

# Guidelines for specialists for individual work

## 7.1. Principles of intervention on pupils with behavioural problems

The scientific literature motivates the great interest in the deviant behaviour of preadolescents and adolescents today by:

- ☉ the increased frequency of maladjustment in the family and school;
- ☉ increased incidence of deviant behaviour with antisocial content among preadolescents and adolescents;
- ☉ the importance of the role played by deviant behaviour during pre-adolescence and adolescence in the emergence of juvenile delinquency.

The specialists' work with regard to behavioural problems is structured in two distinct *directions*:

- a) prevention of deviant behaviours;
- b) remedy of problematic behaviours.

In order to ensure the effectiveness of psycho-social *programmes for the prevention and remedy of deviant behaviours*, the specialists need to adhere to a set of *principles*:

- ✓ prevention and intervention actions must be integrated into a specific and well-defined structure, adapted to the psychological and cultural characteristics of the target group;
- ✓ implementation of the programme should be carried out by a multi-disciplinary team (e.g. psychologist, school counsellor, social worker, teacher, family members etc.) and involve as well participants from power structures, members of the community etc. in order to sustain the actions;
- ✓ the intervention processes must have continuity over time, ensured by the long-

term engagement of the family and school;

- ✓ whatever approach to tackling deviant behaviour is chosen, both the beneficiaries and all parts involved in the process should be informed regarding benefits, costs and risks of the intervention.

At the individual level, it should be noted that the success of intervention depends to a large extent on the good therapeutic relation established with the pupil and on the way the specialist interacts with the teenager. Therapeutic alliance - referring to the way in which the specialist manages to achieve a healthy level of trust from the personal receiving the intervention - plays here a pivotal role. In order for the therapeutic alliance to be established, certain *principles of interaction* need to be respected:

- *confidentiality* - keeping the privacy of the information obtained from the pupil is not just a moral rule, but also a legal one and it has very few exceptions, like situations in which keeping it would endanger the life or liberty of the pupil or of another person or in which it would be against the best interests of the pupil;
- *awareness of own limitations* - the specialist must be aware of his/her own competences and skills and solicit support from the multidisciplinary team or hand over cases in which the complex nature of the intervention is over his/ her abilities;
- *avoidance of excessive requests for irrelevant details* - do not lose time and overwhelm the pupil with unnecessary questioning, as anamnesis is not the final goal and the request for information should be balanced by the intervention actions;
- *accepting attitude* - the pupil, no matter how young or what behavioural problem recommended him/ her for intervention, should be treated with respect, kindness, honesty and acceptance, avoiding stigmatisation and devaluation; please take note that the attitude of acceptance is towards the person and not towards the behaviours of the pupil;
- *not giving advice* - the specialist's task is to encourage the pupils to discover new

alternatives to cope with life's difficulties and not to tell them what to do and how to act; pupils with behavioural problems usually experience decisional conflict and feelings of blockage in their thinking and behaviour, so they need to be given a new perspective, to be helped to overcome rigid patterns of maladaptive behaviour and to find solutions to their problem, so they may become empowered and autonomous;

- **redefining the problem so it may be solved** - on the basis of the information provided by the pupil, the specialist would take the blame and the helplessness away by reframing the problem and the intervention objectives, so they become solvable, achievable, realistic and empowering.

The measures to prevent and counteract behavioural problems during teenage-hood are all aimed at removing or mitigating risk factors, which determine, form or trigger deviant behaviour. These measures also include ensuring conditions for the harmonious development of the developing personality and the need to promote a social policy appropriate to combating juvenile delinquency. Measures which may be taken by specialists to prevent and fight deviant behaviours may be aimed at the family environment or at the community - represented by all social groups which interact with or have an influence upon the teenagers.

The most relevant measures to be taken within the family environment for the prevention and decrease of the adolescents' deviant behaviour are:

- ### ensuring as far as possible the presence of parents - the absence of a parent from the family micro-group is a factor of personality imbalance, leading to social identity disorders and tendency to maladaptive behavioural patterns;
- ### providing opportunities for intellectual development - stimulation, supervision and control of the individual's intellectual development;
- ### providing opportunities for emotional maturation - maintain a stable

environment characterized by affection, understanding and protection, but also offer training and stimulation for emotional introspection and development of social skills;

- ### avoidance of extreme attitudes - hyper-authority or hyper-protection of the pupil are both highly harming for the adolescents' development;
- ### education by personal example - encouraging parents to provide adaptive and socially desirable role models for their children;
- ### educating and preparing parents for the tasks associated with this role - parenting sessions or family psychotherapy sessions are often a good path to reposition relationships in the family and insure a higher functionality of the whole system in order for it to be able to support a better social adaptation of the adolescents.

The most representative general measures recommended to be taken within the community in order to prevent and fight deviant behaviours of adolescents are mostly focused on shaping healthy personal and social attitudes. Those may refer to:

- ⦿ promotion of rational and balanced nutrition;
- ⦿ relieving intra-psychoic tensions through sporting activities;
- ⦿ insuring optimal health and hygiene conditions;
- ⦿ stimulating and optimising healthy interpersonal relationships;
- ⦿ sustaining the formation of a balanced personality, capable of finding meaning in life.

These measures prove to be more efficient if they are conjoint and applied on longer periods of time, including after the remission of the behaviour, so that the behavioural problems are prevented from recurring after a while. In this context, it is necessary to insure the supervision of the adolescent from the first stages of deviant behavioural identification until his/ her complete recovery and social reintegration.

## 7.2. Sessions

# Introductory Session

### INDIVIDUAL SESSION 1

#### Title/ topic:

- Establish a therapeutic relationship

**Therapeutic objectives/ expected results:** by participating in/ doing this activity, the teenagers will:

- learn about the specialist's field of activity and how it may be of use to him/ her;
- feel understood, safe and important;
- be capable to reflect upon their own behaviour;
- become more confident that the help he/ she receives is genuine.

#### Preparation:

- The space of the individual session should be friendly and private.
- The specialist will invite the adolescent to make himself/ herself comfortable and explore the space.
- The specialist will describe his/ her field of activity and will explain how the pupil will benefit from the individual sessions.
- The point of this session is to get to know each other and establish a trustworthy relationship.

#### Resources:

- a therapeutic story about the usefulness to receive guidance when in need;
- writing paper and instruments to take notes.

#### Main activity:

- The specialist will ask the adolescent if anything from the space caught his/ her eye and would like to express an opinion or ask a question about it. The answers from the specialist must be honest and encouraging. If the pupil shies away from choosing any object, the specialist might offer to share some interesting things or might offer to answer questions about himself/ herself.
- The specialist will then explore the hobbies and personality of the adolescent through a series of questions, trying to maintain a parallel between the object that caught the eye of the pupil and his/ her interests, traits, desires etc. (e.g. if the adolescent chose to discuss about a book, the specialist may ask: *Do you like to read? What do you read? What book has made a big impression on you?*, if the pupil chose to discuss about a personal object, like a phone or a notebook, the specialist might ask him/ her: *What do you use your phone/ notebook for? What do you store/ write in it? How do you personalize it? Who do you share the content of it with?*).
- It is very important to listen to what the pupil has to say about anything and to answer to his/ her questions or fears in an honest way.
- Towards the end of the session, the specialist will introduce a therapeutic story about the importance of guidance when in need and will ask the pupil to write down what crosses his/ her mind while he/ she hears it. The meaning of the story is not to be discussed at this point.

**Reflection/ discussion/ tasks for the following period:**

- The pupil may take away with him/ her notes which he/ she made while hearing the metaphorical story.
- According to the input from this session, the specialist will offer one of the two options: (a) until the next time they meet, the adolescent must reflect on what kind of guidance does he/ she wishes from the specialist or (b) the teenager will absolutely not give, under no circumstances, another thought at the story he/ she heard during the session (paradoxical prescription).



# SELF-AWARENESS



## INDIVIDUAL SESSION 2

### Title/ topic:

- The world of a teenager's emotions

**Therapeutic objectives/ expected results:** by participating in/ doing this activity, the teenagers will:

- learn about the world of emotions;
- develop their abilities to identify emotions and point out what emotions do they most often feel;
- learn about the situations in which they most often feel a particular emotion and how to identify the triggers of their emotions.

### Preparation:

- The specialist greets the child and asks him/ her how he/ she feels. Possible questions to use: *How was your day? How are you feeling? What happened today or this week that made you happy? What happened today or this week that made you sad? What happened today or this week that upset you?* The expert tailors the questions to the teenager and may ask about different emotions.

### Resources:

- worksheet "Journal of emotions" (see annex at page 57);
- worksheet "Palette of emotions" (see annex at page 58).

### Main activity:

- The specialist introduces the teenager to the topic and goals of the session.
- As an introduction, the specialist gives a mini lecture on the 6 basic emotions: anger, fear, joy, sadness, embarrassment, surprise. He/ she points out that everyone feels the same emotions, but there are differences in intensity or the way that emotions are expressed.
- The expert hands the teenager the cut outs of the worksheet "Palette of emotions". He/ she points out that in addition to the basic emotions, there are many others that are related to the basic group. The specialist asks the teenager to sort the scattered emotions into 5 groups: 1) emotions related to anger 2) emotions related to joy 3) emotions related to fear 4) emotions related to sadness 5) compound emotions (not explicitly related to one of the basic emotions, compound emotions are often related to several emotions, e.g. jealousy can be related to both sadness and anger; compound emotions are created by combining several basic emotions felt simultaneously). During the activity, the specialist makes sure that the teenager knows each emotion and explains unfamiliar ones. The expert observes if the task is performed correctly and intervenes if the emotions are incorrectly classified or if the teenager has difficulty.
- **EMOTIONS RELATING TO ANGER:** frustration, hate, annoyance, rage, wrath, irritation, impatience, indignation, resentment, vengefulness, fury, outrage, frenzy.
- **EMOTIONS RELATING TO JOY:** bliss, happiness, amusement, enthusiasm, contentment, delight, gratitude, excitement, affection, kindness, satisfaction,

relaxation, animation, cordiality, tenderness, relief, carelessness, fulfilment, appreciation, pleasure, euphoria, sympathy, interest.

