influence?

Drama and expert group technique: Divide class into 5 small groups. Ask them to choose one random technique of assertiveness and one random manipulation technique. Each group should prepare a role-play using those two techniques. Then they should prepare a poster with their two techniques. In the end, a group presents and explains outcomes of their work to other groups.

D. CHARACTER

Let’s check our views about the strength of our personalities.

Questionnaire: Print the questionnaire and give it to participants. Make a strong point that **it’s not a psychological** test and it can **only slightly suggest** possible problematic tendency in our character/attitude towards life and people. Assure students it’s only for their own knowledge and they won’t need to share the results with others.

How self-confident and ‘individualistic’ are you?

No.	Statement	Points from 0 to 5
1.	I always know what I want.	
2.	I don’t care what other people think of me.	
3.	My needs are most important.	
4.	I love being a leader.	
5.	I know my own value as a person	
6.	I never think of others.	
7.	I have a strong character.	

8.	Other people don't have any influence on me.	
9.	I always achieve my goals by any means.	
10.	I strongly prefer individual work than group work.	
Sum up your points:		...

Solution – roughly...

0-12: Are you really satisfied with your life caring more about others' needs than your own?

13-24: Probably from time to time you should think more about yourself.

25-38: You've got quite high self-esteem. Don't forget about satisfactory cooperation with others.

39:50: Are you sure you don't lose too much with your 'individualistic' attitude?

You can ask participants about their comments and conclude that as with most character features self-esteem, individualistic approach, assertiveness can evolve into unbearable vices when it's overused or misused.

E. SOCIAL INFLUENCE VS. CHARACTER

(10 min.)

Human knot. Take 8 volunteers. Remaining participants of the training are observers. Ask them to stand in a circle, then to hold their right hand with the person who is opposite to them and to hold their left hand with anybody else so that everyone has his/her hands busy. Ask the group to 'untangle' themselves to create normal circle.

Ask observers and participants the following questions:

- From the perspective of our training have you got any comments?
- Who are the volunteers? Have they got any special features?
- What social roles could we observe in the group?
- Was there any leader? What did he do?
- Who had the most influence? What kind of influence was it?
- Can leaders achieve their goals on their own?

Summarize: People in a group tend to play different social roles: some of them are leaders, some prefer listening to others. Not everyone can be a leader, there must be people following orders. The most important, however, is not to become a victim of somebody's ideas or simply a scapegoat. Moreover, leaders, should take responsibility for others and act for common good instead taking advantage of people.

Group discussion: 'If everyone likes you, you are featureless/bland/blank/dull/unremarkable/plain.' Ask participants to sit in national groups and discuss this saying from their national perspective. After a while ask whether it was difficult to reach a common conclusion and ask to present it in front of everyone. Try to summarize the exercise. If it's too difficult or opinions are too divided, ask people to sit in three groups: 1. Yes, I agree. 2. No, I don't agree. 3. I'm still in two minds about it. Finally, sum up the opinion of the whole group.

Extra questions:

- How individualistic/conformist are you as a nation?
- Is opinion of others very important for you? Parents? Peers? Teachers?
- Do you prefer reaching compromises or proving you are right?
- What is more valuable: strong personality or strong sense of community?

Short summary:

On flipchart sheet outline your hand and then inside it write down what you have learned during the training or gained thanks to it.

Materials needed:

- printed: symptoms, causes, techniques of assertiveness, manipulation techniques, questionnaire
- markers, crayons, colourful chalk, white board, flipchart
- 10 huge sheets of paper

Thursday

In a different way about things forbidden.
Harmfulness of cigarettes, alcohol, drugs presented in non-standard way.

Sticky notes with inspirational quote:

‘For nought so vile that on the earth doth live
But to the earth some special good doth give,
Nor aught so good but strain’d from that fair use
Revolts from true birth, stumbling on abuse’
- ‘Romeo and Juliet’ Shakespeare

Below in simplified version ;)

There is nothing so bad in the world
That couldn’t become useful
There is nothing so good that instead of serving
Wouldn’t harm in case of misuse.

