

Guidelines for specialists for group work

8.1. Principles of working with a group/ class

Just as in the case with individual work, in order to make progress and increase their abilities, the members of a training/ learning group need to feel safe and listened to. The level of trust they have in the trainer and in the other members of the learning group will stimulate pupils to set and achieve learning goals. Thus, the ground rule when working with a group or a class is to *facilitate the creation of a safe space for learning and development*.

The term “safe space” defines a community, a physical location or a psychosocial stage of a group of individuals where people with different cultural, social and/ or psychological backgrounds can speak freely about their identities and issues that affect their lives.

Creating a safe space for a group of teenagers involved in personal development activities is a must, as pupils grow and learn most when they feel safe and move within an atmosphere of tolerance. Also this task may pose some challenges and limitations: the more members does the group contain and the more heterogeneous they are, the more time it takes and the more difficult may prove to be to create the safe space.

In order to create a safe space in a teenagers’ learning group, there are some guidelines that should be taken into account:

- ⊙ The pupils should feel they can share their experiences, stories, strengths and difficulties in the group where their peers and mentors listen and respect confidentiality.
- ⊙ Trainers and facilitators can play important roles by modelling and coaching.
- ⊙ Confidentiality is discussed, agreed upon and maintained throughout the group

sessions. Participants should understand that what they say, and what their mentors and peers say, is to be kept within the group, especially when very personal details are shared.

- ⊙ Boundaries and ground rules are clearly established by trainers, but also by the pupils themselves, because in this way the pupils will understand and take ownership of the boundaries and ground rules.
- ⊙ Particularly important in a teenagers’ group is to set guidelines on how the group will operate in order to prevent oppressive comments and encourage communication, problem-solving and conflict-resolution skills. It is recommendable to set these guidelines together with the pupils and determine how they will be enforced. Post the guidelines in a visible place during every session.
- ⊙ Hold participants to standards designed specifically with them in mind. These might vary from one group of teenagers to another.
- ⊙ Ensuring the experience is accessible and inclusive, regardless of ability level, economic situation, gender variance, sexual orientation or culture. Consider the pupils’ differences including their abilities, races, religious affiliations, socioeconomic status, gender identity and sexual orientations when planning activities and facilitating discussions.
- ⊙ Allow participants to opt out of participating in an activity or discussion if they feel uncomfortable to share certain thoughts, feelings etc.

Creating a safe space can be an on-going process. Safe space has to constantly be maintained and the reality is that sometimes we can only create safer spaces. It is important that groups are gentle but also vigilant with constantly checking in.

The safe space for learning and developing is mutually created by all members of the group and this idea must constantly be re-enforced within the teenager participants, in order for them to take responsibility for their behaviours within the group and contribute to their own learning process and that of their peers.

When working with a class in which there are pupils with behavioural problems, the most important principles are *inclusion and integration*. No matter how heterogeneous the group is, the class should be approached as a whole and the pupils with behavioural problems should not be differentiated from the other members of the group in any way. Treating them in an equal and equitable manner is the first premise to help them feel safe and included.

Here are some strategies that can help teenagers with behavioural problems feel integrated in their class:

- ❖ *increase supervision* - during high-risk periods or in group work sessions, additional supervision may be a helpful step in preventing problems or escalations;
- ❖ *make tasks manageable* - ensure that all the tasks that are assigned to them can provide the pupils with small bits of information at one time; by dividing a lesson into chunks, they are less likely to be overwhelmed and lose focus;
- ❖ *offer choices whenever possible* - rather than creating a strict classroom routine, the trainer should provide the pupils with choices (for example, letting pupils choose which project they work on or what workgroup they join in order to make them feel accepted and empowered);
- ❖ *ensure pupils reach out for help* - in some cases, behaviour issues occur because the pupil does not know how he/ she can receive help or does not, for some reason, feel that help is available; teenagers should be reassured that they can reach out for the help they need;
- ❖ *mnemonic instruction* - mnemonic instruction has been proven effective in teaching pupils with learning and behaviour problems, but also appropriate for normally or advanced achieving pupils; memory-enhancing tools are very useful when teaching teenagers, especially those with emotional and behavioural disorders;
- ❖ *prevent blaming, shaming and bullying* - pupils that are significantly different from the rest of the group members might be laughed at, bullied, rejected or blamed

for their behaviour or characteristics; the trainer should be a role model for tolerance among pupils and teach them how to accept the differences among them without violence and offer each other support when in need; integrated school programmes in which pupils study along people with disabilities have long proven their benefices for the normally achieving pupils, making them be more tolerant, more supportive and more engaged in the common activities.

It's important to remember that every pupil's needs are different and require individual attention and care. Trainers should learn how to avoid situations that can push the button on these pupils and ensure that the classroom's lesson plan is fully explored and all pupils get equal attention.



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8.2. Groups sessions

Introductory session

GROUP SESSION 1
<p>Title/ topic:</p> <ul style="list-style-type: none"> ➤ Establish a safe group for growth and development
<p>Therapeutic objectives/ expected results: by participating in/ doing this activity, the teenagers will:</p> <ul style="list-style-type: none"> ➤ learn new things about the other members of the group; ➤ be able to participate in the elaboration and to accept the rules of the group; ➤ feel integrated as part of a group; ➤ feel motivated to take responsibility for the co-construction of the safe group for learning and development.
<p>Preparation:</p> <ul style="list-style-type: none"> ➤ The classroom hosting the group lessons should be friendly and allow frequent reorganization of the space in order to facilitate interaction between members. ➤ The specialist will invite the group members to sit in a circle, so they may see each other. ➤ The specialist will present himself/ herself and will explain the purpose of the group sessions they are starting together, stressing also how the pupils will benefit from those group lessons. ➤ The point of this session is to get to know each other and establish a trustworthy relationship. <p>Resources:</p> <ul style="list-style-type: none"> ➤ a bunch of various images clipped from magazines or cards with various metaphorical images; ➤ flipchart and markers.
<p>Main activity:</p> <ul style="list-style-type: none"> ➤ The specialist will instruct the members of the group to choose at least two images from the pile with which they will answer to two questions: <i>What is in your opinion a safe space for learning and personal development?</i> and <i>What personal resources are you willing to bring to the current training group in order to facilitate a safe space for learning and personal growth?</i>. All the pupils will offer answers and share the images with the others. ➤ After all the answers have been given, the specialist will summarize the main points and will point out that people need to feel safe in order to be able to learn and grow, that safe space for learning does include both physical and psychological aspects and that every member of the group is responsible for creating a safe space for learning and personal development. ➤ The specialist will then challenge the group to establish the ground rules that will regulate their sessions and involvement within the learning group, while writing them on a flip-chart sheet. The expert ensures that all members offer their contribution and opinions. ➤ Also, the specialist should observe the dynamics of the group and point out the

need of safety (sitting together with people they know already etc.) and the co-creation of the learning environment (people helping each other, leading etc.).

Reflection/ discussion/ tasks for the following period:

- The following questions might be used to guide the group discussion: *What does “a safe space nurturing growth and development” mean to you? What are you prepared to do within this group to help the group achieve this goal? What personal resources are you willing to bring to this group and put to use to serve it?*
- The session ends with a summarization of the group rules and a motivational message to inspire the teenagers to take care of each other and facilitate a friendly atmosphere.



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SELF-AWARENESS



GROUP SESSION 2

Title/ topic:

- The world of emotions - pleasant and unpleasant emotions, emotions that are easy or difficult to express

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

- discover the world of emotions;
- identify pleasant and unpleasant emotions;
- identify emotions that are easy or difficult to express.