- EMOTIONS RELATING TO SADNESS: bitterness, despair, grief, depression, despondency, pain, hurt, disappointment, lost, sorrow, helplessness, powerlessness.
- EMOTIONS RELATING TO FEAR: anxiety, dread, panic, apprehension, uncertainty, timidity, shyness, suspicion, confusion, hesitation, concern, terror, tension, worry, horror, vigilance, nervousness.
- COMPREHENSIVE EMOTIONS: shame, guilt, embarrassment, surprise, repulsion, longing, discomfort, trauma, humiliation, indifference, jealousy, compassion, bewilderment, contempt, remorse, dissatisfaction, acceptance, love, trust, agitation, restraint, disgust, dejection, distraction, astonishment.
- The specialist summarizes the task together with the teenager.
- The specialist asks the teenager about the intensity of the 6 basic emotions he/ she feels (joy, anger, fear, anxiety, disgust, surprise): *Which of the basic emotions do you feel most often and which do you feel least often?* Then the expert provides the pupil with the worksheet "Journal of emotions" and asks him/ her to list examples of situations that trigger each of the basic emotions in him/ her.

#### Reflection/ discussion/ tasks for the following period:

- Summary of the session. The specialist asks questions about the teenager's reflections after the activity: *How did you like today's activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting? What made you particularly curious?*
- The specialist explains to the teenager that we all have sensitive points in our lives, triggers, which, when "pressed", lead to a certain emotion: e.g. anger, sadness, joy, fear, disgust, surprise. He/ she asks the teenager to write down in his/ her "Journal of Emotions" over the next week. He/ she is to record in the journal when and what emotion he/ she felt and what triggered it. The goal of the task is to identify specific people and situations that trigger certain emotions. By becoming aware of who and what the triggers of the teenager's specific emotions are, it is possible to eliminate the surprise effect and better deal with the emotions that accompany the teenager at the time.



# JOURNAL OF EMOTIONS

Date	Emotion	Situation

## PALETTE OF EMOTIONS

outrage	frustration	delight	impatience
contempt	kindness	shame	animation
gratitude	rage	guilt	cordiality
vengefulness	happiness	embarrassment	tenderness
grief	resentment	surprise	relief
excitement	relaxation	repulsion	carelessness
fury	enthusiasm	longing	fulfilment
bliss	contentment	discomfort	appreciation
amusement	satisfaction	indignation	wrath
trauma	pleasure	indifference	irritation
humiliation	euphoria	agitation	suspicion
shyness	timidity	uncertainty	concern
panic	horror	bewilderment	anxiety
hate	annoyance	affection	apprehension
dread	vigilance	hesitation	lost
disappointment	hurt	pain	despondency
depression	dejection	worry	sorrow
despair	bitterness	frenzy	nervousness
restraint	jealousy	terror	disgust
powerlessness	helplessness	tension	sympathy
compassion	confusion	distraction	interest
remorse	trust	astonishment	dissatisfaction
acceptance	love	complex emotions	
emotions related to anger		emotions related to joy	
emotions related to sadness		emotions related to fear	



### INDIVIDUAL SESSION 3

#### Title/ topic:

- Emotions and the body

**Therapeutic objectives/ expected results:** by participating in/ doing this activity, the teenagers will:

- develop the ability to recognise in oneself the 6 basic emotions: anger, fear, joy, sadness, disgust, surprise by the facial expression, gestures, posture, body position.
- get to know the somatic, cognitive and behavioural symptoms accompanying anger, anxiety, sadness, joy, disgust and surprise.

#### Preparation:

- The specialist greets the teenager and asks him/ her how he/ she feels.
- The expert asks the teenager to present his/ her "Journal of emotions". Together they discuss the emotions written in it and the situations that triggered them. The specialist draws attention to repetitive emotions or situations. He/ she may ask the teenager to describe how he/ she acted at the time or how the situation ended and what reflections he/ she has after doing so.

#### Resources:

- worksheet "Journal of emotions" (see annex at page 57).

#### Main activity:

- The specialist introduces the topic and objectives of the session to the teenager.
- The specialist asks the teenager to recall a situation (or several) in which he/ she felt happy. References from the "Journal of emotions" may be used. Once the teenager recalls such a situation, the specialist asks him/ her to close his/ her eyes (if he/ she wants to) and recall how he/ she felt that joy in the body (it is recommended that the teenager keeps his/ her eyes closed and answers the questions asked in sequence): *What thoughts accompanied you at that time? What was going on in your head? How was your heart behaving? What was happening with your hands? How did your legs react? What was your posture like? How did you breathe? What did you feel in your abdomen/ chest? What did your voice sound like? What was your energy level?* After all the questions, the teenager opens his/ her eyes and the expert leads a debriefing. He/ she talks about the importance of knowing the body's reactions to each emotion, in order to be able to identify emotions correctly and understand ourselves.
- The specialist repeats the exercise in the same way for all the basic emotions (sadness, anger, fear, surprise and disgust). It is important to pause for a moment after each exercise, especially for unpleasant emotions. Unpleasant emotions may be especially difficult for teenagers, so it is worth using the break to help regulate the teenager's intense emotions through conversation, if the case.
- The expert asks the teenager what other emotion he/ she often feels and would like to further explore in order to better identify it.
- The specialist gives a mini lecture on the importance of everyone being able to identify emotions. After all, emotions are what move us inside and trigger the behaviours. Research has shown that all people in the world feel the same emotions. However, they differ in the way they express emotions, which is why it is important for every person to learn to identify his/ her own emotions.

#### Reflection/ discussion/ tasks for the following period:

- Summary of the session. The specialist asks questions about the teenager's

reflections after the activity: *How did you like today's activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting? What made you particularly curious?*

- The expert reminds the teenager to fill in the "Journal of emotions" regularly and to bring it to the next session. Also, the specialist lists the questions that the pupil will have to answer, the things he/ she will need to observe or implement in the following period etc.

#### INDIVIDUAL SESSION 4

##### Title/ topic:

- Pleasant and unpleasant emotions

**Therapeutic objectives/ expected results:** by participating in/ doing this activity, the teenagers will:

- be able to identify pleasant and unpleasant emotions;
- identify the pleasant and unpleasant emotions that most often accompany them.

##### Preparation:

- The specialist greets the teenager and asks him/ her how he/ she feels.
- The expert asks the teenager to present his/ her "Journal of emotions" from the previous week. Together they discuss the emotions written in it and the situations that triggered them. The specialist draws attention to repetitive emotions or situations. He/ she may ask the teenager to describe how he/ she acted at the time or how the situation ended and what reflections he/ she has after doing so.

##### Resources:

- worksheet "Journal of emotions" (see annex at page 57);
- worksheet "Palette of emotions" (see annex at page 58);
- 2 worksheets "Pyramid" (see annex at page 62);
- markers/ pens.

##### Main activity:

- The specialist presents the topic and the objectives of the session to the teenager.
- The expert hands the teenager the cut-out emotions from the worksheet "Palette of emotions" and asks him/ her to sort them into 2 groups: pleasant and unpleasant. The sorted emotions are left on the table as an aid for the next activity.
- The specialist hands the teenager one "Pyramid" worksheet. The teenager's task is to fill it with pleasant emotions that he/ she experiences in his/ her life. At the base/ bottom, he/ she writes the emotion that accompanies him/ her most often and then, as getting closer to the top, the emotions which he/ she feels less often. Each emotion the teenager writes down is separated by a horizontal line from side to side of the pyramid. The adolescent includes in the pyramid only those pleasant emotions that he/ she identifies in himself/ herself. He/ she can use the cut-out emotions or his/ her "Journal of emotions" from previous weeks for inspiration. After completing the pyramid, the specialist asks the adolescent to recall and list examples of situations that trigger the listed emotions in his/ her life. Then, around the completed pyramid, the teenager writes down how he/ she expresses the given emotions: *What does he/ she say? How does he/ she behave?* The expert may ask the teenager what are his/ her reflections after completing this task.
- The expert hands the teenager another "Pyramid" worksheet and he/ she repeats the previous task, but this time for unpleasant emotions.

- The specialist concludes the activity and gives a mini lecture on the fact that there are no bad and good emotions, but there are pleasant and unpleasant ones, difficult or easy to express. Every emotion is necessary in our lives because it conveys information (e.g. anger informs us that our boundaries have been violated; sadness informs us that we have lost something that is important to us; anxiety/ fear protects us from danger; shame informs us that we have transgressed some norms; joy informs us that we feel fulfilled and happy). The expert points out that it is important to know one's ways of expressing certain emotions in order to be able to identify them and thus understand oneself and one's behaviour/ reactions.

