
THE DEVELOPMENT OF SOCIAL AND EMOTIONAL COMPETENCES IN SECONDARY EDUCATION.



TOOLKIT FOR TEACHERS

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TOOLKIT: SELF-MANAGEMENT

SELF-MANAGEMENT

THE CIRCLE OF INFLUENCE





<p>TITLE</p>	<p>THE CIRCLE OF INFLUENCE</p>
<p>DESCRIPTION OF THE TOOL</p>	<p>A Black hole – A white hole is a tool, based on Stephen Covey's circle of concern and circle of influence theory, which will help students review group goals and priorities and make choices about what to focus on individually and collectively. The tool will teach students to analyze and reflect on where they can have the most impact and influence when they set up their goals. The tool helps groups and every individual in the process of reviewing goals and priorities and learn how to focus efforts on results, based on their own abilities.</p>
<p>OBJECTIVES OF THE TOOL</p>	<ul style="list-style-type: none"> • Understand and define factors of concern to the individual and the group • Defining factors that can be influenced by personal efforts and for which it makes sense to invest time, energy, and effort /White holes/ • Analysis of factors that the individual and the group cannot influence and refocus the efforts wasted there in another direction/Black holes White holes/ • To learn and train a working model of self-management in setting goals, that could be accomplished, based on realistic own capabilities and to minimize the waste of energy, emotions and efforts on goals that are out of the individual/group's own power.
<p>CONNECTION OF THE TOOL WITH THE AREA</p>	<p>At its base self-management is the ability to regulate behavior, thoughts, and emotions in a way that serves the individual and their performance in everyday tasks. It is critically important to use our potential for inner and outer improvement, rather than waste it in focus on problems we cannot influence. One of the main capabilities of highly effective individuals is the ability to direct their efforts to results that largely depend on their own abilities, efforts, and work.</p> <p>Self-management is a set of psychological skills that support self-control, the ability not to fall into distraction, and observation of your own actions according to their degree of compatibility with medium and long-term goals, according to the abilities that one believes to possess.</p> <p>In this way, it can be said that self-management consists of psychological processes tasked with ensuring that an individual has maximum opportunities to achieve medium- and long-term goals, using the understanding of the difference between the things than can be influenced, and the things that are totally out of its control and focus on the efforts to the first group.</p> <p>The circle of influence corresponds with the following scales on Reuven Bar-On's Emotional Intelligence model: stress management -effectively and constructively controlling and managing emotions, adaptability- objectively validating one's feelings and thoughts for the internal and external reality, self-actualization - achieving personal goals and actualizing one's potential and independence - self-reliant, free from dependency on others.</p>



	<p>The tool is universal - it could be used for groups and individuals - both adults/teachers and youths/students, because it gives matrices that help the analysis of what is worth the effort, and emotions work. The tool helps us to redirect time and energy to things within our control. Once an individual starts using this matrix to analyze situations, goals and concerns he becomes proactive, devoting himself to things that are in his control to improve. Once an individual's life improves, their influence increases and they are a step closer to a well-self-managed individual.</p>
<p>RESOURCES & MATERIALS</p>	<p>Materials</p> <ul style="list-style-type: none"> ● Markers ● Post-its (various colors) ● Flipchart / Whiteboard
<p>IMPLEMENTATION OF THE TOOL</p>	<p>The tool is universal - it could be used by groups and individuals - both adults/teachers and youths/students. In this example, the Teacher will moderate the group of students.</p> <p>Step 1: The moderator of the group /the teacher/ draws a big circle on a whiteboard or flipchart. All students post-its and a marker and ask them to write down:</p> <ul style="list-style-type: none"> ● <i>Things that affect this group, in a meaningful way, both internal and external, and costs concerns</i> <p>Things can be defined broadly here – members can include whatever feels relevant. One thing per post-it note. And as many as they can think of in 5 minutes.</p> <p>Step 2: The students place the post-its onto the circle. Then the teacher draws 2 more circles and explains that the first /main one, full of students' post-its/circles is our mind. Most of the time it is full of fears, problems and concerns the same way that the Universe is full of stars. Now we must clean our Universe by sending all those stars in the right direction or circle</p> <ul style="list-style-type: none"> ➔ In the first “The white hole” must be placed concerns that are in students’ control, and could be improved by their own efforts, decisions and actions. ➔ in the second circle “The black hole” must be placed post-its that are out of the student's control to be improved. <p>Every student can move one post-its and suggest at least one way to improve the concern that is written on it - and write it down.</p> <p>The rest of the group can pitch in with opinions and support at this point. It should be a collaborative effort.</p>



	<p>Cluster any that are the same or similar. Remove duplicates.</p> <p>The teacher could use supporting videos like:</p> <p>Circle of Influence... Stephen Covey - Bing video</p> <p>Step 3: Now initiate a discussion. Invite the group to reflect on an discuss the following questions:</p> <ul style="list-style-type: none"> • <i>How much of the concerns in the “Universe”/first circle are in our control to improve?</i> • <i>What actions could we take to improve the concerns that are placed in the “Black hole”?</i> (2077) Circle of Control - YouTube • <i>How should we relate to the concerns added in the Black hole? Is it productive to just stay and fear or overthink?</i> • <i>How might we reevaluate our priorities, goals and efforts based on this reflection?</i>
	<ul style="list-style-type: none"> • <i>Why were the circles named “White hole” and „Black hole”? What is the White hole indeed? What happens when we put effort into changing something that is totally out of our control? Capture any actions that come out of this discussion in a different spot on the wall. Each action should be clearly defined with a deadline and a person responsible.</i>
<p>WHAT TO LEARN?</p>	<p>This tool aims to create a learning experience that challenges individuals to refocus on self-managed actions, efforts, and goals that guarantee personal growth and improvement, and learn how to indicate “Black Holes”. It gives a working model to reduce anxiety, and overthinking and helps individuals prioritize thinking models, to manage better behavior models. This minimizes the waste of mental, emotional, and practical potential.</p>

SELF-MANAGEMENT

THE TIME MANAGEMENT MATRIX





TITLE	THE TIME MANAGEMENT MATRIX
DESCRIPTION OF THE TOOL	The time management matrix is a step-by-step model of applying time management strategies in everyday life. It can be used for students, teachers, formal and informal groups, and individuals as a strategy for people who have not used tools for managing time so far. It includes seven steps - mindset analysis, analysis of time thieves, defining tasks, prioritising them by importance, planning time and steps to complete, creating a balanced matrix for the individual, and analysing the results.
OBJECTIVES OF THE TOOL	<ul style="list-style-type: none"> • Helps the individual to analyse, synthesise and arrange duties at a daily and weekly level • Requires and develops skills for prioritisation, planning, perseverance, and analysis of results • Makes it possible to detect and define time thieves • Directs the individual's attention to set, follow and implement short-term and long-term goals by optimising their productivity
CONNECTION OF THE TOOL WITH THE AREA	<p>Time management skills are one of the basics of self-management. The idea of time management includes several different abilities including, consciousness in thoughts, actions and analysing results and reactions, prioritising, clear goals setting, staying focused, balancing between responsibilities and free time, consistency, and a proactive attitude. Well-time-managed individual performs better, he is result-focused, conscious and relies on own abilities and potential and uses them to optimise own productivity.</p> <p>Having good time management skills can help individuals stay engaged and avoid procrastination. Youths who don't learn time management skills are at risk of becoming lifelong procrastinators. And waiting until the last possible minute to get things done could cause problems ranging from high-stress levels to relationship trouble. It's important to teach Youths how to behave responsibly and manage their time in the most productive way. That means managing their time wisely without requiring constant reminders or assistance to get their work done.</p> <p>Time management skills correspond with the following scales on Reuven Bar-On's Emotional Intelligence model: self-actualization - achieving personal goals and actualizing one's potential and independence - self-reliant, free from dependency on others.</p>
RESOURCES & MATERIALS	<ul style="list-style-type: none"> • White board • Markers • White paper sheets format A4 • Application for each student/teacher/participant



IMPLEMENTATION OF THE TOOL

The tool can be used by groups/classes - to schedule group time and activities, to analyse and create plans for a project, or by individuals - both teachers and students to help them build and upgrade their habits for time management.

Once explained to the group, the steps should be followed for at least 4-6 weeks, with group reflection once a week to take impressions and track progress.

The steps are presented to the group/class/collective by a teacher, a psychologist or delegated to one or several students, each of whom presents and deploys a set of steps.

1. Step 1: Clear the Mindset

Time does not need to be managed, we need to manage our actions in time so that we can increase our productivity and build positive habits and skills for awareness and focus. To manage our actions over time, we must realise that our actions are dictated by thoughts and emotions and both - thoughts and emotions can be consciously navigated to our advantage. We often postpone a task because we are too "busy", because the task is "difficult", "boring" or because we have a lot more "interesting" and "easy" things to do right now. And it is these "labels" that indicate the thoughts and feelings that provoke our actions aimed at performing or not performing a task. "Busy", "boring", "difficult", "easy", "interesting" indicate an attitude that we need to explore. Therefore, when setting a task, it is of great help to write down on a sheet of paper the first five things that occur to us as an association for the task and try to transform them so that they will set our mind in our favour. "Hard" could become "challenging" for example.

2. Step 2: Detect the Time-Thieves

To structure our time constructively, it is important to track what activities we spend it in. To detect Time Thieves, it is very useful to make a daily time diary in which to record our activities on an hourly basis. The revision of the time spent will show us where we can optimise.

Thieves of time are destructive habits to fill our time with something that has no direct relation to anything constructive in our lives - social networks, prolonged watching of short videos, hours in front of the TV, empty conversations, and aimless delay.