Preparation:

- The specialist sits down with the teenagers in a circle and greets them.
- The expert asks each participant, proceeding in a clockwise direction, to complete the sentence *Today i feel like...* The specialist indicates that the feelings should be described in a metaphorical/ illustrative way and that it is important to use for the comparison the first thing that comes to the pupils' mind.
- The expert introduces the topic and goals of the meeting to the teenagers.

Resources:

- 2 flipchart paper sheets and markers;
- 2 sets containing: coloured balloons, straws, sticks, adhesive tape, plasticine, table tennis balls, string, coloured markers.

Main activity:

- The specialist invites the young people to work in two groups. Each group gets their own set: balloons in different colours, straws, sticks, adhesive tape, ping-pong balls, plasticine, string, coloured markers. The task of both groups is to construct the solar system with the assumption that each planet is an emotion. Have the pupils give meaning to the planet-emotion's size and distance from the sun. After completing the task, each group presents its arrangement of emotions. The expert wraps up the exercise taking the following questions into account (if the answers have not already been given during the presentation of the systems constructed by the groups): *What emotions have been used and which are missing? What emotion is at the centre of the system and which one is the furthest from the Sun? Why? What emotion is the largest and which one is the smallest? Why? What are the differences and similarities between the groups' systems?*
- The expert invites again the teenagers to work in two groups (it is important that they are not the same groups as before). Each group gets a flipchart paper sheet and markers. One group's task is to write down as many pleasant and easy to express emotions as possible and the other's to put down unpleasant and difficult to express emotions. After finishing their work, the groups exchange the posters created, thus having the opportunity to add their own ideas, if they have not already appeared on the other group's poster. When the task is completed, the specialist discusses both posters, supplementing them with emotions that weren't mentioned.

- The specialist gives a mini lecture explaining that emotions are not good or bad, they can only be classified as pleasant or unpleasant and as easy or difficult to express. He/ she wraps up the lesson.

Reflection/ discussion/ tasks for the following period:

- The expert asks the teenagers to form groups independently (based on individual conversations between them or discussion within the entire class), depending on how they feel at the end of the class: joyful, sad, angry, bored, curious (the specialist may introduce a different set of emotions - adequately to the specificity of the group). Once the class is divided into subgroups, the members of each group stand together and present the group's shout in accordance with the group's emotion: 1) *We feel joyful!* 2) *We feel sad!* 3) *We feel angry!* 4) *We feel bored!* 5) *We feel curious!*
- The expert informs the group about the topic of the next group session. He/ she asks the pupils to attempt to answer the following question in the coming week: *What situations make you happy/ afraid/ angry/ sad/ disgusted/ surprised?*

GROUP SESSION 3

Title/ topic:

- Emotions in adolescence

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

- learn the mechanism of the formation of emotions;
- be aware of the specificity of emotional development in adolescence;
- understand the role of emotions in human life.

Preparation:

- The specialist sits down with the teenagers in a circle and greets them.
- The expert asks each pupil, proceeding in a clockwise direction, to complete the sentence *Today i feel like...* The specialist indicates that the feelings should be described in a metaphorical/ illustrative way and that it is important to use for the comparison the first thing that comes to the pupils' mind.
- The expert introduces the topic and goals of the meeting to the teenagers.

Resources:

- 10-12 flipchart paper sheets;
- markers.

Main activity:

- The specialist conducts a mini lecture on the mechanism of emotion formation (neuro-mechanics of emotions, cortical and subcortical brain structures responsible for the formation of emotions). On this basis, pupils work in groups to make a drawing/ graphic on the flipchart paper sheets in order to visualize the mechanism of emotion formation.
- In a discussion with teenagers, the specialist describes the specificity of emotional development in adolescence (it is important that the discussion involves the impact of hormonal changes on the teenager's emotionality, emotional instability, emotional ambivalence, transition to mature control of emotions).
- The expert initiates a brainstorming: *Why do we need emotions?* He/ she writes down the teenagers' ideas on the board.

- The specialist then invites the teenagers to work in 6 groups. Each group gets a flipchart paper sheet and markers. Each group receives one basic emotion (joy, anger, sadness, fear, disgust, surprise). The task of each group is to list as many examples of situations that evoke a given emotion as possible. After completing the task, each group presents their poster. After presenting each emotion, the expert conducts a brainstorming session on what the given emotion tells us. On the basis of the situations indicated on the poster or their own experience, the teenagers attempt to answer the above question (e.g. anger informs us that our boundaries have been violated; sadness informs us that we have lost something important to us; anxiety/ fear protects us from danger; shame informs us that we have exceeded some norms; joy informs us about feeling fulfilled and happy).

Reflection/ discussion/ tasks for the following period:

- The expert asks the teenagers to form groups independently (based on individual conversations between them or discussion within the entire class), depending on how they feel at the end of the class: joyful, sad, angry, bored, curious (the specialist may introduce a different set of emotions - adequately to the specificity of the group). Once the class is divided into subgroups, the members of each group stand together and present the group's shout in accordance with the group's emotion: 1) *We feel joyful!* 2) *We feel sad!* 3) *We feel angry!* 4) *We feel bored!* 5) *We feel curious!*
- The expert informs the group about the topic of the next group session. He/ she asks the pupils to take a good look at themselves in the coming week when experiencing one of the basic emotions (joy, sadness, anger, boredom, curiosity). The teenagers should pay attention to the way their body reacts to a given emotion.

GROUP SESSION 4

Title/ topic:

- How can I identify my emotions?

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

- be able to recognize their own emotions;
- be able to label their own emotions.

Preparation:

- The specialist sits down with the teenagers in a circle and greets them.
- The expert asks each pupil, proceeding in a clockwise direction, to complete the sentence *Today i feel like...* The specialist indicates that the feelings should be described in a metaphorical/ illustrative way and that it is important to use for the comparison the first thing that comes to the pupils' mind.
- The expert introduces the topic and goals of the meeting to the teenagers.

Resources:

- 6 flipchart paper sheets;
- markers.

Main activity:

- The specialist invites the teenagers to work in 2 groups. Each group's task is to make a sculpture of emotions with their own bodies. The expert provides an emotion: e.g. joy. The groups have a few minutes to prepare the presentation of

their sculpture of joy using their bodies, gestures and facial expressions corresponding to a given emotion. Next, one of the groups presents their sculpture and the other group answers the expert's questions at the same time: *What do you think of the sculpture being presented? How adequate is it for the expressed emotion?* (justify your answers). Next, the groups switch places - the group that has just presented their sculpture watches and comments on the other group's sculpture.

- The exercise is repeated for all the 6 basic emotions: anger, fear, joy, sadness, disgust and surprise. It is advisable to change the group composition.
- The specialist invites the teenagers to work in 6 groups. Each group gets a large flipchart paper sheet and markers. The expert randomly distributes the 6 basic emotions among the groups. Each group's task is to provide as many examples as possible of how to recognize that a teenager is experiencing a given emotion. The pupils can refer to the examples provided in the emotion sculpture game, as well as their own experiences. Once the task is completed, each group presents the results of their cooperation. After discussing all posters, the specialist asks everyone if they could add anything that has not been mentioned on the posters. The expert can also provide additional examples.

Reflection/ discussion/ tasks for the following period:

- The expert asks the teenagers to form groups independently (based on individual conversations between them or discussion within the entire class), depending on how they feel at the end of the class: joyful, sad, angry, bored, curious (the specialist may introduce a different set of emotions - adequately to the specificity of the group). Once the class is divided into subgroups, the members of each group stand together and present the group's shout in accordance with the group's emotion: 1) *We feel joyful!* 2) *We feel sad!* 3) *We feel angry!* 4) *We feel bored!* 5) *We feel curious!*
- The expert informs the group about the topic of the next group session. He/ she asks the pupils to take a good look at themselves in the coming week when experiencing one of the basic emotions. The teenagers should pay attention to the way they react, to the way they express their anger/ joy/ fear/ sadness/ disgust/ surprise.