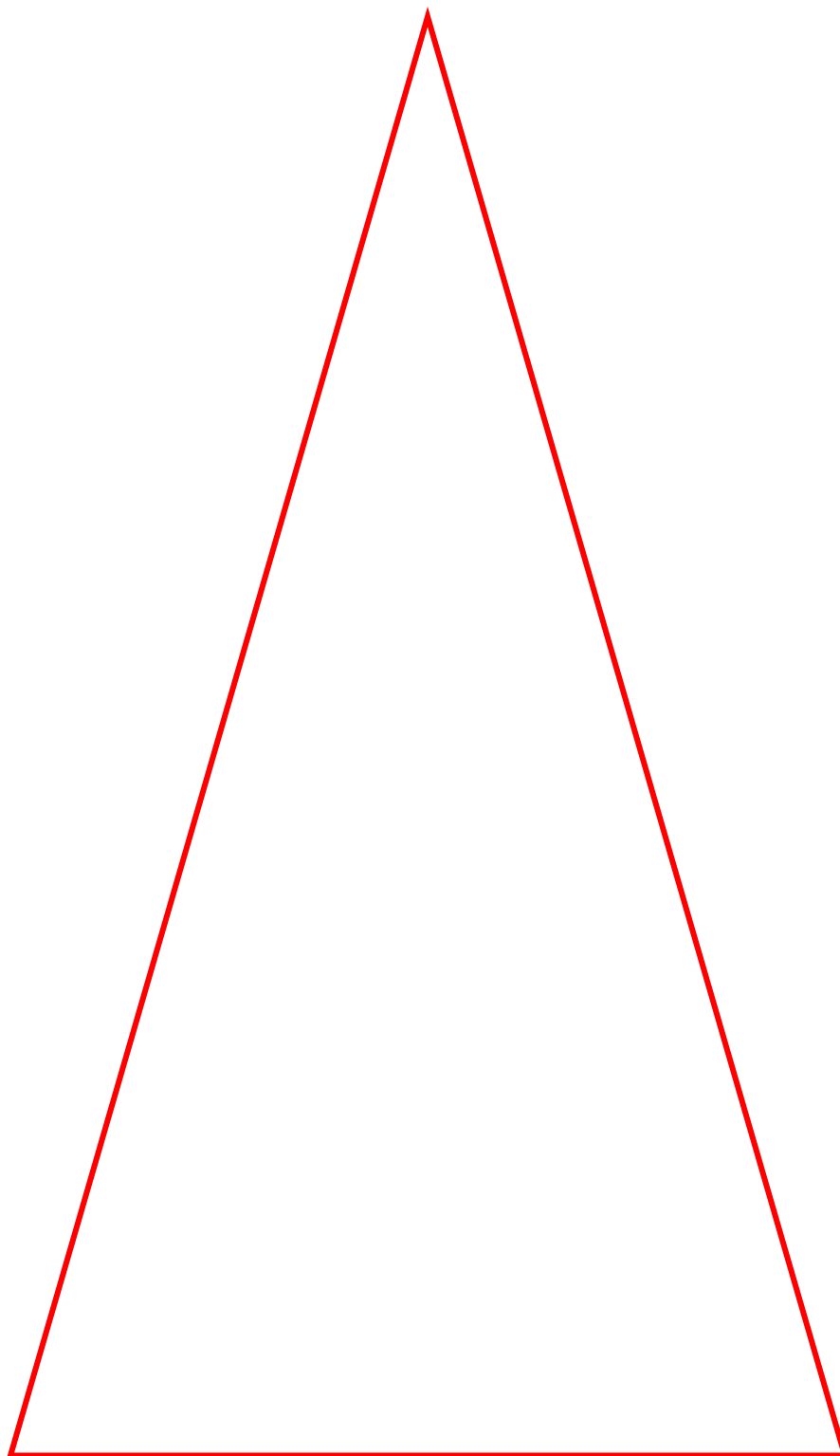
**Reflection/ discussion/ tasks for the following period:**

- Summary of the session. The specialist asks questions about the teenager's reflections after the activity: *How did you like today's activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting? What made you particularly curious?*
- The specialist reminds the teenager to fill in the "Journal of emotions" regularly and to bring it to the next session.



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# PYRAMID



## INDIVIDUAL SESSION 5

### Title/ topic:

- Emotional instability and ambivalence - what is it like for me?

**Therapeutic objectives/ expected results:** by participating in/ doing this activity, the teenagers will:

- learn the meaning of emotional lability and ambivalence;
- be able to recognise emotional lability and ambivalence in one's own life.

### Preparation:

- The specialist greets the teenager and asks him/ her how he/ she feels.
- The expert asks the teenager to present his/ her "Journal of emotions" from the previous week. Together they discuss the emotions written in it and the situations that triggered them. The specialist draws attention to repetitive emotions or situations. He/ she may ask the teenager to describe how he/ she acted at the time or how the situation ended and what reflections he/ she has after doing so.

### Resources:

- worksheet "Swing" (see annex at page 65);
- worksheet "Fire and water" (see annex at page 66).

### Main activity:

- The specialist introduces the topic and goals of the session to the teenager.
- The expert talks to the teenager about the meaning of the term "emotional lability". If necessary, he/ she adds to his/ her knowledge or clarifies the issue. The specialist gives examples of lability in teenagers.
- The specialist invites the adolescent to recall from memory situations in which he/ she experienced emotional lability. He/ she hands him/ her the worksheet "Swing", on which the adolescent describes the situation in which he/ she experienced labile behaviour, marks on both sides of the swing the extreme emotions he/ she experienced at that time, as well as the direction of the transition from one emotion to another and estimates the time when such a change took place. The teenager may reflect on 2-3 situations and use a fresh worksheet every time. At the end of this work, the expert asks the teenager what reflections he/ she has about his/ her emotional states.
- The specialist talks to the teenager about what is emotional ambivalence. If necessary, he/ she supplements his/ her knowledge or clarifies the issue. The expert gives examples of emotional ambivalence in teenagers.
- The expert invites the teenager to recall from memory situations in which he/ she experienced emotional ambivalence. He/ she hands him/ her the worksheet "Fire and water", on which the adolescent describes the situation in which he/ she experienced ambivalence, marking the extreme emotions he/ she felt at that moment on the side of fire and on the side of a cloud. The teenager may reflect on 2-3 situations and use a fresh worksheet every time. At the end of this work, the specialist asks the adolescent what reflections he/ she has on his/ her emotional states.

### Reflection/ discussion/ tasks for the following period:

- Summary of the session. The specialist asks questions about the teenager's reflections after the activity: *How did you like today's activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting? What made you particularly curious?*
- The specialist encourages the teenager to continue keeping a "Journal of

Emotions" on his/ her own. He/ she points out the benefits of self-development of the emotional sphere and those of a better knowledge/ understanding of oneself and one's emotions. Together with the adolescent, the expert will list the trusted adults in his/ her environment to whom he/ she can go if he/ she needs to discuss a particular situation/ emotion.



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# SWING

Describe a situation:

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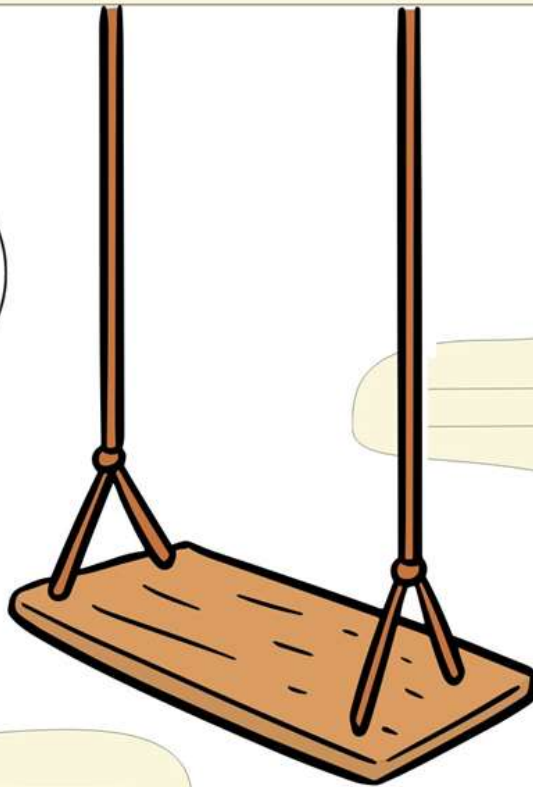
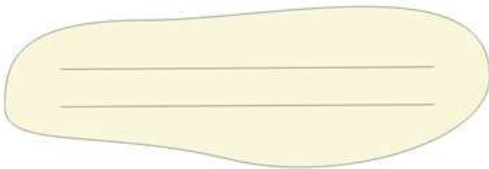
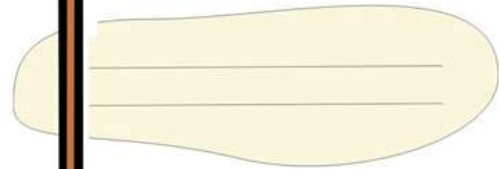
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# FIRE AND WATER

Describe a situation:

Form with six horizontal lines for writing, each preceded by a small circle.

PART 2

SELF-AWARENESS





# SELF-MANAGEMENT



## INDIVIDUAL SESSION 6

### Title/ topic:

- “My circle of control” - Introduction to self-management and to the scope of individual control

**Therapeutic objectives/ expected results:** by participating in/ doing this activity, the teenagers will:

- understand the concept of self-management.
- be able to identify their personal resources which may be of use in self-management;
- be able to identify the things that are under their control and those which are not;
- apply helpful strategies in adapting to situations that are out of their control.
- be more open to novelty.

### Preparation:

- Quick check in with the teenager. Possible questions: *How was your day? How do you feel today? What happened today or this week that made you happy? What happened today or this week that made you sad? What has happened today or this week that has upset you?* The specialist adapts the questions and asks about different emotions.

### Resources:

- A4 sheet;
- pens/ pencils/ markers.