3. Step 3: Define your tasks

Write down every single task that you want or must do in the next day/week. Once you are done, give yourself two more minutes and try to find if there is something more, because old, unfinished tasks are mind-blockers and anxiety provokers. Then adjust your mindset about them - Step 1.

4. Step 4: Set your goals and prioritise them by importance

The focus must be on the most important "to do", followed by the second most important according to the personal goals. Once the



	<p>prioritising is ready it is time to put the tasks into a daily or weekly schedule. It is critically important to plan for rest and free time.</p> <p>5. Step 5: Manage your tasks effectively</p> <p>Plan the steps to achieve the task and how much time you need to get it done and put it in the schedule. It is very important to ensure that the task will be done in the amount of time you plan. /You can clean a room in an hour and in 3 hours, often the job done is equal/</p> <p>6. Step 6: Give your tasks the focus they deserve</p> <ul style="list-style-type: none"> → Schedule rest, meals, and free time, in the beginning, → Schedule time for daily review of your tasks - at the beginning and at the end of the day/week → Schedule time for creativity in solitude - it is NO time /Notifications Off, No social media, no cell phone, NO distraction/ at the beginning of a task or a day → Make a list of all the results you want to achieve on a daily, weekly, and monthly basis → Fill everything in your week/day planner → Follow your planner, no matter what <p>7. Step 7: Reevaluate at the end /of the day/of the week/ of the task</p> <p>It is all about living a conscious life, using your own resources, and paying attention. A well-arranged time is a time well spent. A scheduled task is a task in progress. It is very important to close the cycle with analysis, to evaluate what has been scheduled well, and what could be improved, what has worked, what Thieves have been blocked.</p>
<p>WHAT TO LEARN?</p>	<p>A person's behaviour is a set of habits. Thinking models have behavioural patterns too. It is critically important to choose our thoughts, actions, reactions and habits consciously wisely because in life we have only two paths - to be addicted to distraction and become pathological procrastinators, or to live a conscious, productive and purposeful life that leads us to development and success.</p> <p>Using the strategies consistently leads to unconditionality in their implementation, and their effectiveness creates a sense of control and empowers the personality, strengthens self-esteem, and reduces the situational anxiety that procrastination causes.</p>
<p>FURTHER INFORMATION</p>	<p>* Set up a goal, put it in a time frame and achieve it with actions! The brain cannot function without a goal - a direction!</p> <p>** It is extremely important to reward ourselves and celebrate success once we achieve it. So, plan a reward for the job well done.</p> <p>*** We offer this video as a support resource for motivating students/teachers/groups. The Importance of Time Management Brian Tracy - Bing video</p>

WEEK PLANNER

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07-08 am							
08-09 am							
09-10 am							
10-11 am							
11-12 am							
12-13 pm							
13-14 pm							
14-15 pm							
15-16 pm							
16-17 pm							
17-18 pm							
18-19 pm							
19-20 pm							
20-21 pm							
21-22 pm							
22-23 pm							
23-07 am	sleep	sleep	sleep	sleep	sleep	sleep	sleep

- Schedule rest, meals, free time, in the beginning,
- Schedule time for daily review of your tasks - at the beginning and at the end of the day/week
- Schedule time for creativity in solitude - it is NO time /Notifications Off, No social media, no cell phone, NO distraction/ at the beginning of a task or a day
- Make a list of all the results you want to achieve on a daily, weekly, and monthly basis

SELF-MANAGEMENT

GOOD COACH - BAD COACH





TITLE	Good coach - bad coach
DESCRIPTION OF THE TOOL	<p>Good coach - bad coach is a multi-tool that aims to prove through learning experience the link between stimulating communication, the thoughts and feelings that it provokes and the performance and results of the individual. The tool will teach students/participants the importance of positive stimulation and communication by leading them through experiencing their own feelings and attitudes in real-life situations.</p> <p>In the first part of this exercise, the participants experience how different approaches of communication link to different feelings and have an impact on their performances and adaptability skills. In the second part, the participants get to know and practice the approach for communication, called “The appreciative inquiry” which is a very simple and applicable approach dealing with projects, group goals, problems, and life itself.</p>
OBJECTIVES OF THE TOOL	<ul style="list-style-type: none"> • To discover through personal experience the relations between different approaches of communication and leading models and their impact on the individual mind, feelings, focus, performance, and cooperation • To be aware of how difficult it is to penetrate with one's approach if someone else has chosen the opposite one/ reverse way of communication in the situation. • To gain knowledge of appreciative inquiry and how to apply it in everyday tasks • To reflect on how to communicate in everyday life in a way that makes both you and the people around you benefit from it. • To learn and reflect on how to communicate in everyday life in a way that creates development and adaptability rather than stagnation and conflict.
CONNECTION OF THE TOOL WITH THE AREA	<p>At its core appreciative inquiry is an approach that refocuses the mind to a positive, self-based attitude that helps deal with stress management and improves decision-making, self-expression, interpersonal communication, and skills. It is based on empathy and socially responsible communication - a positive one. The Good coach - bad coach tool in its entirety is connected with all of Reuven Bar-On's Emotional Intelligence model components.</p>
RESOURCES & MATERIALS	<p>MATERIALS</p> <ul style="list-style-type: none"> - Basketball court - One basketball - Flip chart, blackboard, or something similar - Bibs for one of the teams
IMPLEMENTATION OF THE TOOL	<p>* The objective of the tool can be used for any group sport or activity that has a coach. If sport is not an option, then an assignment of a project could be used. Basketball is just a practical example.</p> <p>→ PREPARATION</p>



- The leading trainer/teacher/psychologist needs to gain knowledge about appreciative inquiry and prepare how to introduce the participants to this approach.
- There should be some kind of warm-up before this exercise!
- Make sure you are very concrete and clear in the instructions for the negative communicating coach (We don't want this to run wild and out of hand!)

It is very important that the participants warm up between the two games, you can try to make the debriefing a bit active (E.g.: When asking a question you throw a ball to the respondent, or the participants could do a "jog-and-talk" prior to the shared debriefing)

→ OVERVIEW

The exercise is divided into 3 modules:

1. Basketball match A (Discover the impact of different approaches of communication)
2. A short introduction to the appreciative inquiry
3. Basketball match B (Practical experience of the appreciative inquiry)

A debriefing follows each of the 2 basketball modules.

→ INSTRUCTION

1. Basketball match A:

- Play basketball - 2 x 6 minutes
- Each team has a coach (one of the participants)
- First team coach is told to be exclusively positive and do a lot of compliments
- The coach on the other team is told only to have an eye on the player deficiencies and be predominantly negative
- In the second half of the game the two coaches switch roles

→ DEBRIEF AND EVALUATION

Basketball match A:

❖ Questions for the coaches:

- How did you feel being respectively the positive and the negative coach?
- Did you recognise any differences in how the players responded to you?

❖ Questions for the players:

- How did you feel playing for the positive/negative coach?
- Was your play affected by the type of coaching? And how?
- Any pros and cons of the two ways of coaching?
- Did you miss anything in both ways of coaching?
- Can you relate these experiences to any situations in everyday life?

→ 2. A short introduction to the appreciative inquiry

- Makes a short introduction of the concept and idea behind the appreciative inquiry
- Outline a few focus points for the participants to keep in mind when applying into practice.

E.g.:

- I. Acknowledge the participants' efforts
- II. Provide feedback with the participants' further development in mind (Indicate a direction)



	<p>III. Make the introduction visual and include concrete examples → 3. Basketball match B:</p> <ul style="list-style-type: none"> • Repeat the questions regarding the coaches' and players' feelings and observations. • How did this experience differ from the one you had in the last game? • Any pros and cons of the appreciative inquiry? • Could this approach be implemented in any situation in everyday life? <p>→ Summary of the whole exercise:</p> <ul style="list-style-type: none"> • What did we learn? • How can this knowledge be applied in practice and everyday life? • What benefits can we get out of this? • What is the next step for us to become more positive?
<p>WHAT TO LEARN?</p>	<p>The tool will teach students/participants:</p> <ul style="list-style-type: none"> → The importance of positive stimulation and communication by leading them through experiencing their own feelings and attitudes in real situations. → What is Appreciative Inquiry and how to apply it in everyday tasks → How to communicate in everyday life in a way that creates development and adaptability rather than stagnation and conflict. → The importance of positive focus
<p>FURTHER INFORMATION</p>	<p>(2158) What is Appreciative Inquiry.mov - YouTube (2158) 4D Appreciative Inquiry Model - YouTube (2158) Appreciative Inquiry - YouTube</p>