GROUP SESSION 5

Title/ topic:

- How can I express my emotions?

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

- be able to express their own emotions in front of a group;
- be able to express their emotions both verbally and non-verbally through movement, gestures, facial expression.

Preparation:

- The specialist sits down with the teenagers in a circle and greets them.
- The expert asks each pupil, proceeding in a clockwise direction, to complete the sentence *Today i feel like...* The specialist indicates that the feelings should be described in a metaphorical/ illustrative way and that it is important to use for the comparison the first thing that comes to the pupils' mind.

- The expert introduces the topic and goals of the meeting to the teenagers.

Resources:

- string - cut into 10 pieces - some may be short (several centimetres), others long (about 50 cm); combine the strings in a bundle;
- 6 flipchart paper sheets;
- sticky notes;
- markers.

Main activity:

- The specialist provides the pupils with sticky notes and markers. He/ she hangs a flipchart paper sheet with one of the basic emotions (anger, fear, joy, sadness, disgust, surprise). Each pupil's task is to come up with a constructive/ mature way of expressing any given emotion and write his/ her ideas down on the sticky notes, which are then attached to the flipchart (one note = one way of expressing an emotion; the pupils may provide more than one example). When all the notes are in place, the expert reads them out to the class. At the same time, he/ she points out to the repeatability of the ways of expressing a given emotion, adds other ways to the flipchart, if they have not already been mentioned, but are accepted/ shared by the class.
- The expert repeats the same exercise for each of the 6 basic emotions (anger, fear, joy, sadness, disgust, surprise).
- The specialist holds the bundle of strings in his/ her hand. He/ she invites pupils to pick a string and provides them with an emotion (choosing from the basic emotions discussed in the previous exercise). Each teenager picks a piece of string and slowly wrapping it around his/ her finger enumerates the ways in which he/ she expresses the emotion provided by the expert. Those who pick relatively short pieces will only be able to present a limited number of ways, but the ones who pick the long piece will have to mention quite a few.

Reflection/ discussion/ tasks for the following period:

- The expert asks the teenagers to form groups independently (based on individual conversations between them or discussion within the entire class), depending on how they feel at the end of the class: joyful, sad, angry, bored, curious (the specialist may introduce a different set of emotions - adequately to the specificity of the group). Once the class is divided into subgroups, the members of each group stand together and present the group's shout in accordance with the group's emotion: *1) We feel joyful! 2) We feel sad! 3) We feel angry! 4) We feel bored! 5) We feel curious!*



SELF-MANAGEMENT



GROUP SESSION 6

Title/ topic:

- What does self-management mean?

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

- be able to explore the many forms and shapes of self-management in adolescence;
- feel encouraged to identify specific self-management behaviours through cooperation and educational play.

Preparation:

- The group can continue the exercise about sharing their emotions in a metaphorical way while sitting in a circle (see self awareness group session plans), as it may set a relaxed tone for the following activities.
- The expert introduces the topic and goals of the meeting to the teenagers.

Resources:

- flipchart sheets;
- markers/ highlighters;
- printed self-management bingo cards (a different one for each pupil) - may be generated and printed here: <https://bingobaker.com/view/2499283>.

Main activity:

- The specialist divides the pupils into groups. Each group gets its own flipchart sheet and markers. The pupils, working in their groups, are asked to write down what they think self-management is/ means. They can organize the layout of the sheet however they want and they can use key words, specific everyday examples or skills to describe them.
- After the exercise is completed, each group presents their findings and definition in turn and at the end the specialist summarizes them and adds to them, so they can have a complete notion of what self-management in adolescence entails.
- Next, the expert hands out a bingo card to each pupil, as well as a highlighter. He/ she explains how the game is played: each card contains phrases relevant to self-management behaviours (in different order). The specialist acts as a caller, calling out different phrases from the card in random order. Pupils must mark that phrase when they hear it. The first one to mark a full line (either vertically, horizontally or diagonally) has to shout BINGO! and wins the game. The "FREE" space can be marked off right at the beginning by all, as it doesn't require the expert to call it.
- After the game, the class can discuss which of the phrases from the game would constitute effective self-management behaviours and which not. They can also come up with other examples of what **doesn't** constitute such a behaviour.
- The specialist iterates what was discussed during the session and can also ask pupils what they found most interesting or what stuck out to them the most.

Reflection/ discussion/ tasks for the following period:

- The specialist proposes a challenge for the next week: try to exercise self-control over one temptation, e.g., refrain from checking TikTok or Instagram constantly or resist eating chocolate instead of actual food etc. Each pupil can identify their strongest “weakness” or temptation and try to exert control over it and see how that feels. Pupils can be encouraged to write down their progress or findings in a journal, as it constitutes a good method of keeping track of thoughts, achievements, emotions etc. and to refer back to them easily.
- At the end of the session, if there is time, the expert asks the group to self-select (either in individual conversations between them or in a joint conversation of the whole group) into groups according to what they feel at the end of the activity: joy, sadness, anger, boredom, curiosity (the expert may indicate a different set of emotions - appropriate to the specifics of the group). When the group gets into subgroups, each group stands next to each other and shout together according to their group membership: 1) *We feel joy!* 2) *We feel sad!* 3) *We feel angry!* 4) *We feel bored!* 5) *We feel curious!*

GROUP SESSION 7**Title/ topic:**

- How are decisions made? - Responsible decision making in adolescence

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

- explore rules and morals underlining the decision making process;
- learn about decision making in ambiguous situations;
- learn to have in mind both the positive and negative consequences when making a decision.

Preparation:

- The group can continue the exercise about sharing their emotions in a metaphorical way while sitting in a circle (see self awareness group session plans), as it may set a relaxed tone for the following activities.
- Alternatively, the specialist can ask if there is someone who would like to share their personal “victory” over a temptation, a time when they managed to exhibit self-control or self-management.
- The expert introduces the topic and goals of the session to the teenagers.

Resources:

- flipchart sheets;
- markers;
- decision making scenarios (see the annex at page 107).

Main activity:

- The specialist initiates a discussion about morals and how they affect our decision-making processes. He/ she asks the pupils to share some personal or widely accepted societal morals. The class then briefly discusses about rules and what happens when they are broken. The expert and the pupils can share some personal or commonly known examples (e.g. if you kill someone, you go to jail). Guiding questions to ask the pupils: *In which cases is it hard to follow the rules? Is it ever ok to break a rule?*
- The expert says that some choices are more difficult to make compared to others.

He/ she then divides the pupils into groups (maximum up to 5, depending on the number of group members). He/ she gives a scenario to each group and tells them to discuss how they would handle each situation, what they would do, which decision they would take and why. They are also asked to consider the consequences of each decision made. After discussing for 5 minutes in their groups, the specialist then asks each group to present their scenario, the decision they made, the reason and the consequences accompanying it. He/ she may remind pupils to recognize and respect that choices may differ when the answer is not clear.

- Then, the expert divides the class into 2 groups, providing each with a flipchart sheet and markers. He/ she reads the following scenario to them:

“You are part of the election committee for the school board elections. You are counting the votes that will determine the pupil president and you find that pupil A wins over pupil B with just one vote! Although pupil B looks disappointed, they shake hands and the announcement of the winner is made to the school. Later on, as you tidy up, you find two votes that weren’t accounted for that give the win to pupil B. What do you do? What will be the consequences of your choice?”