### Main activity:

- The specialist introduces the topic and objectives of the session to the teenager. He/ she asks the teenager if he/ she knows what self-management means and what it entails and clarifies the concepts. The pupil is then asked to provide some examples where he/ she may showcase self-management (prompts: following instructions and sticking to routines, being able to restrain themselves from doing things that they shouldn't, showing self-control, being able to calm down when faced with difficult emotions, to solve problems or take decisions etc.). The specialist can discuss and help with the identification of these skills the teen possesses.
- The expert then explains that, although managing and controlling ourselves is important, there are always things that are out of our control. The pupil is asked to explain how he/ she understands being in control and out of it and what emotions accompany each situation. Then, he/ she is asked to draw a circle on a piece of paper. This represents the circle of control, encompassing all the things that fall within our reach and control. He/ she is asked to write such things inside the circle and things that are out of his/ her control outside of the circle. The specialist can help with some prompts if the teenager has trouble finding some (prompts: my attitude, my emotions, my mood, the weather, someone else's opinion, my reactions to certain situations, how others react, the words I say, my height, my

friend's favourite show, my body language etc.).

- The specialist then explains that although many things are out of our control, we can control how we respond to the situation, as well as our own attitude. The specialist proceeds by asking the teenager to think how he/ she could respond to the situations out of his/ her control that he/ she has written down. The specialist can lead with an example (e.g. "I had planned to go on a day trip on Sunday, but it will be raining. So, instead, I have decided to invite my friends over and have lunch together").
- The specialist points out that being out of control often make us feel powerless and elicit unpleasant emotions. It is important to learn how to adapt to these situations and face them with flexibility and open-mindedness, so, even if we can't control the situation, we can control how we feel about it and how far we will let it get to us.
- The teenager can hold on to the circle of control and place it in a prominent place as a reminder for the things that are within his control.

#### Reflection/ discussion/ tasks for the following period:

- Summary of the activity. The specialist asks questions about the pupil's reflections after the activities: *How did you like today's activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting? What will you do differently next time?*

### INDIVIDUAL SESSION 7

#### Title/ topic:

- Coping with worry, stress and anxiety

**Therapeutic objectives/ expected results:** by participating in/ doing this activity, the teenagers will:

- be able to identify the factors or situations which cause worry, stress, fear, anxiety;
- manage to calm themselves and cope with difficult situations.

#### Preparation:

- The specialist greets the teenager and asks him/ her how he/ she feels. Possible questions: *How was your day? How do you feel today? What happened today or this week that made you happy/ sad/ angry? How did you handle it? What could you have done differently?* The specialist adapts the questions and asks about different emotions and behaviours.

#### Resources:

- A4 sheets;
- pens/ pencils/ markers.

#### Main activity:

- The specialist introduces the topic and the objectives of the session to the teenager. He/ she explains that adolescence is a transitional period with a lot of changes happening inside and outside of the teen's body: new school environments, more responsibilities, relationship changes, striving for independence and a construction of the self, developing body etc. All these new situations and changes might cause feelings of worry, stress, fear and anxiety. These emotions, although unpleasant, are very important as they can nudge us to action. At this point, the specialist can share a personal experience of a stressor and how he/ she dealt with it.

- Then, the specialist asks the teenager to think of and write down a list of situations or things that might cause him/ her to feel worried, stressed or fearful. The adolescent is asked to say a few words about each identified stressor, like how often it happens, its intensity, how it makes him/ her feel and how he/ she copes with it, if at all.
- Drawing from the previous lesson about the circle of control, the teenager is then asked to place in the circle those things that he/ she might have control over (e.g. if he/ she reports worries about his/ her school performance, that might fall into his/ her control to study more or seek out tutoring for extra help). As before, he/ she places the things that are out of his/ her control outside the circle (e.g. if the family is going through a rough time). For the things that are within his/ her control, the specialist and the teen seek together ways he/ she can handle them, solutions that can be found to alleviate the unpleasant emotions associated with these situations. The same is done for the things that are out of his/ her control. They think together on how the perspective or attitude concerning these situations can be changed so that these might have a lesser impact on the teenager.
- At this point, it could also be a good idea to ask the teenager to assess the intensity of these stressful or fearful or anxiety inducing circumstances, from lowest to highest. That way, the pupil may also, for example, be encouraged to start his/ her coping journey with the lowest intensity situation, to get confident in his/ her coping skills and gain some relief or comfort and, from there, work his/ her way up.
- Another exercise that can follow is to rate the likeliness of these situations to happen. There are a lot of things that cause emotions of stress or fear that we think of, but in the end they never happen. If that can be applied to the situations the teenager has identified during this session, it could be a good exercise in rationalisation and stress management, so that the focus can be then shifted elsewhere.
- Towards the end of the session, it would be useful for the specialist to discuss some calming techniques the teenager can use when he/ she feels stressed or fearful, such as taking time to calm down, doing an activity that makes him/ her happy, seeking help and talking to someone he/ she trusts, doing some form of exercise or sport etc.

#### Reflection/ discussion/ tasks for the following period:

- Summary of the activity. The specialist asks the pupil to reflect on the session: *How did you like today's activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting? What will you do differently from now on?*

#### INDIVIDUAL SESSION 8

##### Title/ topic:

- Goal setting with intention

**Therapeutic objectives/ expected results:** by participating in/ doing this activity, the teenagers will:

- be able to effectively set and plan for desired goals.

##### Preparation:

- Quick check-in with the teenager about his/ her feelings during the past week. Potential questions: *What happened today or this week that made you happy/ sad/ angry? How did you handle it? Do you think you could have done something*

*different?* The specialist adapts the questions and checks if there are any different behaviours pertaining to self-management.

**Resources:**

- Worksheet “SMART goal setting” (see annex at page 71);
- pens/ pencils.

**Main activity:**

- The specialist introduces the topic and the objectives of the session to the teenager and asks him/ her how do dreams and goals come true according to his/ her opinion, does it only have to do with luck or are there any other factors at play.
- The specialist then asks the teenager about a couple of his/ her dreams, goals and aspirations. Those can be either life-long ones, big or small ones, to be realised in the near or distant future. The specialist can then share a dream or goal of their own, either one that has been achieved or an aspiring one. The expert can share how this dream was realised or how it is going to be achieved in the future. He/ she then explains to the teenager that goals need to be carefully planned and thought out in order to be realised. One way to do that is to break down the goal into smaller, easily attainable steps (examples). Another way is to plan according to the SMART goal setting guidelines.
- The specialist then presents the teenager with the worksheet “SMART goal setting”. He/ she asks the pupil to choose one goal that he/ she would like to realise in the next month, for example, and redefine it according to the SMART worksheet. The specialist explains what the SMART acronym means Specific, Measurable, Attainable, Relevant and Time-bound and helps the teenager through every step of the process, since this will be something that the pupil has probably never done before.
- After the worksheet has been completed, the specialist and the teenager can work together to figure out the next steps to be taken for this goal to be achieved. These steps should be clear and relatively easy to do. The pupil should keep the worksheet and consult it often, to be able to check his/ her progress, but also to make adjustments and changes if necessary.

**Reflection/ discussion/ tasks for the following period:**

- Summary of the activity. The specialist asks the pupil to reflect on the session: *How did you like today's activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting? What will you do differently from now on?*



# SMART GOAL SETTING

**S**  
Specific

**M**  
Measurable

**A**  
Attainable

**R**  
Relevant

**T**  
Time-bound

PART 2

What is your objective?

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How will you measure it?

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What will help you achieve it?

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How relevant it is?

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How long will it take to achieve it?

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SELF-MANAGEMENT

## INDIVIDUAL SESSION 9

## Title/ topic:

- Recognising and appreciating individual strengths

**Therapeutic objectives/ expected results:** by participating in/ doing this activity, the teenagers will:

- be able to recognize their strengths and think about how they might use them.
- gain a better understanding of themselves.

## Preparation:

- Quick check in with the teenager. Possible questions: *How was your week? Did something happen that made you happy/ sad/ angry etc.? How did you handle it? What could you have done differently? Is there something else that you would like to discuss since our last session?* The specialist adapts the questions and checks for signs of self-management skills in answers.

## Resources:

- printout “Character strengths word cloud” (see the annex at page 73);
- laptop or smartphone with internet access;
- A4 sheets and pens/ pencils.

## Main activity:

- The specialist introduces the topic and the objectives of the session to the teenager. He/ she explains to the teenager that, although it is easier to identify and point out the “faults” or “weaknesses” in someone’s character, it is equally important to identify their strengths, which sometimes might be harder to do. Thus, this session will revolve around the pupil’s identification of his/ her own strengths and he/ she will be challenged to remember the situations he/ she had utilised them (if considered appropriate, the following video may be shown: <https://www.youtube.com/watch?v=U3nT2KDAGOc>).
- The specialist hands to the teenager the printout “Character strengths word cloud”. The expert explains that character strengths are personal qualities that make people who they are and that help a person along in life. Some people are stronger in these characteristics than others, without meaning that they are superior to others. Everyone possesses different strengths and virtues and knowing them will help a person be happier and feel more empowered. The pupil is asked to look at the word cloud and choose which of these characteristics best describe him/ her or resonate the most with him/ her and which ones would he/ she like to possess.
- Next, for each strength the teenager has identified (or if they are many, maybe choose the top 5), the specialist asks him/ her to think of and write down on a piece of paper a situation he/ she has used it and what were the outcomes.
- If considered appropriate, the specialist may invite the teenager to take the VIA Character Strengths Survey (<https://www.viacharacter.org/survey/account/register>), which may help him/ her to identify his/ her character strengths after replying to a series of questions. Results are downloadable and the teenager can keep a copy of them to have a complete view of his/ her strongest characteristics (for the teenager to be able to complete the survey, the specialist must have a registered account with a name, email and password beforehand; then, the specialist must choose the survey for youth, enter the teenager’s details and then give 10-15 mins to the pupil to fill in the questionnaire as honestly and truthfully as he/ she can).