SELF-MANAGEMENT

THE TRUTH SEEKER





TITLE	THE TRUTH SEEKER
DESCRIPTION OF THE TOOL	<p>The truth seeker is a tool that aims to put participants in a seminar/workshop in circumstances where they can explore the way they emphatically assess information and how their emotions affect their thesis and positions.</p> <p>The story of Fatima - is a narrative composed in such a way as to provoke the individual to fill the unspoken with personal projection. The facilitator of the session is given access to the genuine attitudes and value patterns of the participants, through which they form relationships. Participants in the session/teachers, and students / have the opportunity, through experiential learning, to observe the way they form concepts and thesis and design emotions and relationships.</p>
OBJECTIVES OF THE TOOL	<ul style="list-style-type: none"> • To help participants understand and observe how the personal projection of emotions affects their judgment, a.k.a observation of emotional self-awareness • To observe personal attitudes and value patterns and build an assertive approach • To observe empathy in action and how it affects the reality check • To encourage dialogue about values, judgment, prejudices and provoke the understanding that there is always more to know, other truths and point of view.
CONNECTION OF THE TOOL WITH THE AREA	<p>The Truth seeker is a tool that can be used for observation of the emotional self-awareness, and assertiveness, for inferring prejudices and projections, for illustrating empathy, for studying attitudes, and mainly for illustrating our abilities (and lack thereof) for objective reality research/reality check on the scale of Reuven Bar On /. It correlates with adaptability- objectively validating one's feelings and thoughts for the internal and external reality, and flexibility - adapting and adjusting one's feelings and thinking to new situations. By serving the needs of a group, by directing the facilitation of the discussion can bind the instrument to almost all of Reuven Bar-On's Emotional Intelligence model components.</p>
RESOURCES & MATERIALS	<ul style="list-style-type: none"> - Flip chart, blackboard or Projector - White paper format A4 /if needed/ - 2 prepared slides - 1st one with the story, second one with the additional information
IMPLEMENTATION OF THE TOOL	<p>→ OVERVIEW</p> <p>The workshop is divided into 3 modules:</p> <ol style="list-style-type: none"> 1. Presenting the story of Fatima <ul style="list-style-type: none"> → categorise characters as positive and negative ones through discussion



2. Giving more information about the characters

The story of Fatima

“**Fatima** was in love with **Mohammed**, who lived on the other side of the great river. She wanted to go and meet him very much, so she asked his friend **Ahmed** to take her there in his boat. **Ahmed** refused and she asked **Tarique** to do the same. **Tarique**’s condition for taking her to the other shore of the river was to have **Fatma** sleep in his house overnight. **Fatima** reluctantly agreed, and in the morning **Tarique** took her to the other side of the river in his own boat. She went to her beloved **Mohammed** and told him what obstacles she had gone through to come to him. **Mohammed** got very angry and without hesitation sent her away. **Fatima** was very sad and cried inconsolably when she met **Yasher**. He asked her why she was crying and she told him everything in detail. **Yasher** became enraged with **Mohammed**, found him, and beat him badly..”

- The presentation could be done by a text written on a White Board, Slideshow or etc.
- After the group is familiar with the story, they are asked to categorise characters as positive and negative ones through discussion.
- A consensus on the issue must be achieved.
- The facilitator must lead the discussion through questions, but to stay as neutral as possible.
- Once the group has achieved consensus a short debrief must be done on the process.

❖ **Questions for debriefing and evaluation**

- What are the positive and negative characters?
- What were the reasons for your choices?
- Was it easy to achieve a consensus, and was influenced by you?

3. Presenting the characters with a bit more personal information:

- **Fatima** is a 16-year-old student.
 - **Mohamed** is her teacher. Happily married.
 - **Ahmed** is a colleague of Mohamed, also a teacher of Fatima.
 - **Tarique** is Fatima’s favourite uncle, who has no children and has taken care of her all of her life
 - **Yasher** is a criminal, who has been in jail for committing a murder. He is very violent most of the time for no reason
-
- The presentation could be done by a text written on a White Board, Slideshow or etc.
 - After the group is familiar with the additional information, they are asked to categorise characters once more as positive and negative ones through discussion.
 - A consensus on the issue must be achieved.
 - The facilitator must lead the discussion through questions



	<p>→ Once the group has achieved consensus a short debrief must be done on the process.</p> <p>❖ Questions for debriefing and evaluation</p> <p>→ <i>How does the additional information affect your judgment?</i></p> <p>→ <i>How do we empathise with the characters that we first categorised as positive, projecting ourselves in their situation? Do our feelings change after the additional information, how and why?</i></p> <p>→ <i>Can you imagine a world, where people act after they assume that most of the information in every situation is still hidden from them? What will it be?</i></p> <p>→ <i>How might we reevaluate our judgment, actions, and attitudes based on this reflection?</i></p>
WHAT TO LEARN?	<ul style="list-style-type: none"> ● Information is power. But we never have it all, so we must do a reality check before we judge, form an opinion, or react ● Empathy is power, but involving emotions must include rational analysis ● What is a projection as a defense mechanism, and how we use it and why ● The workshop could be the first step to the presentation of the concept of defense mechanisms in psychology as the biggest enemy of an objective reality check
FURTHER INFORMATION	<p>(2243) Projection Defense Mechanism - YouTube</p> <p>Defense mechanisms Behavior MCAT Khan Academy - Bing video</p>

SELF-MANAGEMENT

ADAPTABILITY AND CHANGE – THE CHANGE YOUR LOOK EXPERIMENT





TITLE	ADAPTABILITY AND CHANGE – THE CHANGE YOUR LOOK EXPERIMENT
DESCRIPTION OF THE TOOL	<p>The change your look experiment is a game that provokes participants to make changes and observe their emotions and reactions during the process. The participants are challenged to stay with these changes for the whole game in order to examine deeper the emotions that arise.</p> <p>The main aim of the experiment is to show students/teachers that change is something natural in life and that acceptance of the changes help us go easier even through dynamically changing situations. It helps to examine their flexibility and adaptation strategies for changes</p>
OBJECTIVES OF THE TOOL	<ul style="list-style-type: none"> ● To arise awareness of the emotions which arise during changing situations ● To learn what adaptability, flexibility and change are, and discover its borders ● Discussing and analysing coping strategies in changing environment (external and interpersonal changes)
CONNECTION OF THE TOOL WITH THE AREA	<p>Change is one of the most difficult things for humans to readily accept. The change and the ability to cope with changes correspond with being adaptable and flexible in order to solve a problem in our lives.</p> <p>The Latin “adaptō” means to fit to or to adjust, and in ecology, adaptability has been described as “the ability to cope with unexpected disturbances in the environment.” There is a difference between flexibility and adaptability in psychological terms, which is good to be distinguished: flexibility has to do with our actions, while adaptability has to do with our reactions.</p> <p>Change your look tool corresponds with the following scales on Reuven Bar-On's Emotional Intelligence model: adaptability- objectively validating one's feelings and thoughts for the internal and external reality, flexibility - adapting and adjusting one's feelings and thinking to new situations.</p>
RESOURCES & MATERIALS	<ul style="list-style-type: none"> ● Duration: 30-40 minutes (depending on debrief) ● Number of participants: pairs of two, from 2 to 20 couples ● Materials required: none



IMPLEMENTATION OF THE TOOL

STEP 1 (15-20 min.)

Tell participants that they are going to assist in an experiment about making changes. It is better not to mention that it is a game. Their agreement to live with the changes made until the experiment is over, must be taken. Reassure them that the experiment only lasts 30 minutes, and they will not have to do anything that they feel uncomfortable with. When providing instructions for this exercise, obtain agreement from the participants that they will maintain whatever changes are made until the exercise is over. Prompt the group to observe, think about, and share their own personal emotions related to making changes.

1. The participants match in pairs of two and have each pair stand facing the other.
2. Ask the participants to determine which one will observe, and which one will make the changes.
3. Tell the observer to study their partner closely because their partner will be making a few changes.
4. Next, the observer from each pair should turn their back (or close their eyes) and ask the other person to make five changes to their physical appearance. This could mean moving their watch from one wrist to the other, removing a shoe, taking off jewelry, or removing their glasses. Give participants 30 seconds to complete the changes.
5. Participants may face each other again, all eyes open, and ask the partner who did not make changes to identify as many changes as possible. Allow about 30 seconds for this.
6. Do a couple more rounds of steps 5 through 7.
7. In the next round the observer makes changes and his/her partner takes the role of the observer. Then this repeats 1 full round for both of them.
8. Finally, ask all participants to make 10 changes in 20 seconds. You will likely get some resistance at this point. When you start to get verbal resistance, stop, and move to the discussion questions.

STEP 2 (15-20 min.)

DEBRIEF

Discussion Questions

Begin by mentioning that things around us are changing and changing fast in lots of different ways. There are social and political changes happening, shifts in people's interests and tastes, and new technology being developed. In fact, the Greek philosopher Heraclitus has been quoted as saying "the only constant thing in life is change." As society advances, those changes come more quickly.

- ***How did it feel to be asked to make so many changes?***
Urge the participants to share openly their own experiences and



	<p>feelings that came across during the game. For some people, it could be fun, but for others, it could be frustrating and stressful.</p> <ul style="list-style-type: none"> • <i>What are the things that make people resistant to change?</i> Answers will vary depending on the group's life experience. Resistance to change is basically the reluctance an individual shows when he must do something different. Encourage the participants to share their experiences. • <i>What are some of the changes that have happened recently that impact us and our local community?</i> Answers will vary depending on what is happening in the world when this workshop is facilitated but could include local, and provincial changes, changing what they do, changing or having to adjust to restrictions put in place due to the COVID-19 pandemic. • <i>How have you seen people adapting to those changes?</i> Answers will vary depending on the change being discussed, so watch for examples of people fighting change, adapting to change, and thriving because of change. Point out that some people handle change better than others, and that people who are flexible in response to change are often the ablest to handle it. • <i>What can you do to make it easier to accept the changes?</i> Answers will vary depending on the adaptability and coping strategies that the participants use in their lives. <p>Begin with the preceding questions. At some point, participants will begin to refer to the changes made during the exercise. When this starts to happen, ask the following questions:</p> <ul style="list-style-type: none"> • Why is it difficult to maintain changes once they are made? • What kind of support is necessary to maintain the changes? <p>Some participants may make the point that these changes are not like changes being made in the workplace and life. If this happens, acknowledge the validity of the statement, but ask how these changes and people's reactions to them are similar.</p>
<p>WHAT TO LEARN?</p>	<p>In a gaming environment, change can be exciting, and adapting to the unexpected is part of the fun. But it doesn't always feel that way in "real life". When we must let go of our ideas, plans, and comfort zone to prepare for something new, it can be both frustrating and frightening. That means it's important to have coping skills for when changes happen, so we can be flexible and adapt to them in a way that reduces our stress levels.</p> <p>We can have in mind the following statements that can be supportive for us in life situations, which challenge us to make a change:</p>



- Saying to yourself, "Things are changing, and it is okay" can be less stressful than putting it off.
- It's important to realise that even good changes can cause stress.
- The more change that is happening, the more important it is to have some things that stay the same, having daily routines.
- No one gets through life alone. It is okay to ask for help.
- Ask yourself what sort of positive things may have happened because of a big change?
- The change helped you prioritise what is most important in your life.
- Be proactive! Taking charge, working preventatively, and figuring out what steps you need to take before something happens.
- To help focus on something other than venting, ask yourself: "What can I do to make things better?"