Do you agree? Why/why not?

Could you give any examples of harmful effects of positive things?

Could you give any examples of positive effects of things commonly known as harmful?

Discuss in groups, write down answers on sticky notes and attach it to a poster. Trainer reads out the answers to the whole group.

Let’s discuss in more detail this debatable issue in connection with psychoactive substances.

Quiz game: 3 teams. Quiz about psychoactive substances. Open questions or multiple-choice questions. For open question 5 points, for multiple-choice question 3 points, for two-choice question 1 point. The winners are the ones who have the highest score.

No.	Question	a	b	c
1.	We use it in gardening and planting to fight with insects.	drugs	nicotine	alcohol
2.	Nearly 88,000 people die from causes related to it annually, making it the third leading preventable cause of death in the United States.	cigarettes	drugs	alcohol
3.	In ancient times kinds of it were used as a way of communication with spiritual world.	cigarettes	alcohol	drugs
4.	It is used as a fuel.	alcohol	cigarettes	drugs
5.	It causes cancer, heart disease, stroke, lung diseases, diabetes.	alcohol	drugs	cigarettes
6.	In 2012, \$9.17 billion was spent on advertising and promotion of it.	cigarettes	alcohol	drugs
7.	Moderate consumption of it may have beneficial effects on health. These include decreased risk for heart disease	drugs	cigarettes	alcohol

	and mortality due to heart disease, decreased risk of ischemic stroke and decreased risk of diabetes.			
8.	It is used as a painkiller.	cigarettes	alcohol	drugs
9.	On average, users die 10 years earlier than non-users.	alcohol	drugs	cigarettes
10.	More than 70,000 people around the world died from it in 2012.	drugs	alcohol	cigarettes
11.	More than 10 percent of U.S. children live with a parent with this problem, according to a 2012 study.	alcohol	cigarettes	drugs
12.	North America has the highest percentage of deaths connected with it among all continents.	cigarettes	drugs	alcohol
13.	It can improve concentration and short-term memory of people with Alzheimer's disease	nicotine	alcohol	drug
14.	5686 people died from using it in the EU in 2014.	alcohol	drugs	cigarettes
15.	In 2012, 3.3 million deaths, or 5.9 percent of all global deaths were caused by it.	drug	cigarettes	alcohol

Evaluation table:

Question	Team 1	Team 2	Team 3
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
Sum of points:			

Discussion:

If psychoactive substances have positive applications, why are they rather used in a negative way?
Trainer writes down ideas on a flipchart.

Spectacle : 'The party of my life'

Roles:

Narrator and a host of the party – the trainer

Guests:

Good fun: group 1

Teenager: group 2

Friend: group 3

Gate crushers:

Drug: group 4

Cigarette: group 5

Alcohol: group 6.

3 groups have to prepare a monologue of a personified: drug, cigarette and bottle of alcohol. It must start as below:

- Let me in. I am almost like... good fun.(a monologue)...

- *Drug*
Let me in. With me you will be almost like... an adult. (*a monologue*)...
- *Cigarette*
I am almost like... a friend. (*a monologue*)...
- *Alcohol*

Remaining 3 groups have to prepare an answer of: personified good fun, an adult, a friend. It has to end as below:

- You are almost like me, aren't you? (*a monologue*)... Almost makes a huge difference.
Good fun
- With you I will be almost like an adult, won't I? (*a monologue*)... Almost makes a huge difference.
Teenager
- You are almost like me, aren't you? (*a monologue*)... Almost makes a huge difference.
Friend

People working on personified substances have to work in different place than people working on personified good fun, a teenager and a friend.

After the groups are ready the spectacle starts.(20 min. to present) People enjoy themselves listening to music, eating salted sticks. Gate crusher knocks on the door, enters, music stops, monologue begins. After monologue of *good fun* participants of the party vote if they want to keep *the drug* or not. If not, *the drug* leaves the party, but stays in the room. The gate crusher can be also invited under some conditions, but most of the group has to accept the decision. The procedure is the same with remaining gate crushers and their 'enemies'.