## Reflection/ discussion/ tasks for the following period:

- Summary of the activity. The expert asks questions about the teenager’s reflections after the activity: *How did you like today’s activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting?*

## CHARACTER STRENGTHS WORD CLOUD

Creativity Perspective  
 Judgement Curiosity  
 Honesty Bravery Fairness Humor Zest  
 PERSEVERANCE Teamwo  
 Love KINDNESS Leadership  
 Social intelligence Love of learning  
 FORGIVENESS HOPE Prudence  
 Appreciation of beauty and excellence  
 SELF-REGULATION Humility  
 Gratitude SPIRITUALITY

# SOCIAL AWARENESS



## INDIVIDUAL SESSION 10

### Title/ topic:

- "Feeling what I see"

**Therapeutic objectives/ expected results:** by participating in/ doing this activity, the teenagers will:

- understand the concepts of social awareness and empathy;
- be able to focus on and recognize the thoughts and emotions of others.

### Preparation:

- The specialist greets the teenager and asks him/ her how he/ she feels, while shifting the focus on others' feelings. Possible questions to use: *How was your day? How do you feel? How did others feel in your presence? How did you make others feel? How did others make you feel?* The expert adapts the questions to the pupil, taking into account all the information gathered so far about him/ her.
- Before overly mentalizing what we see in the behaviours of others and in the relationships of a group, we should try to identify what is happening inside us in relation to our surroundings, so we activate not a cognitive level, but an emotional one: "how would we feel in that situation?" We therefore start to build social awareness, by focusing on empathy.
- The specialist presents the goal of the following cycle of sessions (building social skills), in order to give the teenager a simple and clear map of the past and future process and empower him/ her to know and manage where he/ she is.

### Resources:

- a group of characters: action figures/ Legos, in a sufficient number to simulate pair or small-group dynamics, 3-5 components (to be used if the teenager needs to use a mediating object of confrontation and/ or conversation);
- 5 pictures of faces expressing the 5 basic emotions (Ekman's model): joy, fear, anger, disgust and sadness.

### Main activity:

- The expert introduces the concepts of social awareness (*How is my friend feeling? How are my friends doing?*) and empathy (*How would I feel in that situation?*).
- The specialist will initiate a discussion while presenting the 5 pictures with faces expressing emotions and invites the teenager to remember situations which usually trigger these emotions (if necessary with the use of characters).
- Two or three situations are shared, characterized precisely by one of these emotions, as similar as possible to the teenager's context (e.g. school, the sport he/ she practices, a party, an outing with friends). For example, the expert may narrate about a friends' outing in which the group is undecided about where to go and what to do, but finds out that one of the friends does not have enough money to go to a certain place to eat. The teenager will be invited to participate and add details to the story.
- At a point in which the pupil seems fully engaged in the storytelling, the specialist



will bring up the following questions: *How does that person feel? How would you feel at that moment? How come? What do you think he/ she thought? What did he/ she want? How would he/ she like to feel? What would you like to have happen?*

- The discussion will be accompanied with the use of emotion cards, or at least they should be kept visible at hand.
- At the right time, with a few words, particularly using the teenager's language, the specialist encapsulates and makes explicit the meaning of social awareness and empathy.
- The expert facilitates at the end of the story a possible co-constructed solution with the teenager where there is a situation of satisfaction and conclusion of events.

#### Reflection/ discussion/ tasks for the following period:

- The expert can use exit/ flash cards (a gamification method of reflecting on an experience which may be purchased or custom made) to conclude the session by asking the child to share thoughts and feelings about the experience during the session:
  - A new word you learned.
  - The most difficult moment.
  - One thing you are trying to figure out.
  - The funniest moment.
  - How you feel right now.
  - A sound that represents what the experience together was like.
  - Make a statue that represents what the experience together was like.
- Whether it is a card, a game or a direct request, the specialist should offer the pupil the opportunity to give feedback.
- An observation task may be given to the teenager for the following week: to observe how people around him/ her feel and what their needs are.

#### INDIVIDUAL SESSION 11

##### Title/ topic:

- Recognizing the differences between emotions

**Therapeutic objectives/ expected results:** by participating in/ doing this activity, the teenagers will:

- recognize different levels of emotional expression (face, posture and voice).

##### Preparation:

- The specialist greets the child and asks him/ her how he/ she feels.
- There will be three levels of emotional expression that the session will focus on:
  - face: the main shapes that can be traced (mouth and eyebrow line) using a stylized face to move the lines.
  - posture: identification of physical macrostructures (macro signals of readiness/ rejection and tension/ relaxation) through simulation activities with one's own body.
  - voice: recognition of Ekman's main emotion-related intonations through simulation activities with eyes closed and use of voice.
- Three phases need to be prepared for the work on the face:
  - first stage with emoticons representing simple emotions, such as the fundamentals according to Ekman, 6 cards with emoticons.
  - second phase a white sheet with printed/ drawn eyes and cut out cards that can be moved and placed on the sheet. The cards should be: two straight lines representing eyebrows and one curved line, in the shape of an arc,

representing the mouth.

- third phase with photos of faces of teenagers/ adults feeling emotions (there are many on the web), including the basic ones but also mixed and more sophisticated emotions.
- For work on posture the specialist may reuse the emoticons or the images of the teenagers/ adults.
- For voice work, no materials are needed or the images of the teenagers/ adults' faces.

#### Resources:

- 6 cards with emoticons (see the annex at page 78);
- sheets with printed/ drawn eyes and cut-out cards with eyebrows and mouths;
- images of faces of teenagers/ adults feeling emotions.

#### Main activity:

- The expert introduces the work of the session by presenting in a few clear words the work on three aspects of emotion recognition. Also he/ she offers a space for questions or sharing about the previous meeting.
- Part 1: Emotions through the face. The expert explains how this game works and why: *Discover the emotions by looking at the face expressions and imagine how it feels.* Using the materials described above and in the agreed order, the specialist starts by presenting emoticons and playing "guessing how you feel" with the face in that expression, trying to mimic it. It is important to bring attention to two details, the shape of the eyebrows and mouth, and to study the differences on the image and one's own face as one mimics it.
- Second stage of the exercise: the specialist demonstrates how to play with the cards and comments on the effects and changes of the face transforming on the sheet of paper. The expert will try to keep a good pace by following the teenager's willingness and attention.
- The third phase of the exercise is represented by showing the pictures with the teenagers/ adults feeling different emotions and inviting the pupil to imagine what are the characters in the images saying or thinking at that moment.
- Part 2: Emotions through the whole body. In this case the specialist reuses the emoticons and then, in a more complex way, the images, to ask the teenager to play with the body for impersonating statues representing an emotion. The guiding questions are: *What would the body position of this face expression look like? How would he/ she walk?* If it gets difficult to get the teenager involved, the specialist might ask how he/ she would sit/ stand while feeling a specific emotion.
- After experimenting by playing, the specialist invites the child to return to some postures by exploring how the body is: *Which part of the body is tense and which is relaxed?* The example of an open hand or a closed hand may be given in order to differentiate tension and relaxation. *Describe what the shoulders/ arms are feeling like in that position. What do you need when you are in that situation? Trying to imagine possible outcomes.*
- Part 3: Emotions through voice. At this point, the specialist invites the teenager to sit down again and play with the voice, explaining that now the goal is to try to find out if it is possible to understand emotions with eyes closed. The expert will try together with the teenager to choose a phrase that he/ she may happen to say to a classmate or teacher or family member: e.g. "Lend me the phone!", "Can I go to the bathroom?" etc. The expert and the teenager take turns, having their eyes closed, in trying to guess what kind of emotion it may accompany the different sentences or by choosing an emoticon/ image that best represents the voice.

**Reflection/ discussion/ tasks for the following period:**

- As in the previous session, the specialist offers the teenager the opportunity to give feedback /share his/ her experience with the help of cards, direct questions or any other tool considered most useful.
- Possible assignment for the next session: the specialist invites the teenager to pay attention to his/ her friends and classmates in the following week in order to identify the emotions they feel, explaining that emotions are like a sea and never stand still, they change often like clothes, but also that sometimes we wear the same clothes for many days. If the teenager wants, he/ she can share if any friends often make a specific expression with their face or often move or talk in a way that was explored during the session.



[www.freepik.com](http://www.freepik.com)

	ENJOYMENT
	SADNESS
	ANGER
	FEAR
	DISGUST
	SURPRISE

## INDIVIDUAL SESSION 12

### Title/ topic:

- Naming the differences between emotions with different intensities

**Therapeutic objectives/ expected results:** by participating in/ doing this activity, the teenagers will:

- describe with detail and differentiate the emotions recognized;
- get familiarized with the concept of emotional intensity.

### Preparation:

- The specialist greets the teenager and asks him/ her how he/ she feels and how did he/ she manage to observe the other's emotions.
- The materials from the previous session (the emoticons) may be reused. Two extra copies for each emoticon should be added.
- Other emoticons may be added, that are more complex and sophisticated to interpret, but still emotionally definable with precision.
- If possible, depending on the teenager's ability, the expert will introduce the variable of emotional intensity (high/ low).
- Separate cards with emotion names for each emoticon should be prepared. Also, for each emotion, cards with a more intense emotion and a less intense one should be prepared. For example: happiness, as a medium intensity emotion; high intensity enthusiasm and low intensity pleasure. Refer to Ekman's studies and the scientific platform [www.atlasofemotions.org](http://www.atlasofemotions.org).

### Resources:

- 2 sets of cards with emoticons and 1 set of cards with emotion names - 3 emotion words for each emoticon corresponding to 3 different emotion intensities.