TOOLKIT: UNCERTAINTY & DECISION - MAKING

UNCERTAINTY & DECISION-MAKING

WHEEL OF CHOICES



INDEPCIE



TITLE	WHEEL OF CHOICES
DESCRIPTION OF THE TOOL	The wheel of choices is a tool that will help students quickly make a random decision by adding choices to a wheel and spinning the wheel to decide. Students will focus on options and consequences to analyze different situations and discuss the choices to be made. It is a decision-making strategy to improve the quality of the choices they make.
OBJECTIVES OF THE TOOL	<ul style="list-style-type: none"> ● Review and improve students' decision-making skills. ● Understand how decisions are made. ● Make decisions and take responsibility for them. ● Demonstrate the ability to take responsibility for their actions.
CONNECTION OF THE TOOL WITH THE AREA	<p>Emotions can drive students to irrational actions or bad decisions. However, this does not mean that emotions should be ignored entirely when making decisions, or that emotions lead to bad decisions. It does mean that when adolescent makes a decision, they should reason about their feelings, without letting them interfere with their decision-making process.</p> <p>When we help students make better decisions for themselves, we empower them to become more confident, caring, and self-reliant. This gives young people a sense of independence and encourages them to believe in themselves, removing uncertainty. Decision-making is a skill that does not require knowledge.</p> <p>As a teacher, you must remember that making bad decisions is acceptable because it is also part of the learning process. Teachers aim to help students to become independent individuals who can manage their lives according to their needs.</p> <p>The purpose of this tool is to show some of the steps you can take in your classroom to help a student make a difficult decision. Decisions often relate to important life issues, such as their academic path, relationships, future, or how to respond to different situations. You can also use this tool to help them make quick decisions in their daily lives, such as what to eat or what clothes to wear.</p>
RESOURCES & MATERIALS	Pencil or pen



IMPLEMENTATION OF THE TOOL

- STEP 1 (15 minutes):

Conduct an open discussion with your students about selection or decision-making strategies by asking the questions below:

1. Have you ever made a decision that had consequences you did not want? Invite students to share their experiences.
2. How do we decide whether we should do something or not?
3. How do you choose or make a decision?

- STEP 2 (30 minutes):

Following the steps indicated on the wheel, we will teach students how to define an issue and then the reasoning steps to follow (by showing them the steps indicated on the wheel) to solve it. We will learn ways to improve the results by improving how they decide what to do and hand out the "wheel of choice" worksheet to each student.

1° situation: This is not true!

"On your way to class, you overhear two students talking about one of your friends and commenting that he has become fat. Your friend had knee surgery a few months ago and has not been playing sports or walking for several months, so he has gained 10 to 15 kilos in weight. You know this is not true. What do you do?"

At this point, you could ask students to use their choice wheel to write the answer to each question.

1. What is the problem?
2. What do you prefer?
3. What do you think the consequences of this decision will be for you and others?
4. What information should be included?
5. How do you feel about this situation?
6. Is there anything else I should know about this?
7. Should I ask for help? Who will you ask?
8. What is your response?
9. Do you think you made the right decision, and if so?

Now read a second scenario. Students will use their second wheel to analyze this story on their own.

2° Situation: Deciding what to think when we're confused about something.

"You are alone with your group of friends in a house. Suddenly one of your friends goes to a drawer and takes out a box of colored pills and

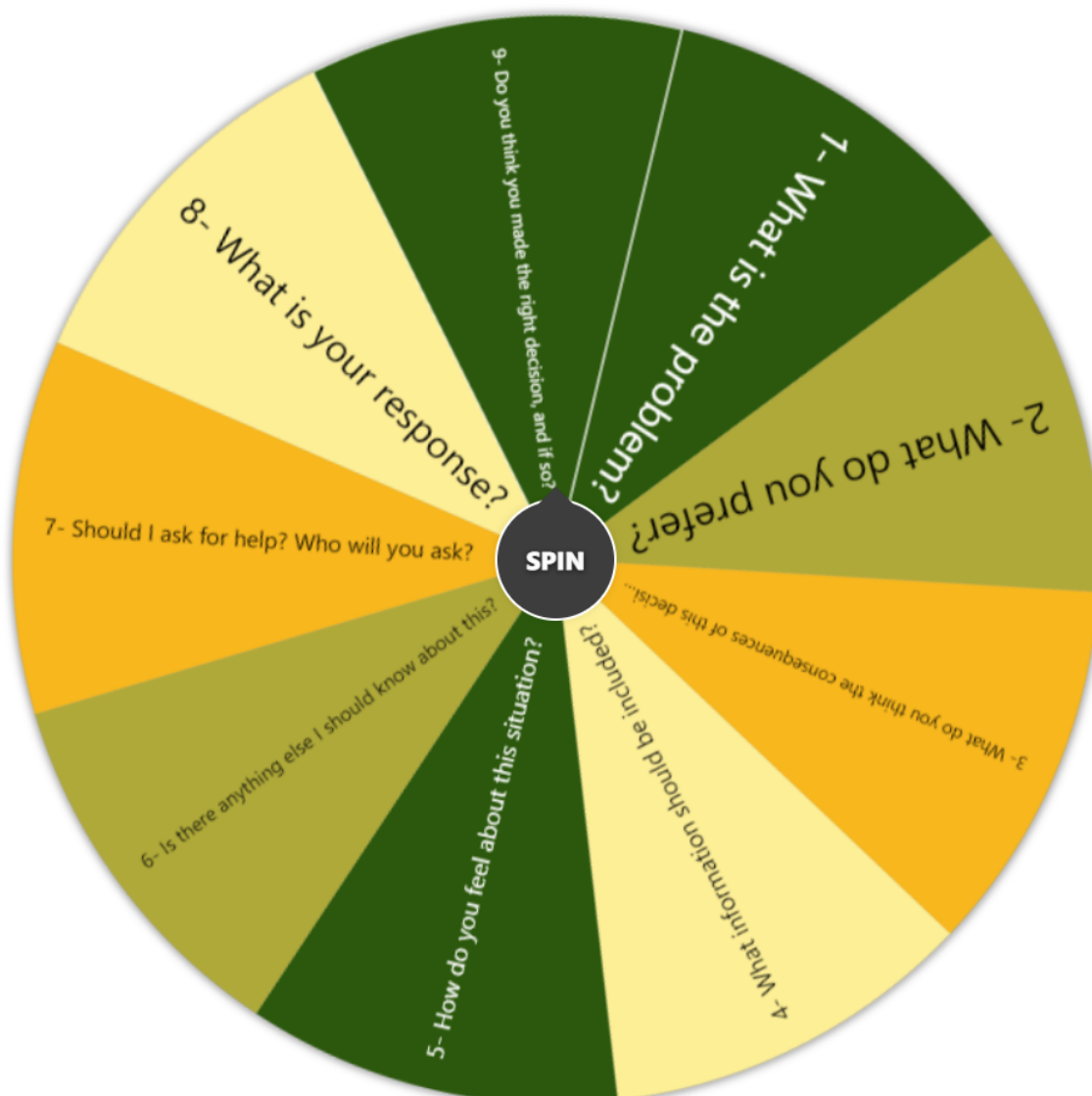
	<p>starts to pass them around in a circle to try them out. What do you do??"</p> <p>In this step, ask your students to complete their decision wheel, filling in the center of the wheel first and then their answers to each of the areas of the pie. End the exercise with a sharing around the room, asking students to share their process and the results they arrived at.</p>
<p>WHAT TO LEARN?</p>	<p>When such a situation arises, it can help to use a decision-making tool, to increase the likelihood that you will approach the decision in a systematic way, rather than a haphazard or superficial way.</p> <p>This decision-making tool aims to increase its precision and usefulness. It encourages them to consider all dimensions of a decision and ultimately makes choices that get them closer to their goals.</p> <p>The power of a decision-making tool is not about following the steps strictly/perfectly. It is about making the decision they need to make that most appeals to them, as sometimes they make shortcuts or avoid the decision altogether if it is too big.</p>
<p>FURTHER INFORMATION</p>	<p>Below is a model wheel that can be used in the classroom. You can also create and customize your decision wheel with your choices and preferences. Here are some websites for designing the wheel:</p> <ul style="list-style-type: none"> - Picker wheel - Wheel decide - Random spin wheel

-WHEEL CHOICES-



Resource from the picker wheel website:

<https://pickerwheel.com/>



UNCERTAINTY & DECISION-MAKING

STUCK ON A DESERT ISLAND



INDEPCIE

TITLE

Stuck on a desert island



<p>DESCRIPTION OF THE TOOL</p>	<p>In this game, students will use their critical thinking and problem-solving skills to choose the best options to survive being stranded on an island. Lost on a desert island is an enriching team-building activity that helps students talk about themselves, reflect, and shuffle options. Based on the fact that everyone is lost and stranded on a desert island, everyone explains what they will bring to the island and why.</p> <p>This game helps to develop team spirit by breaking the ice. The recommended group size is medium, although smaller and larger groups can also be formed. It can take place in an indoor or outdoor environment to relax. No special tools or elements are needed, so it is easy to play. This tool is suitable for all ages in secondary education.</p>
<p>OBJECTIVES OF THE TOOL</p>	<ul style="list-style-type: none"> ● Expand imagination, critical thinking, and problem-solving skills. ● Practice active listening. ● Encourage group mates in an adverse situation. ● Face a challenging situation, and then also evaluate the best choices.
<p>CONNECTION OF THE TOOL WITH THE AREA</p>	<p>This game is suitable for a thought-provoking discussion. It is a tool that can be used for those moments when we feel uncertain and lack self-confidence. Through this exercise, the student analyses what resources are needed at that moment to achieve that objective.</p>
<p>RESOURCES & MATERIALS</p>	<ul style="list-style-type: none"> - Pencil or pen - A piece of paper
<p>IMPLEMENTATION OF THE TOOL</p>	<ul style="list-style-type: none"> - STEP 1 (10 minutes): <p>Present students with the hypothetical scenario:</p> <p>"While you are sailing near a deserted island, suddenly, the boat starts to sink, so you have to choose which items to take with you. Keep in mind that electronic devices will get wet, so you won't be able to add them".</p> <p>Start with an open question: 'If you were stranded on a deserted island and could only take three things with you, what would they be?'</p> <ul style="list-style-type: none"> - STEP 2 (20 minutes): <p>Next, ask students to get into groups of 3-4, depending on class size, and justify why they have chosen those particular items. For example, if they choose to take three accessories, ask them: "But what will you eat?" or "What will you do when it no longer works?"</p>



WHAT TO LEARN?	<p>The tool shows students that decisions are in their hands and these long-term goals are achievable but require good critical thinking, organization, planning, and persistence. The tool shows that everyone is responsible for themselves and their actions. Goals that bring confidence and satisfaction are good things because this is the greatest reward for the effort invested.</p> <p>In this line, the student will avoid imposing personal decisions on others, supporting other ideas or opinions that do not coincide with their own. Considering dissenting opinions as a valuable contribution, rather than feeling them as disturbing.</p>
FURTHER INFORMATION	<p>You can find similar content about this tool in the following web links:</p> <p>https://en.islcollective.com/english-esl-worksheets/search/desert+island</p> <p>https://www.teach-this.com/images/resources/island-adventure-2.pdf</p> <p>https://eslactive.com/activities/stranded-on-a-desert-island/</p>

UNCERTAINTY & DECISION-MAKING

WHAT SHOULD I DO?



INDEPCIE

TITLE

WHAT SHOULD I DO?



<p>DESCRIPTION OF THE TOOL</p>	<p>Learning to make good decisions is essential in our lives, as they play a crucial role in our future. This tool presents a hypothetical scenario as an example and an action plan for adolescents to learn decision-making tactics. The first one details what the possible alternatives would be and the second one presents a blank case so that they can think and discuss in the classroom what would be the logical steps to apply the decision-making strategy.</p> <ul style="list-style-type: none"> ★ STEP 1: DEFINE WHAT THE PROBLEM IS ★ STEP 2: WHAT PLAN SHOULD BE FOLLOWED? ★ STEP 3: HOW IS THE PERSON? ★ STEP 4: WHAT ARE THE ALTERNATIVES? ★ STEP 5: WHAT WOULD HAPPEN IN EACH OF THE OPTIONS? ★ STEP 6: WHICH ONES SHOULD BE REMOVED AND WHICH ONE SHOULD BE KEPT?
<p>OBJECTIVES OF THE TOOL</p>	<ul style="list-style-type: none"> ● Become more self-reliant ● The ability to take responsibility for actions. ● Self-confident ● Goal setting
<p>CONNECTION OF THE TOOL WITH THE AREA</p>	<p>Decisions entail a series of consequences that are not always as expected, and it is sometimes difficult to foresee what feelings they will produce.</p> <p>Suppose a realistic perspective is offered, with objective information about each alternative, giving advice based on trust and teaching students to assume the consequences of their choices. In that case, it will undoubtedly provide relief that can help the student to feel satisfied with the decision taken and to learn from possible mistakes.</p>
<p>RESOURCES & MATERIALS</p>	<ul style="list-style-type: none"> - Pencil or pen - A piece of paper
<p>IMPLEMENTATION OF THE TOOL</p>	<ul style="list-style-type: none"> - STEP 1 (15 minutes): <p>Read to students the following hypothetical scenario and action plan:</p> <div style="border: 1px dashed black; padding: 10px;"> <p>"Sofia is in the last year of secondary school. She has good grades and would like to study for a university degree in the future. It has always been clear to her that she liked animals and wanted to study veterinary medicine, but she was also fascinated by history, so she decided to enroll in Humanities.</p> <p>It was not until this year that she began to think about the path she should follow to fulfill her dream, as she has to choose her baccalaureate specialization. Sofia has therefore decided to follow a logical and orderly plan of action to solve her issue".</p> </div>



ACTION PLAN: HOW TO MAKE THE DECISION?

STEPS TO FOLLOW	ACTIONS
STEP 1: DEFINE WHAT THE ISSUE IS	Sofia is in her final year and has not chosen the right academic path to study a veterinary career in medical science.
STEP 2: WHAT PLAN SHOULD BE FOLLOWED?	<p>What does she need to do or know to solve it properly and in what order?</p> <p>Start to write down in orderly the things that can be done to solve the dilemma:</p> <ol style="list-style-type: none"> 1. Analyse and clarify what interests her most and what is worthwhile (clarify her interests and values and in general, know herself as well as possible). 2. Identify the options available to her and, within them, the different possibilities (identify alternatives). 3. Evaluate the advantages and disadvantages of each option very carefully (assess the consequences). 4. Discard the options that do not seem appropriate and decide which one to keep (eliminate those that are not in her interest and decide).
STEP 3: HOW IS THE PERSON?	<p>Is it clear what is wanted and what is worthwhile? What is most important to her?</p> <ol style="list-style-type: none"> 1. To choose the option of baccalaureate that is the least effort for her and to choose another career. 2. To do a Bachelor of Science and this option for the career she would like to do.
STEP 4: WHAT ARE THE ALTERNATIVES?	What are the different options and, within them, the different



		<p>possibilities?</p> <p>In her secondary school, they can inform her about the options that exist after the last year:</p> <ol style="list-style-type: none"> 1. Take the Baccalaureate in Science and look for a reinforcement class for Physics and Biology. 2. Do the baccalaureate in Humanities and Social Sciences with the highest possible marks and try her luck with the university admission criteria.
	<p>STEP 5: WHAT WOULD HAPPEN IN EACH OF THE OPTIONS?</p>	<p>What does each of these options entail? Advantages and disadvantages.</p> <ol style="list-style-type: none"> 1. If she chose the first option, she would have to put a lot of effort into two subjects that she may not be able to pass. And she would need a good average mark for all courses. 2. If she chose the second option, she would have the possibility of obtaining a higher average mark, as she is very good at the subjects in this option. She would have more options when she graduates. 3. The third option involves preparing on her own the subjects she has not taken in the last year and thus gaining access to the baccalaureate and then to university.
	<p>STEP 6: WHICH ONES DOES SHE REMOVE AND WHICH ONES DOES SHE KEEP?</p>	<p>Which options does she rule out and why? Which one does she choose and why?</p> <p>After weighing all decisions carefully, Sofia eliminated the first two possibilities, as they did not satisfactorily solve her problem, and she decided on the last one.</p> <p>This means that she will prepare on her own the subjects she has not</p>



taken in the last year and this gain access to the baccalaureate and then to the university.

STEP 2 (25 minutes):

Introduce an empty table, such as the one below, and ask your students to define a problem they have had or will have and set out their action plan.

STEPS TO FOLLOW	ACTIONS
STEP 1: DEFINE WHAT THE PROBLEM IS	What do I have to decide?
STEP 2: WHAT PLAN SHOULD BE FOLLOWED?	What do I need to do or know to solve it properly and in what order?
STEP 3: WHAT DO YOU LIKE? (Your interests, values, improving your self-awareness)	Am I clear about what I would really like to do and what is worthwhile for me? What is most important to me?
STEP 4: WHAT ARE THE ALTERNATIVES?	Do I know the different options I have and, within them, the different possibilities?
STEP 5: WHAT WOULD HAPPEN IN EACH OF THE OPTIONS?	What does each of these options mean for me? Advantages and disadvantages.
STEP 6: WHICH ONES DO YOU REMOVE AND WHICH ONES DO YOU KEEP?	¿Which options do I discard and why? Which one do I choose and why?

WHAT TO LEARN?

By helping young people to make better decisions for themselves, we enable them to become more self-reliant, responsible, and self-confident. It gives them a sense of independence and encourages them to believe in themselves. Decision-making is a skill that needs to be mastered. Teachers must also remember that making bad decisions is acceptable. This is how learning takes place. The goal of you as a teacher is to help students become self-reliant individuals who can manage their lives on their own terms.