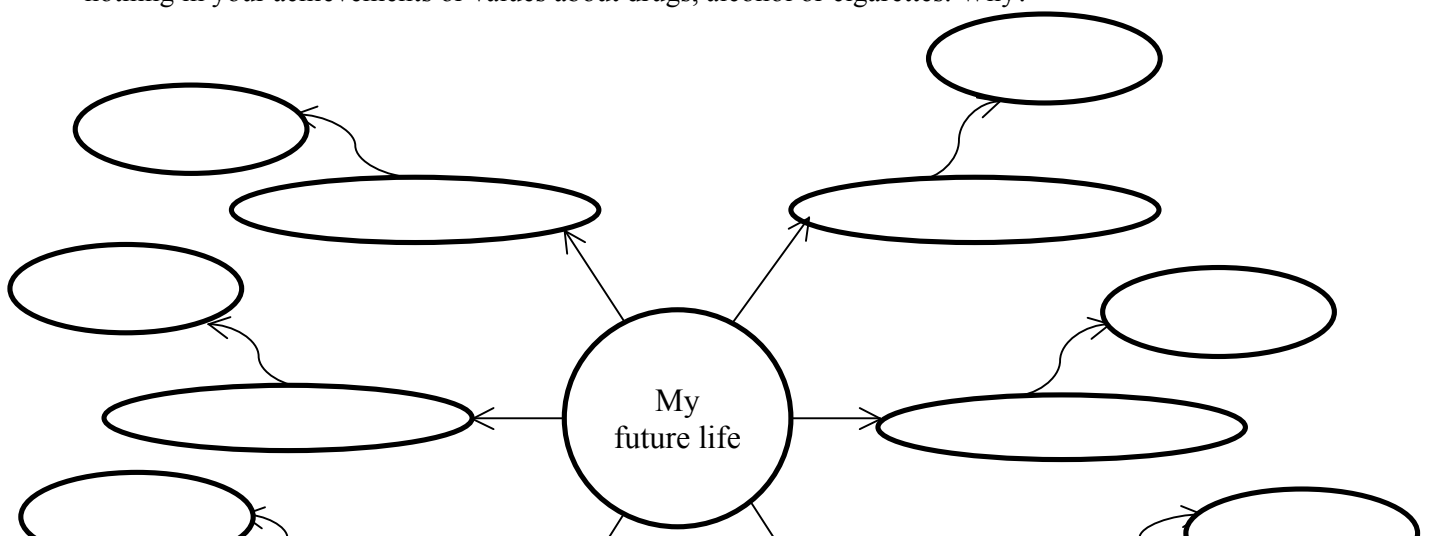
After the spectacle finishes questions can be asked who was more convincing (5 min.): *a drug* or *good fun*? *a cigarette* or *a teenager*? *alcohol* or *a friend*?

To sum up, the trainer asks: Despite quality of performance of different groups, who will YOU invite to 'a party of your life'?

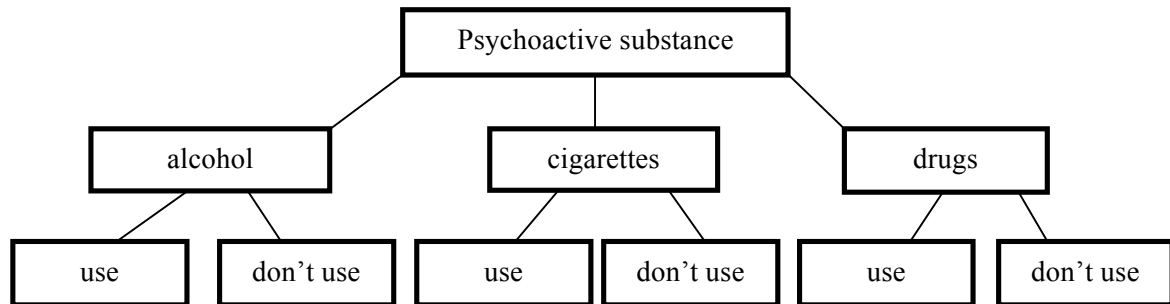
The idea of this exercise is to show students that except for biological addiction from psychoactive substance, there is also psychological addiction. In alcohol, cigarettes and drugs people seek not only excitement and relax, but also they want to fulfil more profound needs of: respect, emotional support, internal balance, reliability, sense of community with others.