### Main activity:

- The specialist introduces the topic of the session. Also he/ she offers space for questions or for sharing thoughts about the previous session.
- Part 1: The specialist presents the emoticons and inserts the cards with the names for each emotion, while also describing to the teenager the particularities of each image. Before moving on to the next step the expert chooses or has the pupil choose which emotion to start with and clears the table/ the work space of the other images, leaving only the reference emoticon.
- Part 2: The specialist proposes to decrease the intensity of that emotion a bit, as if turning the volume down and have, for example, a "little" happiness, but still happiness. Key questions may be used: *What would happen to the face? To the body? To the voice?* The teenager may play with these variables and modify the emoticon (one of the copies is used for this), while the expert introduces the lower intensity card describing that emotion previously prepared, for example "pleasure". The modification can be very creative: a particular sign, a change in the position of some element, the insertion of a word.
- The same process will be repeated by increasing the intensity of the emotion, using the second copy of the emoticons and the cards prepared in advance.
- The exercise will be repeated with all the emotions that are most interesting to the teenager and not necessarily with all the emotions.

### Reflection/ discussion/ tasks for the following period:

- The specialist offers the teenager the opportunity to give feedback /share his/ her experience in the session, by using a card, direct questions or whatever tool is most

useful.

- A possible assignment for the next session may be to ask the teenager to observe his/ her friends or classmates in terms of intensity of emotions they experience.

### INDIVIDUAL SESSION 13

#### Title/ topic:

- Lessons learned

**Therapeutic objectives/ expected results:** by participating in/ doing this activity, the teenagers will:

- be able to consolidate their understanding of the concepts and the progress.

#### Preparation:

- The expert introduces the work of the session by presenting in a few clear words an overview on social awareness. Also he/ she offers a space for questions or sharing about the previous session.

#### Resources:

- cards with emoticons;
- worksheet with the wheel of emotions (see the annex at page 81);
- images of faces of teens/ adults feeling emotions;
- old magazines, scissors, glue.

#### Main activity:

- The specialist invites the teenager to reflect on his/ her progress on social awareness: *What did you learn?*
- To provide this opportunity for the teenager to focus on what has been done in the previous meetings, the specialist reminds the activities and highlights observations about the pupil, for example, *I saw that you had fun when... or this game instead was more difficult, and you managed to...*
- The expert guides the pupil's reflection on the narrative by encouraging interaction and, if considered necessary, he/ she will offer the possibility to go back to the learning experiences, by reviewing the materials/ activities done in the sessions.
- The specialist proposes to the teenager an activity focused on the construction of a wheel/ flower/ target of emotions (the most suitable metaphor may be used). He/ she instructs the teenager to cut out pictures of faces with perceivable emotional expressions from some old magazines and to glue them on the worksheet, inside the three concentric circles. Each branch belongs to a basic emotional family: happiness, sadness, anger, surprise, disgust, fear, while from the inside outward there is an increase in intensity: the innermost circle will contain images of faces with muted emotions; the middle circle those with medium intensity; the outermost circle, on the other hand, will have emotions with strong expressiveness.
- The purpose is to create an integrated understanding of the basic emotional coordinates, without the obligation to complete the whole collage. A good outcome will be to comment on the selected images and the contexts of their origin, but also on the way they are connected to some extent with one's own social experience.

#### Reflection/ discussion/ tasks for the following period:

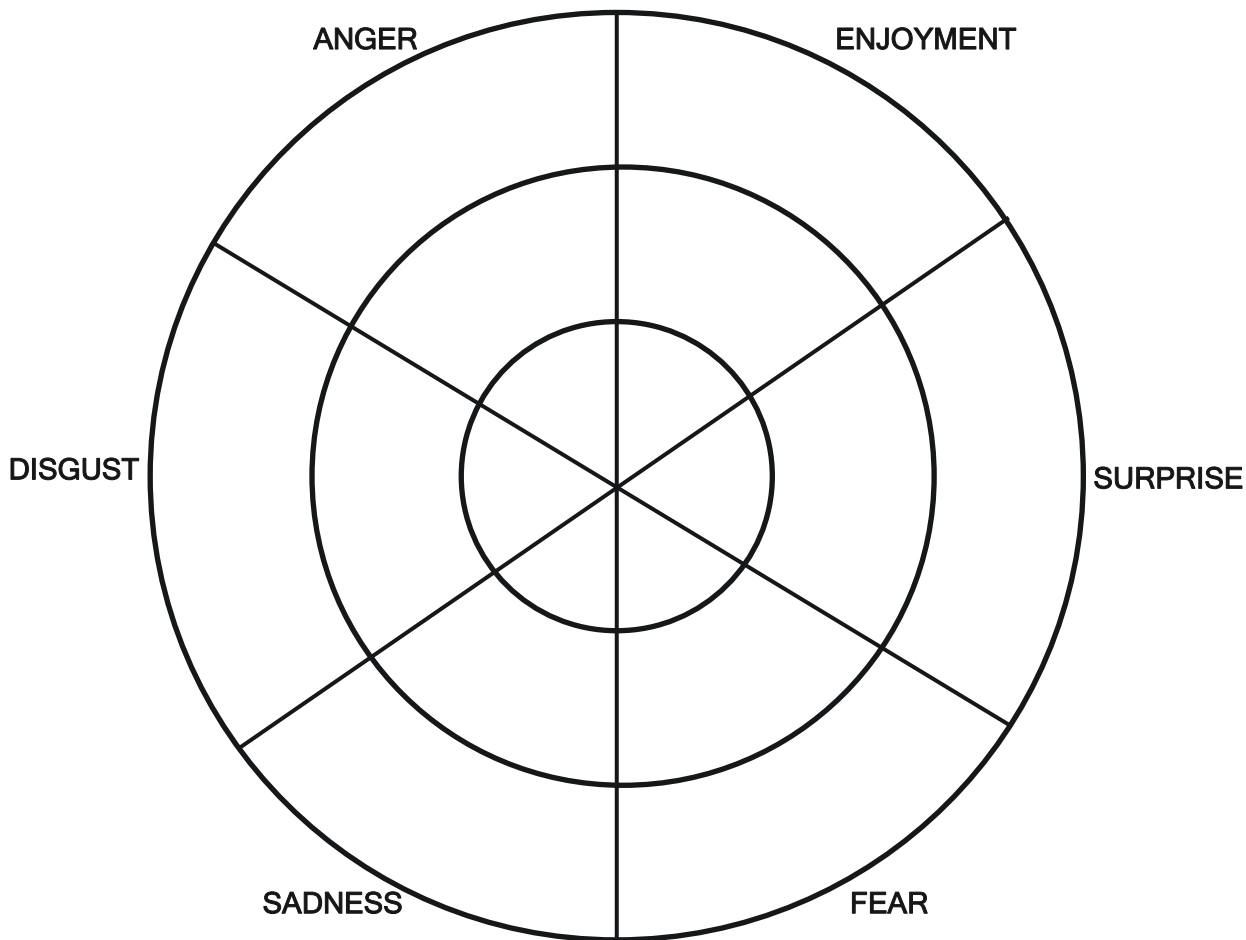
- The specialist offers the teenager the opportunity to give feedback/ share his/ her experience in the session and points out the teenager's progress on social awareness and the aspects that still need practice.

# WHEEL OF EMOTIONS

PART 2

SOCIAL  
AWARENESS

CHAPTER 7



# RELATIONSHIP MANAGEMENT



## INDIVIDUAL SESSION 14

### Title/ topic:

- What is relationship management?

**Therapeutic objectives/ expected results:** by participating in/ doing this activity, the teenagers will:

- understand what relationship management is;
- be able to communicate feelings clearly.

### Preparation:

- The activities will be done in a quiet room with natural light and comfortable seats, which allow the specialist to not sit across the pupil, behind a desk, but next to him /her and on the same level as the pupil.
- All the materials need to be prepared in advance. Internet connection is needed for watching the proposed video.
- The specialist greets the teenager and asks him/ her how he/ she feels. Further conversation may be initiated, using the information already gathered, in order to create a relaxed working atmosphere.

### Resources:

- worksheet and cards (see the annexes at pages 84-85);
- blank pieces of paper;
- pencils, colouring pencils, rubber, sharpener, eraser, markers;
- internet connection.

### Main activity:

- The specialist explains that the topic of the following sessions will be relationship management and asks the pupil what he/ she thinks this means.
- For more detail, the specialist may opt for showing the following video: <https://www.youtube.com/watch?v=ELLaMPiPqPM>.
- The specialist then proceeds with the activity “The pyramid of values”: the pupil is asked to look at the cards containing different values and pick his/ her top six values. *Note:* in his/ her choice, the teenager should think of who he/ she is as a person and what he/ she wants from others. Then, the teenager will create the pyramid of values, by organizing his/ her six values according to their importance (the most important one will be on top) and writing them on the pyramid included in the worksheet. The goal is for the pupil to reflect upon his/ her values and communicate them.
- Further on, the specialist provides the teenager with some scenarios and asks how he/ she would feel in these situations and how would he/ she react, according to the values he/ she has distinguished earlier. Scenarios:
  1. *You have asked your friend to lend you his/ her laptop to do a project but now it seems to have crashed.*
  2. *You have got a brand new mobile phone and your friend asks if he/ she can use it to take photos.*
  3. *You are at the mall and your friend is really sick in his/ her stomach.*



4. *Your teacher asks you to solve a very difficult Maths problem on the board.*
5. *Your mum has told you that she can drive you to your friend's house later today. She has told you the exact time when you'll be leaving your house. You have already asked your mum if you can go earlier but she said she has some other things to do first. You really want to go now.*