It is very important that teachers provide children with the ability to make decisions from a young age. Teaching children about decision-making and enabling them to make decisions for themselves



	will only reinforce their thinking process.
FURTHER INFORMATION	<p>Another good exercise to practice decision-making is to create a <u>list of advantages and disadvantages</u>. This is an alternative before making important decisions, as when several paths are considered, it is useful to make a list of advantages and disadvantages in order to find a viable solution. To practice this in class, the teacher can present a problem and an example with advantages and disadvantages. The example can also be used to start a discussion or brainstorm.</p> <p>To make it more enjoyable, students can practice making their own pros and cons list, try it out and reflect on how it has helped them make an informed decision.</p>

UNCERTAINTY & DECISION-MAKING

IMAGINE AN ALTERNATIVE...



INDEPCIE

TITLE

Imagine an alternative



<p>DESCRIPTION OF THE TOOL</p>	<p>Students will be invited to think of alternative situations to demonstrate the power of imagination and the search for solutions to a problem. It is a good exercise to learn from past experiences and to assist in future decision-making.</p>
<p>OBJECTIVES OF THE TOOL</p>	<ul style="list-style-type: none"> ● Critical thinking ● Creativity ● Building self-esteem ● Empowerment through the past ● Success reflection
<p>CONNECTION OF THE TOOL WITH THE AREA</p>	<p>It is a challenging activity that involves creativity, and thinking about possible solutions to a problem. The real challenge comes when the adolescent has to come up with different ideas and possible solutions to solve a problem and has to choose an alternative.</p>
<p>RESOURCES & MATERIALS</p>	<ul style="list-style-type: none"> - Optional: relaxing music (e.g. Meditation sounds)
<p>IMPLEMENTATION OF THE TOOL</p>	<ul style="list-style-type: none"> - STEP 1 (15 minutes): <p>Read to the students the following script slowly, using a soothing voice, and take in mind to pause frequently to allow students to follow your directions:</p> <div style="border: 1px dashed black; padding: 10px;"> <p>“Please, take a seat in a comfortable place. Feel free to uncross your arms and legs. Close your eyes and take a deep breath...</p> <p>As you let it out, think back to an experience that you had in which you wish you had acted differently. Maybe you decided to do something that you knew was wrong and you wish you had not said or done what you did (pause).</p> <p>Perhaps you were silent and wish you had spoken up or the decision seemed right at the time but turned out badly (pause). I would like you to go back to that situation. Remember in your head where you were and watch yourself as though it were happening on a stage...</p> <p>Ask yourself:</p> <ul style="list-style-type: none"> - Who was there? - What were you doing? - What were others doing? - What were people saying to each other? <p>Think about what exactly you did that you wish you had done</p> </div>



	<p>differently. Perhaps you felt you had no choice. Let your imagination picture how you wish you had acted in the situation, how you could have moved, and what you could have said. Take a few minutes to play the scene out to the conclusion (pause).</p> <p>Now it is time to think of a problem that you have today. Something that is bothering you, for example, a decision that you have to make. Step by step set this scene in your mind. Picture the other people involved and make yourself participate as a person who is watching the situation without prejudices.</p> <p>Try to provide three versions of this situation to see which one works better. Imagine every detail of how you could solve the problem. Now, you must change the version and get ready to play a second version of the scene. What is another way that you could solve this problem? Picture every detail of the action. Cut the action and change the version one last time. Set the situation for a third possible solution to your problem. Get all the alternatives in their places and now recreate the scene (pause).</p> <p>As the last step, remember each of the three possible alternatives you have created and carefully select the one that works better (pause). Get up out of and step up into the scene.</p> <p>Take all the time you need to experience the solution you have chosen entirely...(long pause). Do not forget that you always have the power to choose the best course of action...When you are ready, come back to this room...Listen to the sounds here and open your eyes!”.</p> <p>- STEP 2 (15 minutes)</p> <p>Discussion time: Make sure that students discuss the process of the activity. Create a discussion by asking them:</p> <ol style="list-style-type: none"> 1. How did this process work for you? 2. What is the value of giving imaginary life to different alternatives? 3. What part of the process would you change to make it work better for you? 4. How could you utilize this process in the future?
<p>WHAT TO LEARN?</p>	<p>Decisions are crucial and determine the process of the actions we take. With this exercise, students will become aware before making a decision. It is advisable to follow logical processing steps and to avoid acting on impulse, as this can often influence their daily or future decision-making. This exercise allows them to reflect deeply on past experiences and to become aware of alternatives.</p>



**FURTHER
INFORMATION**

Below are some suggested websites for playing relaxing songs for students:

- [Soundcloud website](#)
- [Spotify](#)
- [Youtube](#)

UNCERTAINTY & DECISION-MAKING

A HOLE IN THE PATH



INDEPCIE



TITLE	A hole in the path
DESCRIPTION OF THE TOOL	<p>A hypothetical situation is presented that takes place in a magical forest. Students must use their ingenuity to brainstorm solutions to the obstacles they face, all from an imaginary point of view based on fantasy and creativity without clipping their wings.</p> <p>Lead the discussion by asking for details and encouraging students to share the most exciting ideas.</p>
OBJECTIVES OF THE TOOL	<ul style="list-style-type: none"> ● The ability to deal with difficulties ● An exercise in perseverance ● Fostering creativity and imagination skills ● Cooperation as they feel and understand the purpose of working together.
CONNECTION OF THE TOOL WITH THE AREA	<p>It consists of boosting their creativity so that they acquire the ability to think and expand their imagination in situations of uncertainty, generating different alternatives from a creative point of view.</p> <p>Avoiding problems, looking for "guilty parties" or simply complaining will not solve anything, and the "stone" will still be there. With this exercise, they face obstacles, they act, and they make an effort to look for solutions, which will make them realize the importance of being able to make decisions in situations that are beyond their control.</p>
RESOURCES & MATERIALS	<ul style="list-style-type: none"> - A pencil - A piece of paper
IMPLEMENTATION OF THE TOOL	<ul style="list-style-type: none"> - STEP 1 (10 minutes) <p>Divide the class into two groups and stand in two circles. Read the following instructions to the pupils:</p> <p>"Now, close your eyes and imagine that you are walking through a big magical forest, you can see the trees and the birds while enjoying the smell of the flowers. Suddenly, the ground starts to move strongly and a big hole opens up in the ground right in front of your path. Imagine what it looks like, it is very deep and big, look at it carefully. You must continue along this path, as it is the only way out to get back before nightfall. Please open your eyes now.</p> <p>Your mission is to find all possible ways to overcome this obstacle. Remember that the hole is in a magical forest where anything can happen".</p> <ul style="list-style-type: none"> - STEP 2 (10 minutes)



	<p>Next step will be to provide some indications to the students:</p> <p>“Sitting in a circle, let each of you answer one by one. The queue goes clockwise, starting with the peer who will note how many answers you can provide. If someone does not have an answer, then after a while the task passes to the next peer. Until no one has an idea. Remember! the answers must not be repeated”.</p> <p>If it is observed that the group lacks an idea, you could suggest them a solution that will awaken their imagination. A couple of examples:</p> <p>E.g.1: I will call the fairies, which will help me to fly away.</p> <p>E.g.2: With tree trunks, I will build a footbridge to cross.</p>
WHAT TO LEARN?	<p>Students combine positive emotions with overcoming obstacles which will help them to deal with different situations with optimism and creativity.</p>
FURTHER INFORMATION	<p>Depending on the level of the class, this activity can be simplified by offering some clues or made more complex with an hourglass by limiting the response time of each student.</p>

TOOLKIT: MENTAL HEALTH

MENTAL HEALTH

AM I OK?

ceda



<p>TITLE</p>	<p>AM I OK?</p>
<p>DESCRIPTION OF THE TOOL</p>	<p>Topic: Mental health vs. mental illness</p> <p>Each participant receives a writing pad, a worksheet and a pen. The worksheet contains a task that the participants have to complete. Its assignment is as follows:</p> <p><i>Your task is to evaluate your own mental health according to the criteria of the World Health Organization (WHO).</i></p> <p><i>Think about how you truly feel inside and answer the following questions:</i></p> <ul style="list-style-type: none"> • <i>Do you have a good attitude towards yourself?</i> • <i>Do you not let your emotions overwhelm you?</i> • <i>Do you neither underestimate nor overestimate your abilities?</i> • <i>Do you accept yourself as you are?</i> • <i>Do you feel good around other people?</i> • <i>Are you able to handle the demands of life?</i> • <i>Do you struggle to cope with problems?</i> • <i>Do you plan ahead? Aren't you afraid of the future? do you take advantage of the opportunities that are offered to you?</i> <p>Each participant prepares a worksheet. Subsequently, we will divide the group into smaller subgroups (approx. 7-9 students) and discuss the topic of mental health and warning signs of mental illness (symptoms are written on the board):</p> <ul style="list-style-type: none"> • too intense emotions or complete disappearance of emotions, or emotions disproportionate to the situation • sleep disorders, long-lasting loss of appetite • loss of pleasure from usually pleasant activities • disturbance of perception (hallucinations), disturbance of thinking (delusions) • nonsensical speech; speeding up or slowing down of speech or behaviour • incomprehensible behaviour • complete loss of energy • refusal of contact, withdrawal, silence • loss of interests; significant neglect of self-care • aggressive behaviour; self-harm; suicide attempt <p>Students can compare their list of responses with symptoms of mental illness. In the discussion, we ask whether they have ever experienced individual symptoms. How intense they were, how quickly they disappeared. In what way did they influence their lives.</p>