Let's move on to your own life.

Mind map: individually: Imagine you are incurably ill and you have only 3 years of life left. You can achieve whatever you want. Write down 6 things you would like to achieve. After that write down 6 values which are connected with your achievements. Volunteers share with the group. I guess there's nothing in your achievements or values about drugs, alcohol or cigarettes. Why?



Decision tree: 5 groups. Create this decision tree on your sheet of paper and add 2-3 levels. Present your ideas in front of everyone.



Summary:

Decision about improvements.

Individually finish the sentences:

'Life's too short', so:

- I will ... more often.
- I will ... less often.
- I will start ...
- I will stop ...

Materials needed:

- printed: quote, titles for sticky notes sheet, evaluation table, title for spectacle, description of roles, mind map
- markers, crayons, colourful chalk
- sticky notes
- flipchart
- 5 huge sheets of paper
- salted sticks x 3 huge pockets

Friday

Stress can be your ally/friend – 'pull it to your side'

DIFFICULT SITUATION

7 thinking hats:

2 stressful problems – 2 debates

- green – options
- yellow – optimism
- black – pessimist
- red – feelings
- white – objectivity
- blue – form
- grey - summary

Problem 1:

I am a young graduate. I can't find a job.

Problem 2:

I am around 40 years old. I have two children. I am losing my wife.

Problem 3:

I have a mortgage. I'm 30 years old. I've just lost my job.

WHAT IS STRESS?

Human sculpture:

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

With your own bodies create a sculpture presenting stress. In groups of 5. Give it a title. Group should present it one after another. At the end you can propose voting for the best sculpture.

STRESS MORE DEEPLY

Matching exercise:

In groups find specific issues about stress. Each group gets a set of possible answers and they try to decide which are correct, which incorrect.

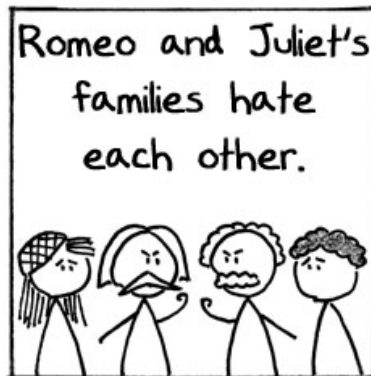
Group	Problem	Answers
1	sources of stress	Correct: excessive stimulation of organism; negative life events; positive, strongly stimulating life events; personal development; work development; 'paying bills' – subsidence <i>Incorrect: life; Monday; I don't know; I don't care; my brother; boredom; etc.</i>
2	why do we feel it?	Correct: from biological point of view to survive, react for threat, adjust to new conditions, develop oneself <i>Incorrect: we have no choice; we are animals; because we are not robots; etc.</i>
3	symptoms	Correct: stimulation of organism; nervousness; too much burden; tiredness <i>Incorrect: messy hair; sneezing; stumbling; ugly handwriting; etc.</i>
4	positive stress	Correct: stimulates to act, make an effort, change, develop <i>Incorrect: positive – we like it, positive isn't negative; positive is short.</i>
5	negative stress	Correct: excessive burden, leads to negative results/consequences for organism; <i>Incorrect: we don't like it, negative is long</i>
6	short- and long-term consequences	Correct: short-term: tiredness, discouragement, bad mood; long-term: exhaustion of organism, health problems, psychological problems, addictions, destructive behaviour, passiveness, stagnation <i>Incorrect: poor sight, sunburnt, too much energy, great appetite, being eager to take up new challenges; etc.</i>