- One team is responsible for taking the decision to point out the mistake and change the results, while the other to do nothing. Both have to weigh down the positive and negative consequences of their choice and write them down. Then, each group presents their case and a summary discussion takes place.
- The specialist then iterates what was discussed about making difficult decisions. He/ she reminds pupils that they are at an age when they will have to start making more and more difficult decisions for themselves. A good way to make sure that they make decisions responsibly is to try to weigh in all aspects and consequences, of course when the situations allow it and to try to base the decisions on their moral code (which will be different for everyone).

Reflection/ discussion/ tasks for the following period:

- As a task for the following period, pupils are encouraged to write in their journal about a time (or times) that they were faced with a difficult decision or situation and how they handled it. Also, if a situation required them to go against their moral code or the rules, they could write how that has made them feel.
- If preferred at the end, the expert can ask the group to self-select (either in individual conversations between them or in a joint conversation of the whole group) into groups according to what they feel at the end of the activity: joy, sadness, anger, boredom, curiosity (the expert may indicate a different set of emotions - appropriate to the specifics of the group). When the group gets into subgroups, each group stands next to each other and presents a common exclamation according to their group membership: 1) *We feel joy!* 2) *We feel sad!* 3) *We feel angry!* 4) *We feel bored!* 5) *We feel curious!*

DECISION-MAKING SCENARIOS

Scenario 1: You are walking back home with your friend after school. You have football practice in a while and have to go home quickly to get ready. Suddenly, your friend starts crying, asking you if you can stay a bit and talk with them. What do you do?

Scenario 2: Your friend forgot their snack at home and doesn't have enough money to buy something from the cafeteria. You have packed a large snack with you, but you have been told not to share food in case of allergies or viruses. What do you do?

Scenario 3: Your mother told you to go straight home after school to take care of your younger sibling while your parents aren't at home. However, a bunch of your friends decide to hang out after school and go to a place you have really be wanting to go. What do you do?

Scenario 4: You are walking in the hallway and hear a group of older pupils saying mean things to a younger pupil. The younger pupil seems upset but doesn't say anything as the others walk away. What do you do?

Scenario 5: You accidentally break a glass at home, but your parents are not there to notice. You clean up the glasses before anyone gets home. What do you do? Do you tell them or not when they get back?

GROUP SESSION 8

Title/ topic:

- How to attain your goals - Goal setting in adolescence

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

- feel encouraged to think about goal-setting strategies in order to be more successful in attaining their goals;
- be able to lay out a plan for a current goal they have and think about the steps towards it.

Preparation:

- The group can continue the exercise about sharing their emotions in a metaphorical way while sitting in a circle (see self awareness group session plans), as it may set a relaxed tone for the following activities.
- Alternatively, the specialist can ask if there is someone who would like to share their personal story of a difficult decision they had to take, how they made it, what were the consequences, how they felt afterwards etc.
- The expert introduces the topic and goals of the session to the teenagers.

Resources:

- A4 sheets;
- pens/ pencils.

Main activity:

- The specialist asks the teenagers about goals and luck: *How do people attain their goals? Are they lucky? Do they work for them?* The group can also pick a couple of famous successful people that have realized their goals (e.g. Messi or Taylor Swift) and think about how they have done it: *Were they just lucky? Had they laid out a plan towards their goals?*
- The expert explains that, although luck is an important factor, the best way to reach one's goals is to plan for them. The clearest way to do that is, first, to clarify what the exact goal is. It can be something "small", like passing the English language exam or "bigger", like getting into the university/ department of one's dreams. Next, it is recommended to break the goal into smaller, attainable steps, which can be completed one by one until the final goal is reached. Then, the specialist asks the pupils to each think of a goal they would like to achieve in the next days, weeks, or months and draw a staircase representing the steps they need to take in order to "climb" to their goal, which should be situated on the top of the staircase. The pupil finds him/ herself on the bottom of the staircase, of course, and the task is to define the next steps to be taken: *What do they need to do or with what do they need help to make their dream come true?* There can be as many steps as each pupil wants.
- After the teenagers have figured out the steps towards their goal/ dream, the specialist asks them to reflect and write down (in the space around the staircase) about the obstacles they could face in the pursuit of their goal. Those could be some personal fears or weaknesses or some external factors.
- After the individual exercise has been completed, the specialist can encourage pupils to share their goals and the steps needed to achieve them, as well as possible obstacles they might face. The expert reminds them that we all face adversities when pursuing our goals, but it is important to bounce back and find ways to overcome them or adjust our plan and steps accordingly.
- The expert summarises what was discussed during the session and encourages teenagers to use this strategy of breaking down the steps towards their goals/

dreams for all their future endeavours, as even the satisfaction of moving step by step towards an aim can motivate them further.

Reflection/ discussion/ tasks for the following period:

- As a challenge/ task for the following period, the expert may choose from the following possibilities:
 - the pupils can start working at taking the first step towards their goal (thinking what they have to do, how they can do it, if they will need support, how much time it will take etc.);
 - the pupils can repeat the process of breaking down the steps and identifying possible obstacles for another dream/ goal that they might have;
 - the pupils may go deeper with the reflection on achieving their goal by identifying ways to measure them, by arguing their relevance and by setting a deadline (the worksheet from page 71 may be used).
- The expert can ask the group to self-select (either in individual conversations between them or in a joint conversation of the whole group) into groups according to what they feel at the end of the activity: joy, sadness, anger, boredom, curiosity (the expert may indicate a different set of emotions - appropriate to the specifics of the group). When the group gets into subgroups, each group stands next to each other and presents a common exclamation according to their group membership: *1) We feel joy! 2) We feel sad! 3) We feel angry! 4) We feel bored! 5) We feel curious!*

GROUP SESSION 9

Title/ topic:

- Coping with change (and other unpleasant emotions)

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

- identify changes that have happened in their life, their intensity and how they made them feel;
- learn about some techniques to regulate their emotions when these emotions tend to be too intense.

Preparation:

- The group can continue the exercise about sharing their emotions in a metaphorical way while sitting in a circle (see self awareness group session plans), as it may set a relaxed tone for the following activities.
- Alternatively, the specialist can ask if there is someone who would like to share their reflections or experiences regarding the pursuit of a goal/ dream.
- The expert introduces the topic and goals of the session to the teenagers.

Resources:

- A4 sheets or individual journal;
- pens/ pencils/ highlighters;
- flipchart sheets;
- markers;
- sticky notes.

Main activity:

- The specialist explains that change is a part of life and happens naturally and often, but it's not always welcome or easy to handle. He/ she can proceed to offer an

example of a personal change that has occurred and how that change was received and what emotions it triggered. The expert then asks the pupils to provide examples of changes from their own life and to share their emotions in those situations.

- The expert invites the teenagers to reflect and write down (in their journals or on writing paper) some changes they have noticed in their lives in the past years, months, weeks. For each change identified, pupils are required to write down if it was a welcome or unwelcome one, how did it affect their life, as well as what emotions it induced. Then, the pupils are asked to rate these changes, from the smallest or of less importance to the biggest or more important ones.
- On a flipchart sheet, the specialist draws a scale from 1 to 10. He/ she asks each pupil to pick one of the changes they have noted down and write it on a post-it. Then, the pupils are invited to place the post-it note on the scale, according to how big or small the change was. They can also share a few words about it, but they should not be pushed to do that if they don't want.
- The expert explains that there is a lot of diversity on how a change is perceived, as the same thing that can be small for someone, can be big for someone else and the same goes for the emotions triggered by the changes.
- The pupils are then split into groups and each group is given a flipchart sheet and markers. The groups need to work together and come up with ways, strategies or techniques that one can use to cope when the change is unpleasant or evokes difficult emotions. They can draw conclusions from their personal experience or from general knowledge. They are also asked to consider in which other cases these techniques can be used (prompt: when someone feels angry, worried, sad, stressed etc.). After they have written down their ideas, each workgroup presents them and discusses them together with the class. The specialist may add any techniques or strategies that might have not been mentioned.
- Towards the end of the lesson, the class can practice together a calming technique of their choice (e.g. breathing or sensory exercise).