	<p>It is important to emphasize that individual symptoms can temporarily appear in each of us. The key is how we deal with them, how long the occurrence lasts and also how intense it is.</p> <p>Examples of discussion questions:</p> <p><i>In which area do you feel safe, and problem-free? On the contrary, which area is your weak point? Are there symptoms of mental illness that you have experienced at some point in your life? How did you deal with them? How long did they last? Did they disappear by themselves? What helped you to feel better during that period? Did you get adequate help? Do you know where to ask for help if needed?</i></p> <p>In conclusion, it is important to provide students with information on where to look for help and support if they feel that they cannot handle something.</p>
<p>OBJECTIVES OF THE TOOL</p>	<ul style="list-style-type: none"> • The goal of the activity is to make students think about their own mental health. They have the opportunity to use clues to identify areas in which they feel good, "healthy", which they manage at an adequate level. • Through comparison with the symptoms of mental illness, they also have the opportunity to identify problem areas, that is, those in which they might need help, support, and guidance. As part of the final discussion, it is important to provide the participants with information on who they can turn to in case of need. It can be a school psychologist, an educational advisor, or the Trust Line; We will provide students with specific phone numbers and contact options. • It is also important to realize that during life every person will experience a stressful situation, when various reactions similar to the symptoms of mental illness may occur. The goal of the activity is to help the students to identify when they can manage it themselves, using their own coping mechanisms, and when it is necessary to seek help. <p>As with physical illnesses, so also with mental illnesses, the sooner we catch the disease and start treatment, the better the prognosis for dealing with it. For example, in the case of depression, early treatment can significantly reduce the likelihood of its recurrence in the future.</p>
<p>CONNECTION OF THE TOOL WITH THE AREA</p>	<p>During the Covid-19 pandemic and the lockdown, the incidence of mental disorders increased significantly. We perceive the risk mainly in the fact that the symptoms are often overlooked and difficult to identify.</p> <p>Through this activity, students directly map their mental health and its manifestations, as well as the possible occurrence of mental illness manifestations. The key is to be aware of the intensity and duration in which the symptoms of the disease occur and the possibilities of help that students could have.</p>



RESOURCES & MATERIALS	- Worksheet, pen.
IMPLEMENTATION OF THE TOOL	<ul style="list-style-type: none"> • Introduction to the topic, explanation of the worksheet: students can answer in one word or in whole sentences. We encourage them to answer honestly, they can be more detailed. It is important to emphasize that the worksheet remains with them, it is not collected, no one else will have access to it - 10 min • Filling out the worksheet itself (it is important to ensure enough time) – 20 min • Work, discussion in groups (facilitator is present, goes alternately between groups, directs the discussion) – 20 min
WHAT TO LEARN?	Identifying weaknesses and strengths in mental health. The ability to detect problem areas and periods, to make the timely use of support resources more efficient.
FURTHER INFORMATION	During the discussion, it is possible to compare the students' outputs with the "Ten of Mental Health" (in Slovak): https://dusevnezdravie.sk/desatoro-dusevneho-zdravia/

Worksheet example

" What affects me?"

Your task is to evaluate your own mental health according to the criteria of the World Health Organization (WHO). Think about how you truly feel inside and answer the questions:

Do you have a good attitude towards yourself?
Don't you let your emotions overwhelm you?
Do you neither underestimate nor overestimate your abilities?
Do you accept yourself as you are?
Do you feel comfortable around other people?
Are you able to handle the demands of life?
Are you able to cope with problems?
Do you plan ahead? Aren't you afraid of the future? Are you taking advantage of the opportunities that are offered?

MENTAL HEALTH

JACOBSON PROGRESSIVE RELAXATION

ceda



TITLE	Jacobson progressive relaxation
DESCRIPTION OF THE TOOL	<p><i>Activate the muscles in the lower part of the face and jaw, be aware of the tension for 5 to 7 seconds and let them relax for the next 30 to 40 seconds.</i></p> <p><i>Slightly tense the muscles of the neck and nape, be aware of the tension for 5 to 7 seconds and let them relax for the next 30 to 40 seconds.</i></p> <p><i>Tense the chest muscles, be aware of the tension for 5 to 7 seconds and let them relax for the next 30 to 40 seconds.</i></p> <p><i>Tighten your abdominal muscles, be aware of the tension for 5 to 7 seconds and let them relax for the next 30 to 40 seconds.</i></p> <p><i>Tense the muscles of the right thigh, be aware of the tension for 5 to 7 seconds and let them relax for the next 30 to 40 seconds.</i></p> <p><i>Move the toe of your right leg up (toward your head), this will activate the muscles on the front of the calf, be aware of the tension for 5 to 7 seconds and let them relax for the next 30 to 40 seconds.</i></p> <p><i>Move the toe of the right foot down (toward the head), this will activate the muscles on the back of the calf, be aware of the tension for 5 to 7 seconds and let them relax for the next 30 to 40 seconds.</i></p> <p><i>Tense the muscles of the left thigh, be aware of the tension for 5 to 7 seconds and let them relax for the next 30 to 40 seconds.</i></p> <p><i>Move the toe of your left leg up (toward your head), this will activate the muscles on the front of the calf, be aware of the tension for 5 to 7 seconds and let them relax for the next 30 to 40 seconds.</i></p> <p><i>Move the toe of the left foot slightly downwards (toward the head), this will activate the muscles on the back of the calf, be aware of the tension for 5 to 7 seconds and let them relax for the next 30 to 40 seconds.</i></p> <p><i>Make sure all muscle groups are relaxed. Then stay for about a minute in pleasant general relaxation.</i></p> <p><i>Finally, count from 4 to 1. On 4, move your hands and feet, on 3, bend your elbows and knees, on 2, move your neck and head, and on 1, open your eyes.”</i></p>
OBJECTIVES OF THE TOOL	<ul style="list-style-type: none"> ● Concentration. ● Releasing tension. ● Detachment from an acute burden, a problem. ● Remove tension in specific muscle groups during



	<p>unpleasant events (stress, fear or anxiety).</p> <ul style="list-style-type: none"> • During progressive relaxation, the smooth muscles (such as the stomach or internal organs) that are normally unaffected by the will also indirectly relax. It is thus possible to alleviate some unpleasant biological manifestations such as palpitations or loss of appetite. • In progressive relaxation, the decisive factor is activity (muscle tension), which results in deep relaxation. The advantage of progressive relaxation is that it is less difficult to master and relaxation is usually achieved in a shorter time.
<p>CONNECTION OF THE TOOL WITH THE AREA</p>	<p>Jacobson's approach to relaxation provides important information about the effect of the human psyche on the body. When a person experiences emotionally and psychologically demanding situations, it is also reflected in his skeletal muscles. The tension of the muscles and tendons is reflected in the emotional tension. In the case of long-term psychological discomfort, the load in the muscles affects the functioning of the central nervous system and disrupts the functioning of the cardiovascular, endocrine and other autonomic systems.</p> <p>Jacobson teaches how to relax the skeletal muscles, thereby influencing psychological well-being and the activity of other internal mechanisms. The basis is to remove the feeling of tension in the muscles and to realize the difference between the state before and after - that is, the previous tension and the elimination of tension.</p> <p>With progressive relaxation, we focus on all large muscle groups and, if necessary, learn to gradually relax or tighten each such muscle group. Through working with the body, we also achieve mental balance.</p>
<p>RESOURCES & MATERIALS</p>	<p>Quiet environment, adequate temperature, mats for lying on the floor, loose clothing.</p>
<p>IMPLEMENTATION OF THE TOOL</p>	<ul style="list-style-type: none"> • Introductory motivation, explanation of the activity - 5 min • Laying on a mat, on a chair – 3 min • The relaxation itself: for a beginner, the exercise will take approx. 15 min., advanced users can handle it faster • Gradual re-movement, end of activity, feedback 10min. <p>The activity can be practiced individually or in groups</p>
<p>WHAT TO LEARN?</p>	<p>Students can learn how to calm down by performing e.g. at school, better to concentrate. They will also learn how to release tension in stressful situations, whether during performance or in a state of psychological discomfort.</p>



FURTHER INFORMATION

It is possible to play relaxing music during breathing exercises, it helps to eliminate distractors from the environment.

It is best to practice lying down (lying on your back, feet slightly apart, toes pointing outwards, arms next to the body, palms up), but you can also practice in other positions (comfortable sitting).

Demonstrations in videos:

<https://www.youtube.com/watch?v=ClqPtWzozXs>

<https://www.youtube.com/watch?v=vUQoflmFQpw>

https://www.youtube.com/watch?v=SNqYG95j_UQ

<https://www.youtube.com/watch?v=kdLTOurs2IA>

MENTAL HEALTH

PIE OF SUPPORT

ceda



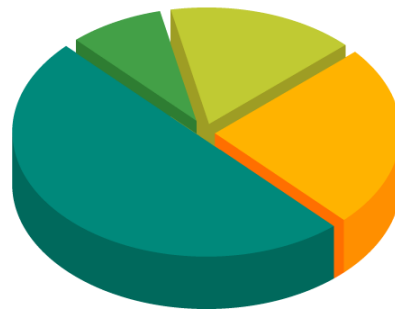
TITLE	Pie of support
DESCRIPTION OF THE TOOL	We will develop a discussion with the students about the resources that help them manage difficult situations, that bring them security, joy, from which they have the opportunity to choose 5-6 the most important. Each student receives a sheet of A4 size paper on which to draw a circle. The task of everyone in the group is to divide their pie chart into individual pieces of different sizes, depending on how important the given resource is in their life. Afterwards, the students present their graph in front of the class. Finally, there will be a final discussion on common/different sources of support.
OBJECTIVES OF THE TOOL	<ul style="list-style-type: none"> • Mutual sharing, active listening. • Identification of own sources of increasing resilience. A clear formulation of the sources of support enables their more active use. Students seem to use them more as an effective and efficient tool. • Mutual inspiration, insight through knowing other people's point of view. Finding new resources, greater willingness to try something new that others consider effective.
CONNECTION OF THE TOOL WITH THE AREA	The stronger and more diverse our sources of support and the higher the level of resilience, the more effectively we can handle stress and challenging life situations.
RESOURCES & MATERIALS	A sheet of A4 paper, crayons (students can decorate and colour their "pies")
IMPLEMENTATION OF THE TOOL	<p>- Introductory discussion: 10 min</p> <p>At the beginning of the activity, we try to transfer the students to a period that they subjectively consider challenging, when they felt more burden, stress, had to make serious decisions, adapt to new situations. It can be the period of a pandemic, lockdown, but also any other period that falls into this characteristic. We can invite them to close their eyes and, with the knowledge of safety and the fact that they have already passed this situation and managed it, return to this period in their mind. In this phase, there is no need to comment on anything, to express anything, everyone returns independently to his past only in his thoughts. We will then tell them the instruction:</p> <p><i>"Now everyone will try to focus their thoughts on things, people,</i></p>