Comics:

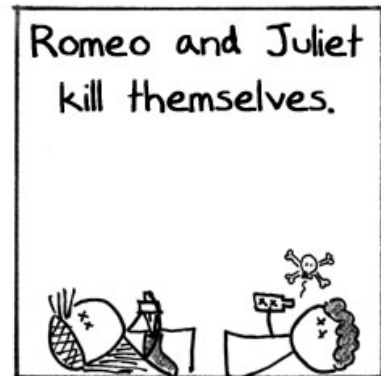
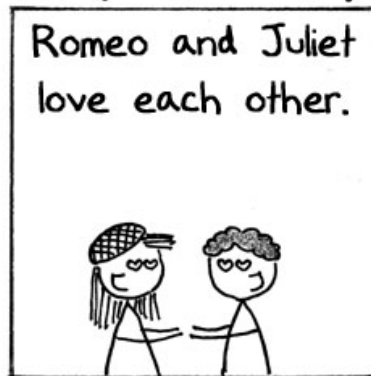
Create a comics describing 1 of 6 issues connected with stress.

Inspiration:

ROMEO AND JULIET (in 3 Panels)



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www.goodticklebrain.com

MACBETH (in 3 Panels)



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Group	Problem	Answers
1	sources of stress	excessive stimulation of organism; negative life events; positive, strongly stimulating life events; personal development; work development; 'paying bills' – subsidence, etc.
2	why do we feel it?	from biological point of view to survive, react for threat, adjust to new conditions, develop oneself, etc.
3	symptoms	stimulation of organism; nervousness; too much burden; tiredness, etc.
4	positive stress	positive – stimulates to act, make an effort, change, develop
5	negative stress	negative – excessive burden, leads to negative results/consequences for organism; etc.
6	short- and long-term consequences	short-term: tiredness, discouragement, bad mood; long-term: exhaustion of organism, health problems, psychological problems, addictions, destructive behaviour, passiveness, stagnation, etc.

HOW STRESSED OUT ARE YOU?

Questionnaire:

Introduce the tool. Ask people to mark 10 most difficult life events, then ask them to write down how many life changes units the real 10 most difficult life events have. Number 1 has 100 units.

Were they right? What was most surprising?

Discuss results and their consequences.

Holmes-Rahe stress scale – a list of 43 stressful life events that can contribute to illness.

They examined medical records of 5,000 medical patients seeking link between life events and illness. Positive correlations were found. The scale based on that research was tested on 2,500 US sailors. The results supported it. The scale was then tested in different populations and cultures with the same positive results.

To measure stress according to the Holmes and Rahe Stress Scale, the number of "Life Change Units" that apply to events in the past year of an individual's life are added and the final score will give a rough estimate of how stress affects health.

Life Change Units	Likelihood Of Illness In Near Future
--------------------------	---

300+	about 80 percent
150-299	about 50 percent
less than 150	about 30 percent

The higher your life change score, the harder you have to work to get yourself back into a state of good health.

What should you do if you are above 300?

Snowball method exercise: Ask everyone to write down as many solutions as they can. Then ask them to create a list of solutions in pairs on the basis of their own ideas. Then ask for the same in groups. Finally create the list of solutions together with everyone. Snowball method allows to generate many ideas without fear of criticism.

Below Holmes-Rahe stress scale in 3 versions: original, with simplified vocabulary, to fill in.