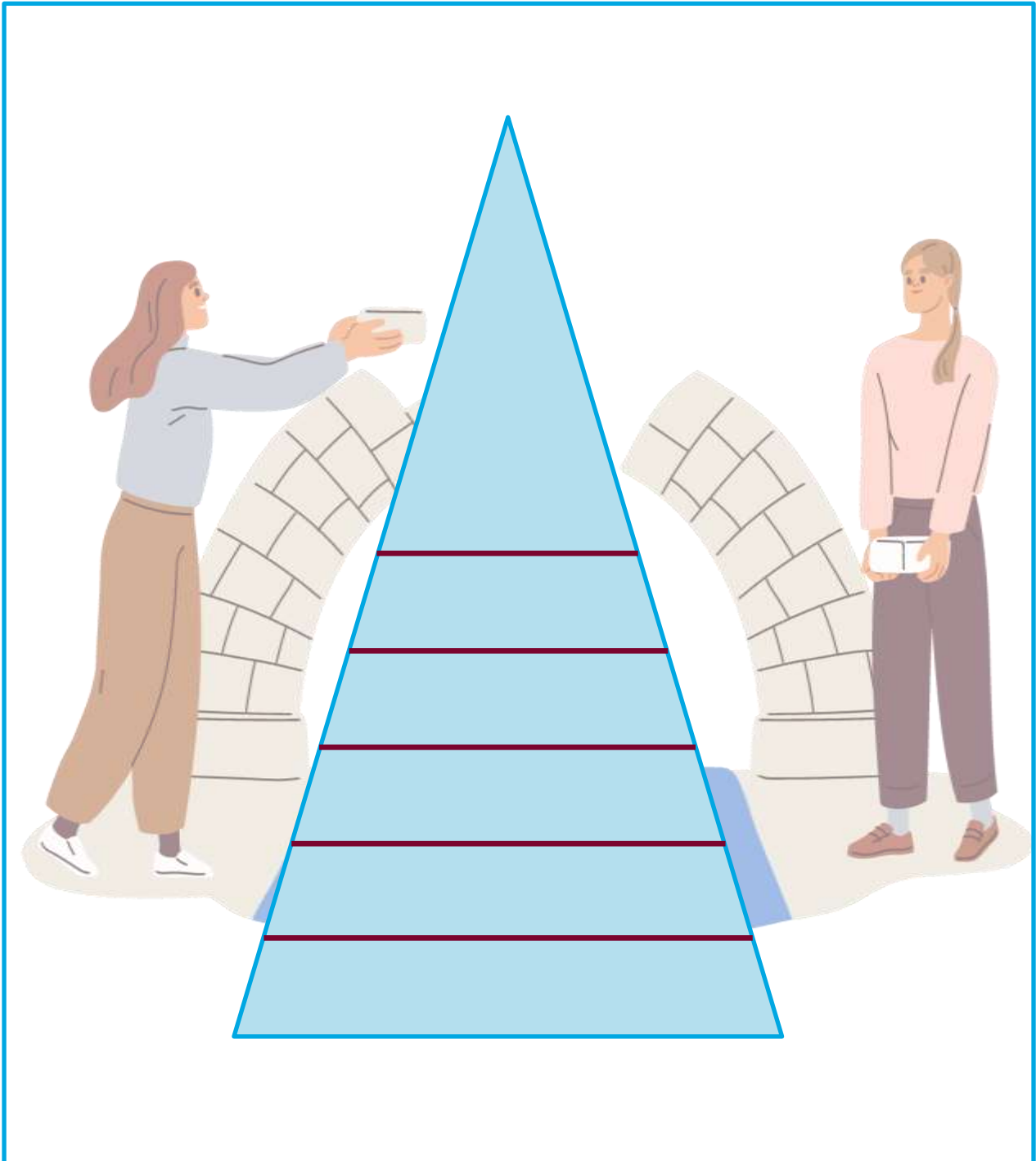
**Reflection/ discussion/ tasks for the following period:**

- The specialist asks the pupil what does he/ she think he/ she should do or how could he/ she use the pyramid in his/ her everyday life and relationships.
- The expert asks the pupil to give examples of times when his/ her values were respected and times when they were not. The expert asks him/ her to describe how he/ she felt and what he/ she did in both cases.
- The specialist helps the teenager realise that his/ her values, who he/ she is as a person and what he/ she needs from others represent the foundation of all relationships.
- The following task may be given for the next session: the teenager is invited to communicate clearly how he/ she feels and what he/ she needs at least once a day with one person from his/ her family, one classmate/ friend, his/ her teacher. The pupil must share in the following session about three instances in which he/ she communicated clearly how he/ she felt and what he/ she needed according to his/ her values.





# MY PYRAMID OF VALUES



**INDIVIDUAL SESSION 15****Title/ topic:**

- -Let's connect!

**Therapeutic objectives/ expected results:** by participating in/ doing this activity, the teenagers will:

- be able to recognize and pay attention to other's feelings;
- understand that all emotions are valid and acceptable but not all behaviours are;
- connect with others in ways that help them feel understood and supported.

**Preparation:**

- The specialist greets the teenager and asks him/ her how he/ she feels and about the progress on the previous session's task.

**Resources:**

- worksheet and cards (see the annex at page 87);
- blank sheets of paper;
- pencils, colouring pencils, rubber, sharpener, eraser, markers.

**Main activity:**

- The specialist shows the cards with emoticons to the pupil and invites him/ her to match the emotion tags with the emoticons. The expert may ask the teenager to draw a new emoticon and write a tag for it.
- Further on, the expert invites the pupil to use his/ her imagination in order to describe how he/ she would act in certain situations: *Pay attention to others' feelings and act with empathy and compassion but without dishonouring your values.*
- Scenarios:
  1. On a bus, an old man asks if you will change seats with his wife so they can sit together. You came early to get a window seat and don't like his wife's location. What do you do?
  2. Your friend does not want to go out with you in the weekend and he/ she seems to have some new friends. What do you do?
  3. You realise you have hurt a friend's feelings by sharing his/ her private secrets with another friend. What do you do?
  4. You are at the mall and a friend of yours has forgotten to bring money with him/ her to pay for food. You have some but it's not enough for the both of you. What do you do?
  5. Your friend has lost his/ her phone and some other pupils are saying that you have it, even though this isn't true. These other pupils insist that you have the phone. What do you do?

**Reflection/ discussion/ tasks for the following period:**

- The specialist will discuss the answers of the teenager regarding the scenarios and will explain that all emotions are valid and acceptable but not all behaviours are.
- A task for the following week may be given: the expert will set the goal for the pupil to help 3 persons in need (friends, classmates, family members) go through a difficult feeling, either by asking them if they need help or directly by doing something nice for them. This task helps the teenager practice recognizing the others' emotions and connecting with others in ways that help him/ her feel understood and supported.

# EMOTICONS AND EMOTION TAGS

ANGER

SADNESS

FEAR

ENJOYMENT

LOVE

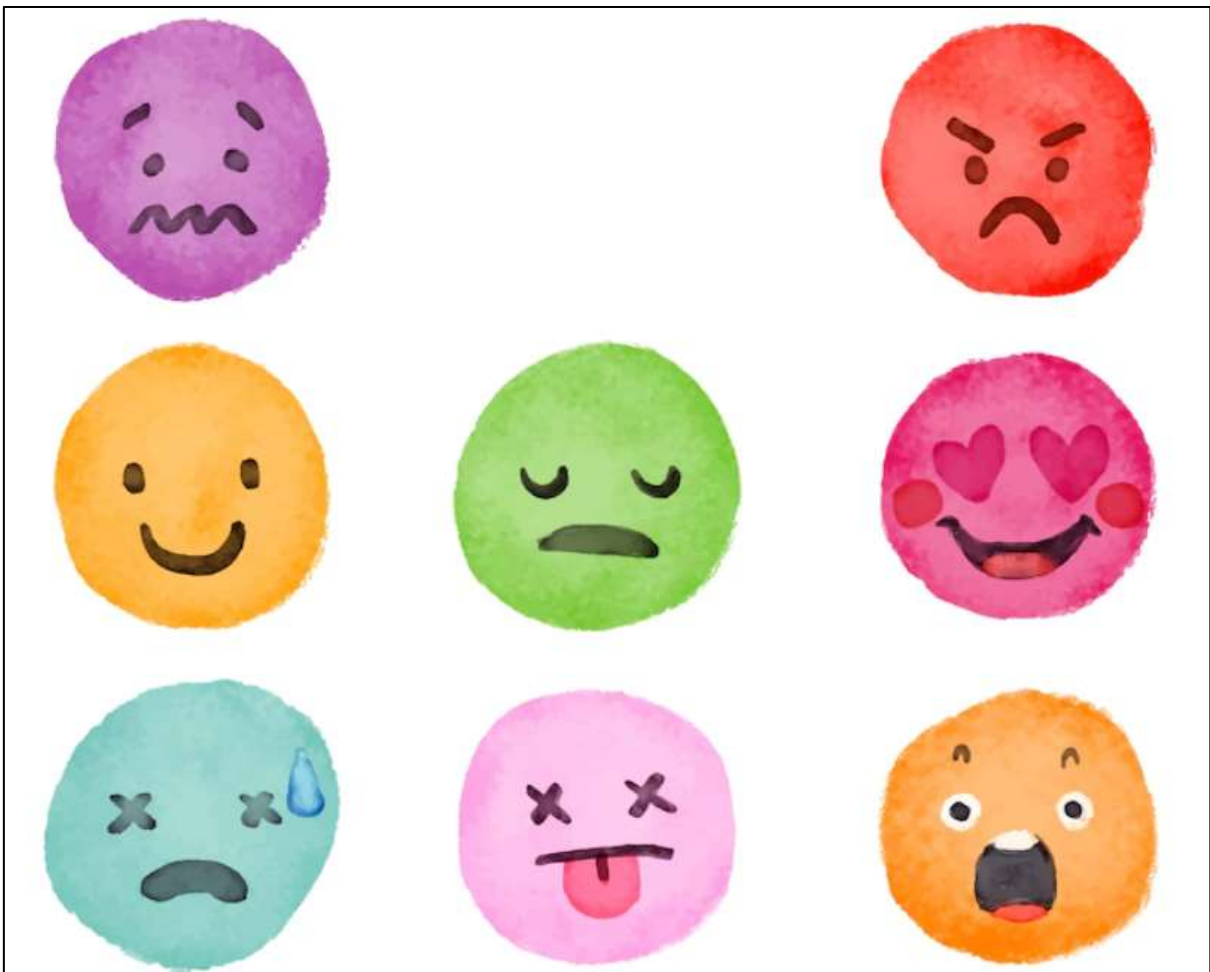
SURPRISE

DISGUST

SHAME

PART 2

CHAPTER 7



RELATIONSHIP  
MANAGEMENT

## INDIVIDUAL SESSION 16

### Title/ topic:

- “Things to say and things not to say” - Healthy boundary setting

**Therapeutic objectives/ expected results:** by participating in/ doing this activity, the teenagers will:

- be able to set boundaries in relationships with others;
- respect and honour those boundaries.