Reflection/ discussion/ tasks for the following period:

- The specialist summarizes what was discussed during the session and encourages pupils to write down a couple of calming techniques which resonate with them the most and try to use them the next time they are faced with difficult or unpleasant emotions. They are also invited to continue updating their journal with the changes they notice and their effects as well (of course, they should be encouraged to use their journal to continue to keep track of all the self-management skills covered in the previous lessons).
- The expert can ask the group to self-select (either in individual conversations between them or in a joint conversation of the whole group) into groups according to what they feel at the end of the activity: joy, sadness, anger, boredom, curiosity (the expert may indicate a different set of emotions - appropriate to the specifics of the group). When the group gets into subgroups, each group stands next to each other and presents a common exclamation according to their group membership: 1) *We feel joy!* 2) *We feel sad!* 3) *We feel angry!* 4) *We feel bored!* 5) *We feel curious!*

SOCIAL AWARENESS



GROUP SESSION 10

Title/ topic:

- Fostering emotional connection

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

- improve their interactions in the classroom;
- develop empathy;
- be motivated to devote more time to people who need support.

Preparation:

- The specialist sits down with the teenagers in a circle and greets them. He/ she asks each pupil, proceeding in a clockwise direction, to put one hand on the shoulder of the person sitting next to him/ her and complete the sentence *Today my colleague feels like...* The specialist indicates that the feelings should be described in a metaphorical/ illustrative way.
- The expert introduces the topic and goals of the meeting to the teenagers.

Resources:

- writing paper, pens;
- any type of music player device, speakers.

Main activity:

- The specialist divides the group into pairs. The members of each pair stand facing each other, spread across the room (enough space for movement should be designated for each pair). The task of the pupils is to imitate the other's movements, just like seen in a mirror, without talking. Each member of the pair may lead the movements or be the mirror; the roles between the two participants need to be changed seamlessly. After a few minutes, they all sit down in a circle and the expert invites them to share their experience: *How did you feel? How did you decide who leads the movements and who is the mirror? What was the difficult and what was the easy part? What did you observe?*
- For the next activity, the expert may decide to keep the same organization of the group or to invite the teenagers to change their partners and work in a different pair. The members of each pair stand facing each other, spread across the room. For one minute, the partners are invited to take a close look to each other, to observe as much as possible about the other's appearance. After the time is up, they turn around, back to back and they are invited to change something about their appearance, something small, that cannot be observed easily (e.g. untie a shoelace, switch the rings/ bracelets from one hand to another, zip/ unzip a pocket etc.). When everybody has changed something, they turn around again to their partner. Each of them has to guess what has changed in the other's appearance. After the activity, the specialist invites the teenagers to sit down and to share their experience: *How did you feel? Did you manage to guess what has changed? What was the difficult and what was the easy part? What did you observe?*

- For the following activity, the expert may decide to keep the same organization of the group or to invite the teenagers to change their partners and work in a different pair. The members of each pair sit facing each other. The exercise has two parts: in the first part one of the teenagers in the pair plays role A and the other one plays the role B, while in the second part they switch roles. The specialist explains the roles: while the music plays (preferably instrumental, without lyrics/ words and about 3-5 minutes in length), A needs to remember and think about a time in his/ her life in which things were difficult (alternatively, the pupils may think about something from their past with a high emotional impact, regardless if the situation was pleasant or unpleasant; the music chosen for this exercise may prone the teenagers to reflect on more happy/ sad/ angry times from their life), while B needs to follow A's emotions and offer support in such a way that A feels understood and supported. They are not allowed to speak, but they might touch if they choose to. After the first part of the exercise is completed, the expert may allow the group 1 minute of complete silence before starting the second part, in order for the pupils to regulate their emotions and come back to a more composed state of mind. After the activity, the specialist invites the teenagers to sit down in a circle and to share their experience: *How did you feel in role A? How did you feel in role B? What was the difficult and what was the easy part? What did you observe?*

Reflection/ discussion/ tasks for the following period:

- The specialist summarizes the session and invites the teenagers to reflect and share their thoughts on non-verbal emotional connection, while pointing out important aspects of the session to be taken onwards (the importance of paying attention to non-verbal language: mimic, gestures, posture; the importance of observing small changes in the other's behaviour; the human need of emotional support and the basics of offering support/ feeling supported).
- The expert may invite the teenagers to extract from a bag/ box a piece of paper with the name of a classmate written on it (prepared in advance): their task is to secretly take care of that person during the following week, just like a guarding angel would do, while trying to be as discreet as possible.

GROUP SESSION 11

Title/ topic:

- Active listening

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

- learn the principles of active listening;
- enhance their active listening skills;
- develop tolerance and understanding for peers.

Preparation:

- The specialist sits down with the teenagers in a circle and greets them. He/ she asks each pupil, proceeding in a clockwise direction, to put one hand on the shoulder of the person sitting next to him/ her and complete the sentence *Today my colleague feels like...* The specialist indicates that the feelings should be described in a metaphorical/ illustrative way.
- Alternatively, the expert might invite the teenagers to share their experiences as guarding angels and as guarded persons.

- The expert introduces the topic and goals of the meeting to the teenagers.

Resources:

- flipchart paper, markers;
- post-its;
- pencils, pens.

Main activity:

- The specialist divides the group into pairs. The members of each pair sit facing each other. The exercise has two parts, 2 minutes each: in the first part one of the teenagers in the pair plays role A and the other one plays the role B, while in the second part they switch roles. The specialist explains the roles: A will narrate a movie or a book that he/ she liked for 2 minutes, while B will listen carefully A's narration for 1 minute and will think about something else and not listen to A's story for another minute; B gets to decide for himself/ herself the order of these 1-minute tasks. After the completion of the first part of the exercise, the pupils in the pairs may discuss their experience. Then they switch roles. After the activity, the specialist invites the teenagers to sit down in a circle and to share their experience: *How did you feel in role A? How did you feel in role B? What was the difficult and what was the easy part? What did you observe?*
- The expert invites each pupil to say three statements about himself/ herself, two of which are true and a false one. The task of the group is to guess which sentence is false. The teenagers are encouraged to mix lies with unusual true facts about themselves in order to increase the level of difficulty. After the activity, the specialist invites the teenagers to share their experience: *What were you paying attention to while trying to guess the lie? What was the difficult and what was the easy part? What did you observe?*
- The specialist invites the pupils to sit in a circle and play "The telephone without names": the task of the pupils is to ask to speak on the phone with a colleague that matches a certain description and without using his/ her name; they need to add as much details as necessary in order for the respective colleague to recognize himself/ herself in the description and answer the phone. The expert starts the game: *I would like to speak on the phone with a person that...* The teenagers are encouraged to use the information they know about each other from the previous game, but also from their daily interactions. The person who recognizes oneself continues the game.

Reflection/ discussion/ tasks for the following period:

- The specialist summarizes the session and invites the teenagers to reflect and share their thoughts and feelings on active listening, while pointing out the importance and principles of active listening (we not only use our ear for active listening, but also our eyes, mouth, hands etc.). Each pupil may write one idea on a post-it note and stick it on a flipchart sheet that remains in a visible place in the classroom. Alternatively, the expert may write down on a flipchart sheet the main ideas of the pupils and the conclusions on active listening.
- The expert may invite the teenagers to practice active listening consciously over the following week and keep track of the outcomes of those situations in their journals.