No.	Life events	Life Changes Units	
1.	Death of spouse	100	<input type="checkbox"/>
2.	Divorce	73	<input type="checkbox"/>
3.	Marital separation	65	<input type="checkbox"/>
4.	Jail term	63	<input type="checkbox"/>
5.	Death of close family member	63	<input type="checkbox"/>
6.	Personal injury or illness	53	<input type="checkbox"/>
7.	Marriage	50	<input type="checkbox"/>
8.	Fired at work	47	<input type="checkbox"/>
9.	Marital reconciliation	45	<input type="checkbox"/>
10.	Retirement	45	<input type="checkbox"/>
11.	Change in health of a family member	44	<input type="checkbox"/>
12.	Pregnancy	40	<input type="checkbox"/>
13.	Sex Difficulties	39	<input type="checkbox"/>
14.	Gain of new family member	39	<input type="checkbox"/>
15.	Business readjustment	39	<input type="checkbox"/>
16.	Change in financial state	38	<input type="checkbox"/>
17.	Death of close friend	37	<input type="checkbox"/>
18.	Change to different line of work	36	<input type="checkbox"/>
19.	Change in number of arguments with a spouse	35	<input type="checkbox"/>
20.	Mortgage over \$100,000	31	<input type="checkbox"/>
21.	Foreclosure of mortgage or loan	30	<input type="checkbox"/>
22.	Change in responsibilities at work	29	<input type="checkbox"/>
23.	Son or daughter leaving home	29	<input type="checkbox"/>
24.	Trouble with in-laws	29	<input type="checkbox"/>
25.	Outstanding personal achievement	28	<input type="checkbox"/>
26.	Spouse begins or stops work	26	<input type="checkbox"/>
27.	Begin or end school	26	<input type="checkbox"/>
28.	Change in living conditions	25	<input type="checkbox"/>
29.	Revision in personal habits	24	<input type="checkbox"/>
30.	Trouble with boss	23	<input type="checkbox"/>
31.	Change in work hours or conditions	20	<input type="checkbox"/>
32.	Change in residence	20	<input type="checkbox"/>
33.	Change in schools	20	<input type="checkbox"/>
34.	Change in recreation	19	<input type="checkbox"/>
35.	Change in church activities	19	<input type="checkbox"/>
36.	Change in social activities	18	<input type="checkbox"/>
37.	Mortgage or loan less than \$30,000	17	<input type="checkbox"/>
38.	Change in sleeping habits	16	<input type="checkbox"/>
39.	Change in number of family get-togethers	15	<input type="checkbox"/>
40.	Change in eating habits	15	<input type="checkbox"/>
41.	Vacation	13	<input type="checkbox"/>
42.	Christmas	12	<input type="checkbox"/>
43.	Minor violations of the law	11	<input type="checkbox"/>
SUMMARY			<input type="checkbox"/>

No.	Life events	Life Changes Units	
1.	Death of a life partner	100	<input type="checkbox"/>
2.	Divorce	73	<input type="checkbox"/>
3.	Separation with a life partner	65	<input type="checkbox"/>
4.	Jail term	63	<input type="checkbox"/>
5.	Death of close family member	63	<input type="checkbox"/>
6.	Personal injury or illness	53	<input type="checkbox"/>
7.	Marriage	50	<input type="checkbox"/>
8.	Fired at work	47	<input type="checkbox"/>
9.	Getting back together with a partner	45	<input type="checkbox"/>
10.	Finishing work forever	45	<input type="checkbox"/>
11.	Change in health of a family member	44	<input type="checkbox"/>
12.	Expecting a child	40	<input type="checkbox"/>
13.	Sex Difficulties	39	<input type="checkbox"/>
14.	Gain of new family member	39	<input type="checkbox"/>
15.	Another serious change in business	39	<input type="checkbox"/>
16.	Change in financial state	38	<input type="checkbox"/>
17.	Death of close friend	37	<input type="checkbox"/>
18.	Change to different line of work	36	<input type="checkbox"/>
19.	Change in number of arguments with a partner	35	<input type="checkbox"/>
20.	Mortgage over \$100,000	31	<input type="checkbox"/>
21.	Refusal of mortgage or loan	30	<input type="checkbox"/>
22.	Change in responsibilities at work	29	<input type="checkbox"/>
23.	Son or daughter leaving home	29	<input type="checkbox"/>
24.	Trouble with family of your partner	29	<input type="checkbox"/>
25.	Outstanding personal achievement	28	<input type="checkbox"/>
26.	Partner begins or stops work	26	<input type="checkbox"/>
27.	Begin or end school	26	<input type="checkbox"/>
28.	Change in living conditions	25	<input type="checkbox"/>
29.	Revision in personal habits	24	<input type="checkbox"/>
30.	Trouble with boss	23	<input type="checkbox"/>
31.	Change in work hours or conditions	20	<input type="checkbox"/>
32.	Change in place of living	20	<input type="checkbox"/>
33.	Change in schools	20	<input type="checkbox"/>
34.	Change in relax	19	<input type="checkbox"/>
35.	Change in church activities	19	<input type="checkbox"/>
36.	Change in social activities	18	<input type="checkbox"/>
37.	Mortgage or loan less than \$30,000	17	<input type="checkbox"/>
38.	Change in sleeping habits	16	<input type="checkbox"/>
39.	Change in number of family meetings	15	<input type="checkbox"/>
40.	Change in eating habits	15	<input type="checkbox"/>
41.	Holidays	13	<input type="checkbox"/>
42.	Christmas	12	<input type="checkbox"/>
43.	Minor problems with the law	11	<input type="checkbox"/>
SUMMARY			<input type="checkbox"/>