### Preparation:

- The specialist greets the teenager and asks him/ her how he/ she feels and about the progress on the previous session’s task.

### Resources:

- worksheet and cards (see the annexes at pages 89-90);
- blank sheets of paper;
- pencils, colouring pencils, sharpener, eraser, markers.

### Main activity:

- The specialist explains that personal boundaries are the limits and rules we set for ourselves within relationships. A person with healthy boundaries can say “no” to others when he/ she wants to. Boundaries should be based on one’s values or the things that are important to each person.
- The expert gives the pupil the cards with “Things to say” and asks him/ her to classify them as:
  1. things to say that help set clear boundaries and
  2. things to say that don’t help that much in setting clear boundaries.
- The specialist then presents the pupil with some situations (he/ she may read them out using the “boundary situation cards”) that challenge boundaries and asks how he/ she would respond. The pupil will describe what he/ she would do and say in that situation.

### Reflection/ discussion/ tasks for the following period:

- The specialist will discuss the pupil’s responses regarding the discussed scenarios and point out the healthy boundaries and the process of boundary setting.
- A task for the following week may be given: the expert will set the goal for the teenager to set clear boundaries in 3-5 instances during the daily interactions. The pupil will have to share his/ her experience in boundary setting the next session.
- Another option is to set the goal for the teenager to respect the other people’s boundaries in at least 3-5 situations and share the experience in the next session.

## THINGS TO SAY

"I'm not comfortable with this."

"I can't do that for you."

"Please, don't do that."

"This doesn't work for me."

"I've decided not to."

"This is not acceptable."

"I will do it if you want me to."

"Maybe."

"We'll see."

"I won't have to time to rest, but let's go."

"I'm so sorry, but I can't."

"Oh, no! I feel so guilty that I'm not coming."

## BOUNDARY SETTING SITUATIONS

You've invited a friend at your house to watch a movie, but now it's getting late. You would like to get ready for bed, but your friend seems unaware of how late it is.

You missed several days of school due to a problem at home. When you get back, some classmate asks what happened. You feel this information is personal and do not want to share.

Your friends have been eating bites of the snacks you bring to school during break time. You never discussed plans to share food and don't want them eating what you have brought with you.

Your classmate is upset about losing at a competition. He/ she starts yelling and slamming his/ her fist against his/ her desk. This is making you very uncomfortable.

Your classmate is constantly asking you to do favours for him/ her. For example, he/ she asks you to take his/ her coat in the classroom or to go get him/ her some water. You don't want to act like his/ her servant.



## INDIVIDUAL SESSION 17

## Title/ topic:

- Conflict management

**Therapeutic objectives/ expected results:** by participating in/ doing this activity, the teenagers will:

- be able to manage conflict.

## Preparation:

- The specialist greets the teenager and asks him/ her how he/ she feels and about the progress on the previous session's task.

## Resources:

- worksheet and cards (see the annexes at pages 92-93);
- blank sheets of paper;
- pencils, colouring pencils, rubber, sharpener, eraser, markers.

## Main activity:

- The specialist discusses with the teenager about the healthy and unhealthy ways to deal with conflict. He/ she uses the cards "Ways to deal with conflict" and asks the pupil to classify them as healthy or unhealthy, further on discussing his/ her choices.
- The expert then initiates a discussion on big problems versus small problems and asks the teenager to connect the size of a problem with different ways of dealing with conflict.
- Conflict resolution strategies include *negotiation*, *mediation* and *arbitration*.
- Depending on the type of conflict pupils are dealing with, they may be able to deal with that conflict on their own (small problems) or they may need to involve an adult in the situation (mediation/ arbitration for big problems).
- The specialist provides the teenager with the worksheet "Big problems vs small problems". The pupil may write examples of problems. For the part regarding how to deal with them, the pupil may use the conflict resolution strategies previously discussed or explain how he/ she would behave. He/ she may write the appropriate strategy.
- Conflict resolution ideas: ask for help, negotiate, compromise, avoid the problem.
- The expert should emphasize the importance of avoiding violence in addressing conflicts.

## Reflection/ discussion/ tasks for the following period:

- The specialist discusses the pupil's responses regarding the potential way to solve his/ her small, medium and big problems. He/ she makes suggestions and asks for reflections on the outcomes of each situation.
- The expert asks the teenager to proceed to thought filtering when he/ she comes across conflict. Here are some questions to guide the reflection: *Why am I thinking this? Is it hurtful to me? Is it hurtful to the other person? Does it work for me? Does it work for the other person? What works for both? Can/ should I compromise?*

## WAYS TO DEAL WITH CONFLICT

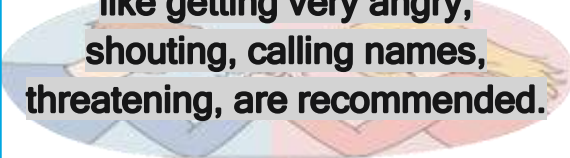
Shouldn't care about the other person's point of view.



Give up on something that is important to you.



Intense emotional reactions, like getting very angry, shouting, calling names, threatening, are recommended.



Never compromise.



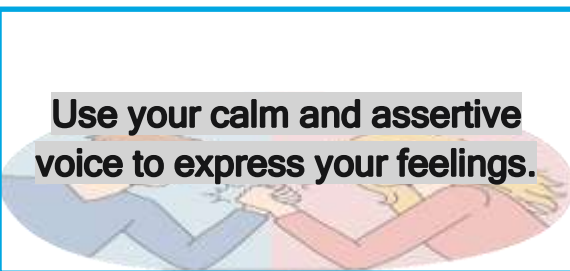
Hold a grudge!



Be interested in the other's point of view.



Use your calm and assertive voice to express your feelings.



Don't take things too personally.



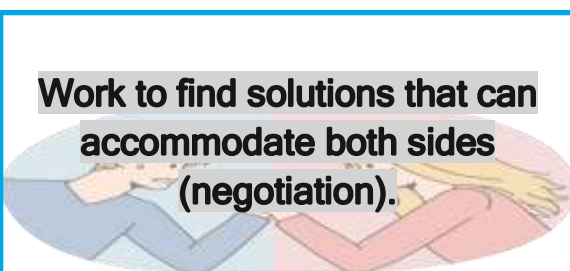
Learn to forgive.



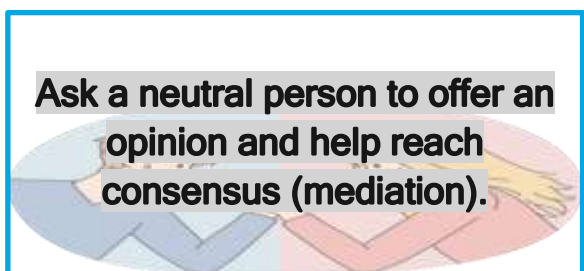
Become able to compromise.



Work to find solutions that can accommodate both sides (negotiation).



Ask a neutral person to offer an opinion and help reach consensus (mediation).



# BIG PROBLEMS VS SMALL PROBLEMS AND HOW TO DEAL WITH THEM

TYPE OF PROBLEM	EXAMPLES	HOW TO DEAL WITH THEM
<b>BIG PROBLEMS</b>		
<b>MEDIUM PROBLEMS</b>		
<b>SMALL PROBLEMS</b>		

## Final Session

### SESSION 18

#### Title/ topic:

- Extract important lessons and wisdom to take on to the future

**Therapeutic objectives/ expected results:** by participating in/ doing this activity, the teenagers will:

- be able to reflect upon what they have learnt and assess the level they have changed;
- be able to extract important lessons for their behaviour in the future;
- feel empowered and responsible for their relationships.

#### Preparation:

- The specialist will create a cosy atmosphere and will announce that this would be the last session.
- In order to promote safety and empowerment, the specialist will re-affirm his/ her availability in the future if difficult situations were to arise.
- The point of this session is to help the pupil summarize what he/ she has learnt during the sessions and to feel empowered to put in practice those lessons.

#### Resources:

- writing paper and instruments to take notes.

#### Main activity:

- The specialist facilitates reflection on the development of the pupil, by helping him/ her recall how he/ she behaved or what he/ she said during the first sessions.
- The specialist then asks the pupil to express his/ her opinion about the present moment compared to the initial moment of their relationships. The pupil might be encouraged to take notes of the most important conclusions. Here are some questions which may be used:
  - *How do you feel now compared to then?*
  - *How have your life/ behaviour/ relationships changed? Have they improved? How can you explain that?*
  - *What conclusions have you drawn from our work? Where and how can you apply them?*
  - *How will you maintain your development? How will you prevent relapse into your old, not so healthy habits/ behaviours?*
  - *What are the areas that you think you still need to improve/ develop?*

#### Reflection/ discussion/ tasks for the following period:

- The pupil may take away with him/ her notes with reflections.
- The specialist will summarize the reflections and will offer a motivational message to the pupil, in order to encourage him/ her to apply the lessons learnt and take responsibility for his/ her own development.