GROUP SESSION 12

Title/ topic:

- Debate - construction of arguments and public speaking skills

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

- learn the principles of argumentation;
- practice argumentation and public speaking;
- develop respect and understanding for the opinions of others.

Preparation:

- Debate is an effective teaching method that fosters learning in an authentic and situated manner: it's authentic because pupils are responsible for constructing the concepts and reasoning used in their speeches; it's situated because the pupil learns through active participation in a specific context: the debating context. Debate is generically a regulated confrontation between teams, on controversial topics, carried out through the exchange of arguments and counter-arguments in front of a jury. Debate promotes in pupils the noblest and most civilized aspects and skills of human beings: respect for opinions opposed to one's own and for those who express these opinions; appropriation of techniques that lead to critical thinking; presentation of one's positions in an argued manner.
- Rules are an essential element of debate, as they determine the function of the exchanges, the duration of each speech and the sequence of interventions in each debate, ensuring a linear, progressive and conclusive course, unlike some less structured exchanges, such as a discussion.
- A fundamental element of debate is argumentation. Pupils need to apply certain patterns to which reasoning must conform in order to derive conclusions consistent to the premises and link their speeches to the ones of their team members in order not to contradict among them. Also, they need to adapt to the interlocutor and the audience by selecting the most appropriate arguments and to accommodate the criteria by which judges evaluate their speeches.
- The following resources may be used for further documentation:
 - <https://www.youtube.com/watch?v=1TSkkxu8on0>
 - <https://www.youtube.com/watch?v=F84Y0jQwG0w>
 - <https://www.youtube.com/watch?v=GJkF1OYncfw>

Resources:

- debate rules;
- writing paper, pens;
- access to books, online information etc. (to be used for documentation and proofs).

Main activity:

- This specialist divides the teenagers into 3 groups: YES group (debating for the motion), NO group (debating against the motion), MAYBE group (the jury). The groups will sit together, each of them in a designated area in the room (preferably, the opposing teams will face each other and the judges will have a good lateral view on both teams). On the floor, it will be marked an area, in which the pupils will place themselves (physically, they will stand within the marked area). The expert will explain the rules (or a hand-out might be prepared in advance):
 - Pupils (from YES and NO groups) need to choose their team before the motion is announced or are distributed in groups regardless of their personal opinion on the matter discussed.
 - Pupils (from YES and NO groups) take turns to speak, one per team.

- Each pupil expresses his/ her short, brief views within a short timeframe set from the beginning (1 minute, for example).
 - Each pupil offers at least one argument on the topic discussed.
 - The pupils may speak more than once, provided the intervention is a response to the intervention of the opposing team or further to their own team's intervention.
 - Each team has a few minutes (5-6 minutes) before the debate to prepare their line of argumentation (during this time they may consult books, internet resources etc.), but they complete their arguments also as they go, given the thread of the discussion (they are not allowed to consult resources during the actual debate).
 - The order of the speakers within the same team is established by the teams (alternatively, the pupils raise their hands to ask for the floor and the expert chooses who will speak).
 - Each speaker tries, through the arguments offered, to convince the judges.
 - The debate concludes after all pupils offered at least one argument or after a certain amount of time.
 - The jury analyses the main arguments presented and deliberates which of the teams provided more convincing arguments, in order to be declared winner of the debate. They need to motivate their choice.
- The specialist delivers the motion to be debated: one controversial sentence that the teenagers may relate to: *Pop music/ classical music should be banned for teenagers. Teenagers should only have access to electronic devices starting 18 years old. The minimum age for getting a driving license should be set at 12 years old.* The YES group sustains the motion as it is, while the NO group opposes it.

Reflection/ discussion/ tasks for the following period:

- The specialist summarizes the session and invites the teenagers to reflect and share their thoughts and feelings on the debate, while pointing out the importance and principles of argumentation, of actively listening to speakers and observing the audience, of self-awareness and self-management while speaking. Here are some guiding question which may be used: *What were you paying attention while speaking/ listening? What decisions did you take within the team to change the argumentation or to keep it? What was the difficult and what was the easy part? What did you observe? What did you learn? What would you do differently?*

GROUP SESSION 13

Title/ topic:

- Empathy - forum theatre

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

- enhance their learning styles and experiences, their knowledge and skills;
- be more engaged in exchanging opinions;
- develop communication, cooperation and conflict management skills;
- develop personal autonomy, the ability to plan, to make decisions and strategies.

Preparation:

- Theatre art is strongly linked with work on emotions, psychological interventions and neuroscience (see the experience of Jacob Levi Moreno, considered to be the father of Psychodrama as a form of psychotherapy, who used drama techniques in

his work with people with mental and emotional issue; or the experience and work of Giacomo Rizzolatti and the team of the Neurophysiology laboratory at the University of Parma: discovery of mirror neurons, considered to be at the basis of social interaction and empathy).

- The implementation of theatrical activities, such as role playing, involves collaboration, mutual attention and support, personal insight, self- and social awareness skills.
- The drama technique presented in this session is inspired from forum theatre, in which all participants may become actors, directors, audience. The stimulus situation may be inspired from the real experiences of the group or may be fictional.
- The expert introduces the topic and goals of the meeting to the teenagers.

Resources:

- laptop, video-projector, speakers, internet connection.

Main activity:

- The specialist shows the teenagers some photos of people's faces (extracted from larger photos) without any context and invites them to make conjectures regarding what they feel or think.
- Alternatively, short video excerpts from artistic movies may be presented, while the teenagers are invited to make conjectures regarding what the characters feel or think in that situation.
- After this activity, the expert points out the importance of context when making conjectures and delivers a mini lecture about empathy (if considered appropriate, the following video on the difference between empathy and sympathy may be shown: <https://www.youtube.com/watch?v=1Evwgu369Jw>).
- Further on, the specialist describes a potential situation from the life of a teenager (e.g. A teenager that wants to go to a concert/ music festival with his/ her friends and his/ her parents oppose to this for fear of alcohol/ drug consumption risks in that context. A victim of domestic violence who becomes a bully at school. etc.) and asks the pupils to recreate it in a role play, like a theatre project: each character will be played by a volunteering pupil. The other pupils, who have not been distributed as characters will act as an audience, but may intervene in the play when invited. After the pupils play their parts for the first time, the specialist invites other pupils to play the parts: *How would you play this role? Would anybody like to play this role in a different way?* The pupils repeat the role play in different ways without changing the narrative thread. Then, the expert invites the pupils to play the parts in such way that there is a different outcome to the whole situation than before: *What do you think that the characters should act in order to obtain a different outcome/ in order to understand each other better? Who wants to try and be the director of the play?* The pupils play the role following the indications of one or several directors.

Reflection/ discussion/ tasks for the following period:

- The specialist summarizes the session and invites the teenagers to discuss their experience in the role play, while pointing out the importance of empathy and adopting new perspectives in daily interactions and in human relation in general. Here are some guiding question which may be used: *What did each character think/ feel in that situation? How did their thoughts/ feelings changed during the different interpretations of the roles? What did the new perspectives bring to the characters? What was difficult and what was easy? What did you observe? What conclusions may we draw? What may be applied in real life?*

RELATIONSHIP MANAGEMENT



GROUP SESSION 14

Title/ topic:

- Stimulating interpersonal knowledge - first condition of initiating relationships

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

- enhance their knowledge on relationship management;
- be able to synthesize information about their peers;
- be able to reflect on the image/ reputation they have in their social groups;
- feel more curious to get to know other people;
- feel more confident in initiating relationships.