No.	Life events	Life Changes Units
	Death of close friend	<input type="checkbox"/>
	Marriage	<input type="checkbox"/>
	Change in church activities	<input type="checkbox"/>
	Vacation	<input type="checkbox"/>
	Son or daughter leaving home	<input type="checkbox"/>
	Divorce	<input type="checkbox"/>
	Sex Difficulties	<input type="checkbox"/>
	Foreclosure of mortgage or loan	<input type="checkbox"/>
	Death of close family member	<input type="checkbox"/>
	Trouble with boss	<input type="checkbox"/>
	Change in residence	<input type="checkbox"/>
	Begin or end school	<input type="checkbox"/>
	Business readjustment	<input type="checkbox"/>
	Retirement	<input type="checkbox"/>
	Personal injury or illness	<input type="checkbox"/>
	Change in sleeping habits	<input type="checkbox"/>
	Outstanding personal achievement	<input type="checkbox"/>
	Change in number of arguments with a spouse	<input type="checkbox"/>
	Change in living conditions	<input type="checkbox"/>
	Marital separation	<input type="checkbox"/>
	Gain of new family member	<input type="checkbox"/>
	Change in schools	<input type="checkbox"/>
	Death of spouse	<input type="checkbox"/>
	Change in health of a family member	<input type="checkbox"/>
	Change to different line of work	<input type="checkbox"/>
	Christmas	<input type="checkbox"/>
	Change in eating habits	<input type="checkbox"/>
	Change in work hours or conditions	<input type="checkbox"/>
	Spouse begins or stops work	<input type="checkbox"/>
	Trouble with in-laws	<input type="checkbox"/>
	Change in responsibilities at work	<input type="checkbox"/>
	Mortgage over \$100,000	<input type="checkbox"/>
	Change in number of family get-togethers	<input type="checkbox"/>
	Revision in personal habits	<input type="checkbox"/>
	Marital reconciliation	<input type="checkbox"/>
	Pregnancy	<input type="checkbox"/>
	Change in financial state	<input type="checkbox"/>
	Jail term	<input type="checkbox"/>
	Mortgage or loan less than \$30,000	<input type="checkbox"/>
	Minor violations of the law	<input type="checkbox"/>
	Change in recreation	<input type="checkbox"/>
	Fired at work	<input type="checkbox"/>
	Change in social activities	<input type="checkbox"/>
SUMMARY		<input type="checkbox"/>

HOW TO COPE

Charades:

Divide people into 2 groups. Their task is to play charades. The question is: 'How to cope with stress?' Every person chooses one answer, tries to present it to his/her group so that the group would guess what it is.

Ways of coping with stress:

- remove source of stress
- alleviation of stress consequences through:
 - 1. rest
 - 2. laughter
 - 3. sport
 - 4. proper sleep
 - 5. no addictions
 - 6. healthy eating habits
 - 7. good social relations
 - 8. good relationship
 - 9. development of interests
 - 10. goals and achievements
 - 11. contact with nature
 - 12. meditation/prayer

If the group doesn't answer within a minute, the second group can try to guess.