Preparation:

- The specialist sits down with the teenagers in a circle and greets them. He/ she asks them to share any new insights or experiences related to the topics approached during the social awareness sessions: non-verbal communication, active listening, debate and argumentation, empathy.
- Alternatively, the expert asks each pupil, proceeding in a clockwise direction, to put one hand on the shoulder of the person sitting next to him/ her and complete the sentence *I have learnt that one of the strong points of my colleague is...* The specialist indicates that the pupils may refer to the activities done together during the group sessions or to previous information they have about their classmates.
- The expert introduces the topic and goals of the session to the teenagers.

Resources:

- whiteboard/ flipchart, markers;
- writing paper;
- pens, pencils, colouring pencils, rubber, sharpener, eraser, markers.

Main activity:

- The specialist writes the word “relationships” on the whiteboard/ flipchart and elicits relevant words that the teenagers associate with this word. He/ she leads the discussion towards what builds a good relationship, as well as what destroys it.
- The expert divides the group in pairs, preferably encouraging the teenagers to work with classmates that they don’t know very well or with whom they have rarely worked together. The members of each pair sit together, facing each other. The pupils are given some time to share information about each other (5 minutes each, for example) - for enhanced difficulty, needed in a group in which members know each other very well, pupils may be given a certain topic (e.g. to share information about their childhood, to share an awkward situation, to share memories from their first romantic date etc.) or the opportunity to ask questions among them. Taking notes is not allowed. After both parties have shared information to their partner, the teenagers sit together in a circle (the members of the pairs sit next to each other) and the specialist asks them to present each other, using the information that they shared previously, as if they were the other person (e.g. A will present the information gathered about B as if he/ she were B and will start: *My name is B and*

...). After this activity, the expert invites the teenagers to share their experience about the exercise: *How did you feel when your colleague presented you? How did you feel when you presented your colleague?*

- Alternatively, the expert may divide the class in groups of 3 pupils. The pupils' task is to find 3 things they have in common and 3 differences (1 thing that differentiates each of them from the other two). The teenagers are invited to avoid referring to physical resemblances and differences and refer more to psychological traits, moral values and interests. For enhanced difficulty, pupils may be divided in larger groups and given a higher number of commonalities and differences to find among them (e.g. 5 pupils, 5 commonalities, 5 differences). After the small workgroups have reached their goal, one representative from each workgroup shares with the class their list of commonalities and differences.

Reflection/ discussion/ tasks for the following period:

- The specialist summarizes the session and invites the teenagers to discuss their experience in the activities, while pointing out the importance of sharing information about ourselves and being curious to what the others share in order to build relationships. Here are some guiding question which may be used: *Did you find out new things about your colleagues? How did you feel while discussing? What did you think? What was difficult and what was easy? What did you observe? What can you conclude from this activity?*
- In order to stress the basic idea of relationship, the expert may point out and analyse elements of interaction and attitudes which appeared during the presentations/ discussions (protection, help, enhancement etc.).
- If considered appropriate, the specialist may invite the pupils to play again "The telephone without names", using the new information that the teenagers gathered about each other.
- A possible task for the following week may be to invite the teenagers to be curious about their peers or family members and ask questions or to initiate relationships with people they don't know very well (e.g. smaller/ older pupils, new teachers etc.)

GROUP SESSION 15

Title/ topic:

- The importance of values in maintaining interpersonal relationships

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

- understand what values are;
- be able to reflect on their own hierarchy of values;
- feel motivated not to compromise their values to please others.

Preparation:

- The specialist sits down with the teenagers in a circle and greets them. He/ she asks them to share any new insights or experiences related to being curious about others and initiating relationships.
- Alternatively, the expert asks each pupil, proceeding in a clockwise direction, to put one hand on the shoulder of the person sitting next to him/ her and complete the sentence *I have learnt that one of the strong points of my colleague is...* The specialist indicates that the pupils may refer to the activities done together during the group sessions or to previous information they have about their classmates.

- The expert introduces the topic and goals of the session to the teenagers.

Resources:

- flipchart/ whiteboard, markers;
- worksheet “My pyramid of values” (see annex at page 84);
- writing paper;
- pens, pencils, colouring pencils, sharpener, eraser;
- internet connection, video-projector, laptop, speakers.

Main activity:

- The specialist opens the discussion to define what values are and what their function is and also the different values required to build a good relationship. The teenagers’ inputs are written on the flipchart/ whiteboard. If considered appropriate, the following video might be shown and discussed: <https://www.youtube.com/watch?v=He9JqYX85qU>.
- The expert provides the teenagers with the worksheet “My pyramid of values”. The pupils need to complete on the worksheet at least 6 values, in a hierarchical order, from very important (top of the pyramid) to important (bottom of the pyramid). Then, the specialist divides the class in groups of 3 pupils and provides each group with a new worksheet. The teenagers need to discuss their personal values within the group and identify a new set of 6 values, which define the entire group. When they finalise these, they present them (or just the top 3) to the class and the specialist invites them to share their experiences about the exercise: *How did you feel while discussing? Are your personal values from the initial worksheet well represented in the workgroup hierarchy? Did you feel you had to compromise to reach common ground? What was difficult and what was easy? What did you observe? What can you conclude from this activity?*
- The specialist leads the discussion towards the importance of common values in maintaining relationships, as well as one’s need not to compromise one’s values to avoid conflict or to please another person.

Reflection/ discussion/ tasks for the following period:

- The specialist analyses together with the class the top 3 values of each workgroup and selects the ones that all/ most groups have in common, facilitating the group to choose the top 3 common values of the entire class (later on they may be printed and hanged in the classroom).
- A possible assignment for the following week may be given for the teenagers to observe how their values dictate their behaviours.

GROUP SESSION 16**Title/ topic:**

- Conflict management

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

- learn strategies to manage conflicts;
- be able to manage conflict;
- feel motivated to cooperate in order to manage conflict.

Preparation:

- The specialist sits down with the teenagers in a circle and greets them. He/ she

asks them to share any new insights or experiences related to the link between values and behaviours.

- Alternatively, the expert asks each pupil, proceeding in a clockwise direction, to put one hand on the shoulder of the person sitting next to him/ her and complete the sentence *I have learnt that one of the strong points of my colleague is...* The specialist indicates that the pupils may refer to the activities done together during the group sessions or to previous information they have about their classmates.
- The expert introduces the topic and goals of the session to the teenagers.

Resources:

- flipchart/ whiteboard, markers;
- lists with situations/ scenarios (see annexes at page 121-122);
- writing paper;
- pens, pencils, colouring pencils, sharpener, eraser.

Main activity:

- The specialist opens the discussion to define what conflict is and what risk and value it brings to a relationship. The teenagers' inputs are written on the flipchart/ whiteboard and summarized.
- The expert introduces the pupils to different situations, inviting them to reflect and write down emotions that these situations may trigger. He/ she leads the discussion in order to compare responses and highlight the tension that conflict brings in a relationship, but also to point out the fact the conflicts have the potential of rearranging the order of a relationship.
- The specialist divides the class in groups of 3 pupils and provides them with conflict scenarios. Pupils need to cooperate to figure out how they can deal with the problem described in the scenario. They can write their ideas on a piece of paper and a member from each workgroup presents the ideas to the class. The specialist leads the discussion in order to summarize the strategies of managing conflict and to point out that none of the strategies fits all types of conflicts and that the particularities of each situation need to be taken into consideration when deciding how to proceed.
- The expert presents the pupils with a feedback technique in three steps, which may help reduce emotional tension and prevent conflicts from escalating, while also setting the tone for a healthy way of seeking solutions. Each of the three steps refers to a certain component (behaviours, thoughts, emotions) and consists of a sentence which needs to be completed with the specifics of each situation:
 - I see.../ I hear... (behavioural clue);
 - I imagine... (cognitive clue);
 - I feel... (emotional clue).