Optionally/additionally:

After the whole exercise tell the group that now they will repeat the exercise, but this time answers for question 'How to cope with stress?' will be titles of well-known films connected with previously guessed ways of coping with stress.

1. 'Mr. Bean's Holiday' - rest
2. 'Forest Gump' - laughter
3. 'Rocky 3' - sport
4. 'Sleeping beauty' - proper sleep
5. 'Sense and sensitivity' - good social relations
6. 'Gone with the wind' - good relationship
7. 'Dead Poets Society' - development of interests
8. 'Lord of the Rings' - goals and achievements
9. 'Into the wild' - contact with nature
10. 'Bruce Almighty' - meditation/prayer

SOCIAL SUPPORT HELPS

Role-play: 'Attention, please.'

Divide people into pairs - two people sit opposite each other. Their task is to speak and listen. The first person talks about something for two minutes. The second one ignores the speaker with: facial expressions, lack of eye contact, playing with hands, yawning, gestures, changing position of sitting all the time, checking the time. Then they switch roles. After those four minutes they repeat the exercise, but this time the listener actively listens, so he/she: maintains eye contact, nods, affirms: 'Yhym. I see...', paraphrases, summarizes, asks gentle questions if needed.

After that ask participants:

- How did you feel in situation 1?
- How did you feel in situation 2?

- Why good relations with other people help?
- How can we help people with problems? What can we do for them?

Summary:

On a small sheet of paper draw a flower with central part and petals around. Inside write “stress”, outside write which things from this exercise will help you to deal with the problem.

Materials needed:

- digital camera
- printed: colours with perspective, problems connected with stress – answers, problems: 1 problem for 1 group, 27 questionnaires (normal vs. simplified version), ways of coping with stress, titles of films
- 5 sheets of paper, markers

USE IT WISELY, WITH BENEFIT TO OTHERS! 😊

Trainers

YOUNG PEOPLE’S NEEDS QUESTIONNAIRE

1. Do you have your own room at home?

Yes No

2. Do you get enough support from your parents?

Yes No

3. Describe your home using one word.

.....

4. Where do you feel the safest?

a. at home

b. with friends

c. at school

d. other:

5. Are you well-paid in your part-time job?

Yes No

6. Your teachers treat you fairly enough.

True False

7. Are your friends mostly from your school?

Yes No

8. Do you prefer working in a team or alone?

In a group Alone

9. How many friends do you have in your neighbourhood?

.....
.....

10. Is there anything you want to do in your free time, but you cannot?

.....
.....

11. What do you do in your free time?

- a. sport
- b. surfing on the internet
- c. hanging out with friends
- d. non-formal education
- e. other:

12. Do you have enough free time?

Yes No



Evaluation form

1. Are you satisfied with the accommodation (including rooms and bathrooms)?

Totally			Not at all	
5	4	3	2	1

2. How clean were the rooms and bathrooms during the project?

Totally			Not at all	
5	4	3	2	1

3. How did you like the food served at the school canteen?

Totally			Not at all	
5	4	3	2	1

4. How was the quality of activities and organization during the project?

Totally			Not at all	
5	4	3	2	1

5. What do you think about timing?

a, we had enough time for the activities

b, too much time for one task

c, time was too short

6. Which session (workshop) was the most useful for you and why?

.....

.....

.....

7. Put the listed activities below into order, due to the fact how much you liked them!

(1 is the best, 7 the worst)

-energizers
-presentations
-discussions
-group work
-role-play
-international night
-excursions

8. What would you change in program schedule?

.....

.....

9. Which destination would you choose for the next project?

- a, Hungary
- b, Malta
- c, Czech Republic
- d, Turkey
- e, Romania
- f, Poland
- g, other country

10. How much did the training contribute to develop your skills needed to lead youth groups?

.....

.....