Reflection/ discussion/ tasks for the following period:

- The specialist summarises the session and invites pupils to monitor the way that they usually handle conflicts and to implement other new learnt strategies as well.
- A potential task that may be given for the following week is for the pupils to apply the feedback technique in 3 steps and observe the effects.

Situations which may trigger different emotions for discussions

Scenario 1:

You have asked your friend to lend you their laptop to do a project but now you it seems to have crashed.

Scenario 2:

You have got a brand new mobile phone and your friend asks if they can use it to take photos.

Scenario 3:

Your friend seems really hurt by a comment coming from another pupil. They are crying.

Scenario 4:

Your teacher asks you to solve a very difficult Math problem on the board.

Scenario 5:

Your mum has told you to get ready because she's driving you to the mall to see your friends.

Scenario 6:

Your parents surprise you with a gift you really wanted for your birthday.

Scenario 7:

You have handed your brand new mobile phone to your friend to see it but they have dropped it by mistake.

CONFLICT SCENARIOS FOR DISCUSSIONS

Scenario 1:

Your best friend spends half the time you're together texting other friends. You think of sending your friend a text saying, "PUT DOWN YOUR %#@& PHONE AND BE WITH ME!" but maybe there's a better solution. What is it?

Scenario 2:

Your friends are great one on one. But when they get together, they're like boorish marauders. It really bothers you when they make fun of people with disabilities. How can you address this without being drawn and quartered yourself?

Scenario 3:

One of your friends always chews with his mouth open. It's gross—all those saliva-slimed, maggoty, masticated morsels of chopper-chomped chow. (Told you it was gross.) How could you address this delicate subject with your friend?

Scenario 4:

A friend posted a photo on social media of you drooling in your sleep. You're angry and humiliated. Think of a rude way to respond and then a polite way. Which is better and why?

Scenario 5:

Your friend is chronically late and always shrugs it off with lame excuses. You could give him some of his own medicine by standing him up, but that just brings more rudeness into the world. What's a better way to resolve this?

Scenario 6:

Your friend always invites herself over to your house and then never leaves. Short of screaming, "INCOMING MISSILE!" and locking the doors after she dives out the window, what would be a polite way to deal with this?

Scenario 7:

A friend floods you with hundreds of unwanted texts a day. Think of a rude and a polite way to respond. Which do you think would work better and why?

Scenario 8:

Your friend bailed on going to the movies with you by saying she was sick. Later you learn she went out with someone else. Instead of getting even by giving her measles, how could you handle this politely?

GROUP SESSION 17**Title/ topic:**

- Conflict management and interpersonal support

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

- understand negative and positive aspects of relationships;
- learn that all emotions are valid but not all reactions are;
- be able to assist others in managing difficult situations.

Preparation:

- The specialist sits down with the teenagers in a circle and greets them. He/ she asks them to share any new insights or experiences related to conflict management.
- Alternatively, the expert asks each pupil, proceeding in a clockwise direction, to put one hand on the shoulder of the person sitting next to him/ her and complete the sentence *I have learnt that one of the strong points of my colleague is...* The specialist indicates that the pupils may refer to the activities done together during the group sessions or to previous information they have about their classmates.
- The expert introduces the topic and goals of the session to the teenagers.

Resources:

- lists with situations for role play (see annex at page 124);
- writing paper;
- pens, pencils, colouring pencils, sharpener, eraser, markers.

Main activity:

- The specialist divides the group in pairs and asks the pupils to write a list of the negative things/ what they do not like in a relationship and a list of the positive things/ beautiful things in a relationship. The expert explains that relationships have their good and their difficult moments.
- The expert divides the class into groups of 5 pupils and invites them to play the game "Think outside the box". Each group receives a situation which they need to role-play: one of the group members is the one facing the described situation, while the others, take the role to support, to "think outside the box" and help their classmate, not just with ideas, but with actual support in the role- play. Pupils need to cooperate to figure out how they can deal with the problem. They can write their ideas on a piece of paper and then role-play the whole situation (including the solution) in front of the class.
- The specialist facilitates the discussions on the shared solutions and encourages expression of opinions, feelings and thoughts regarding the role play, while also pointing out healthy ways of validating emotions and offering support.
- The expert reminds the pupils the feedback technique in 3 steps from the previous session, stressing out the fact that it may be used for offering positive feedback as well, not just for negative.

Reflection/ discussion/ tasks for the following period:

- The specialist summarises the session and highlights that all emotions are valid and acceptable, while not all reactions are acceptable. Releasing intense emotions is healthy if done in an appropriate manner and if it doesn't hurt other people. It is not acceptable to yell at others, but instead teenagers must convey their emotions in a manner that helps them solve problems instead of creating others.
- A potential task that may be given for the following week is for the pupils to validate other people's emotions in certain contexts.

SITUATIONS FOR THE ROLE PLAY

Scenario 1:

On an bus, an older kid demands that you change seats with his friend so they can sit together. You came early to get a window seat and don't like his friend's location.

Scenario 2:

Your friend does not want to hang out with you and they seem to have some new friends and leave you alone.

Scenario 3:

A friend has hurt your feelings by sharing your private secrets with another friend.

Scenario 4:

You are at a restaurant with your friends and have forgotten to bring any money with you. You're really hungry.

Scenario 5:

Your friend has lost their mobile phone and some other kids are saying that you've taken it, even though that's not true. These kids insist that you are the one who has it.

Scenario 6:

Your mum says that you cannot meet your friends this weekend.

Final Session

GROUP SESSION 18

Title/ topic:

- Progress self-evaluation and lessons learnt

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

- learn how to assess and summarize their learning experiences;
- be able to reflect and acknowledge their progress;
- feel motivated to develop and grow further.

Preparation:

- The specialist announces the group that this is the final session and its purpose is to self-reflect upon the progress and draw conclusions regarding the lessons learnt.

Resources:

- worksheet (see annex at page 126);
- writing paper, pens, pencils, colouring pencils, markers.

Main activity:

- *The scale/ thermometer of progress.* Pupils are asked to remember the moment they started the group sessions and their level of expertise on emotional intelligence then and how they have progressed by participating in the group sessions and their current level of knowledge and skill regarding the components of emotional intelligence. The specialist asks them to express their reflections by making use of their body while standing up, as if their body would be a thermometer or a vertical scale and point out with their hands their past level of knowledge and skill and then their current one.
- Further on, the expert asks the pupils to write down on the worksheet impressions and feelings regarding what they have learnt and experienced and ideas on how they plan to use their current level of knowledge and skill. The specialist must encourage the pupils to outline learning/ development goals for themselves.

Reflection/ discussion/ tasks for the following period:

- *The backpack for life.* In the end of the session, the specialist invites the pupils to imagine that in the middle of the room there is a backpack that each of them will take on during their journey through life and each of them might put inside one important thing they wish to remember and continue to apply from the group sessions on emotional intelligence.
- As a continuation of the reflection upon the progress and the things they have learnt, the pupils might be instructed to:
 - design an individual/ group poster with rules or things they should keep doing in order to maintain their self- and social-awareness and to manage their emotions and their relationships;
 - create a journaling page (they may use drawings, symbols, words, stickers etc.) to remind them of the things they have learnt and the skills they have developed;
 - make a collage of photos with difficult emotions and potential ideas how to cope with them in a healthy and functional way.



WHAT DID I LEARN?



HOW DID I GROW?



WHAT DID I LIKE?



WHAT WOULD I CHANGE?



WHAT WILL I APPLY?



WHAT DO I PLAN TO DO NEXT?