anything that helped you cope with this situation. Try to find, remember the sources that gave you strength, courage, that were supportive for you. Resources thanks to which you experienced moments of peace, joy, and relief even during a difficult period. Something or someone you could rely on. What or who brought help. I will ask you to select the most important ones from these sources, without which you cannot imagine this period." (If possible, do not specify the number, but students often demand this definition, then we emphasize that it is up to them and there is no right/wrong. If they really need this assignment, we offer options - 3 - 6)

- Making the "pie": 15 min

Each student receives a sheet of A4 size paper on which to draw a circle. The task of everyone in the group is to divide their pie chart/pie into individual pieces of different sizes, depending on how important the given resource is in their life. (it is possible to provide them with a template)

Pie Chart



- Presentation of pies: 30 min

Afterwards, the students present their pie chart in front of the class. At this stage, it is best to sit in a circle where the students can see each other, they have the opportunity to better see the graphs of their classmates. They also experience greater closeness, willingness to share. If someone doesn't want to comment or share their chart, we don't force them, it's not mandatory, maybe we give them more time to think, or they can go last. The presentation must be based on voluntariness.

- Final discussion: 10 min

When all students have had enough space to describe their thoughts and experiences, we ask "Was there anything you heard from your classmates that surprised you? Something you might not have thought of? Something you might want to try if you need help, support? Did you notice which resources you agreed on, which you mostly had in



	<p>common?"</p> <p>It is possible to write on the board and summarize those resources that occurred most often (family, friends, computer games, pets, sports) and those that were rare, unique (learning, house work, cooking, meditation).</p> <p>Final discussion on common/different sources of support.</p>
WHAT TO LEARN?	<ul style="list-style-type: none"> ● Clarifying, formulating what is important for the student in life, what has a positive impact on his/her life, what helps him/her in difficult situations. ● Inspiring others, where they can look for a source of support and joy. ● Encouragement to communicate, to open up within the class collective in a safe, non-violent way.
FURTHER INFORMATION	<p>The activity with the "pie" can be modified as needed. E.g., students can list their positive qualities, their achievements ...</p>

MENTAL HEALTH

A SAFE PLACE

(GUIDED IMAGINATION)

ceda



TITLE	A safe place (guided imagination)
DESCRIPTION OF THE TOOL	<p>A technique used in individual work with the client, designed to relieve stress and reduce anxiety. With repeated training, the possibility to use the technique at any time of the day.</p> <p>We place the client in a comfortable seat with closed eyes, his task is only to listen to the instruction:</p> <p><i>“Please look for a "safe place" inside you, in your imagination, where you would feel absolutely safe and secure. It can be a place you know, either from a book or a movie, or you can create an image of the place in your imagination. In your imagination, it can be anywhere, close to you or far away, it can be anywhere in the world or even in space. The important thing is that it is a place where you feel completely safe.</i></p> <p><i>Only you can enter this place, you can enter or leave it whenever you want. As you probably know, we humans have both good and bad qualities, so it is not appropriate for real people to be in this place.</i></p> <p><i>Allow yourself enough time to find such a place of safety and security. Perhaps you have an image or feeling, or simply think of a place.</i></p> <p><i>Whatever comes up is fine as long as it's pleasant and safe.</i></p> <p><i>Let me know if you find such a place, then decide for yourself if you want to tell me about this place.”</i></p> <p>Safety testing:</p> <p><i>“Is this place absolutely safe for you?</i></p> <p><i>Border it somehow so that no one you don't want there can enter. I repeat once again that real people should not be in this place. However, if you want, you can invite friendly supporting beings there.</i></p> <p><i>Try now if you feel absolutely safe in this place, and if necessary, change it. Check now with all your senses whether what you feel is pleasant. Is everything you see pleasant? If yes, stick with it, if not, change it. Is everything you hear, smell, taste, pleasant? Is the temperature comfortable?”</i></p> <p>Enhancement of perception and feelings.</p> <p><i>“What could enhance the pleasant feeling of security and safety in this place?</i></p> <p><i>In which position do you feel the best?</i></p> <p><i>Notice carefully what it feels like to be in such a safe, pleasant place.</i></p>



	<p><i>Feel it with all your senses. Where in the body do you perceive positive feelings?"</i></p> <p>Anchoring:</p> <p><i>"Find a gesture, a movement that would help you to return to this place at any time (or find a word, a password that fits this image).</i></p> <p><i>Make a movement, a gesture, while you perceive with all your senses how good you feel in this place."</i></p> <p>Ending:</p> <p><i>"Now return to the room with consciousness, perceive the sounds, colours, smells in the room. Open your eyes, slowly move your whole body with any movement you like."</i></p>
OBJECTIVES OF THE TOOL	<p>The 3 main goals of the tool:</p> <ul style="list-style-type: none"> ● Stress reduction; ● Reducing the level of tension, anxiety; ● Offering an effective tool that can be used at any time of the day in a stressful situation.
CONNECTION OF THE TOOL WITH THE AREA	<p>During the Covid 19 situation, a sharp increase in anxiety disorders was recorded in both children and adults, they more often get into situations of psychological alertness and panic. These crisis situations return and repeat even during face-to-face classes. Our goal is to provide students with suitable, quick and effective forms of coping with these problems.</p>
RESOURCES & MATERIALS	<p>The correct operation of the technique requires a safe, undisturbed environment where the student feels safe and comfortable with eyes closed. The student should have established a closer relationship of trust with the "guide".</p>
IMPLEMENTATION OF THE TOOL	<p>The sequence of steps and the approximate time range of the activity:</p> <ul style="list-style-type: none"> - Introduction: settling down, anchoring in the position, calming the breath: 5 min - Guided imagination itself: 10 min - Smooth ending, relaxation exercise: 5 min
WHAT TO LEARN?	<p>Put yourself in a state of calm relaxation, better handling of stressful situations. Students can concentrate better, calm down for an exam, a paper.</p>
FURTHER INFORMATION	<p>If there is enough time, it is possible to expand the imagination of a safe place with colours, sounds, smells that the client would like to perceive in this place. Try to engage as many senses as possible, including smell, sight, hearing and touch. For example, if you imagine</p>



relaxing by the sea, think of the smell of salt water, the sound of crashing waves and the warmth of the sun on your body.

Playing soft, relaxing music is suitable, eg:
<https://www.youtube.com/watch?v=9Q634rbsypE>

Video: Meditation safe place (in Slovak):
<https://www.youtube.com/watch?v=O6UX75FgsJI>

MENTAL HEALTH

WHAT AFFECTS ME?

ceda



	<p>strength and freshness include, for example:</p> <ul style="list-style-type: none"> ● drug use (nicotine, alcohol and other illegal drugs, as well as psychedelic drugs not recommended by a doctor) ● unprofessionally performed hypnosis or autosuggestion ● unprofessional implementation or exaggeration of any relaxation technique / procedure ● psychotherapeutic and other techniques abused within groups with sectarian features, the so-called brain washing.
<p>OBJECTIVES OF THE TOOL</p>	<ul style="list-style-type: none"> ● Identification of one's own methods of venting stress, awareness of their effectiveness and appropriateness. ● Discovering other options for stress venting, inspiration from classmates (what works for others can work for me too) ● Thinking about inappropriate, ineffective forms of venting, their conscious re-evaluation, vigilance when using dangerous forms of stress venting.
<p>CONNECTION OF THE TOOL WITH THE AREA</p>	<p>It is necessary to have our own reservoir of ways by which we can ventilate the stress in our lives. There is no single way universally valid and effective for all people; just as we are all unique, so are our ways of venting stress. Knowing my own techniques, which are the best ways to relax, which are the best ways to relax after a hard day, is part of our self-knowledge.</p> <p>In this context, however, it must not be forgotten that it is not only important whether we ventilate our stress, but also what ways we choose to ventilate our stress and how these affect our health and the quality of our life in the long term.</p>
<p>RESOURCES & MATERIALS</p>	<p>Worksheet, pen.</p>
<p>IMPLEMENTATION OF THE TOOL</p>	<ul style="list-style-type: none"> ● Introduction to the issue (explanation of the term "stress") - 15 min ● Filling out the worksheet - 15 min ● Presentation of worksheets in a circle in front of the group - 30 min ● Subsequent discussion on forms of ventilation, creation of a common ranking of the most used methods - 20 min
<p>WHAT TO LEARN?</p>	<p>Students can receive feedback on appropriate and inappropriate forms of stress ventilation, which they also use during their stay at school. Thanks to the reaction of classmates, they can realize how their behaviour affects others and maybe choose another, more appropriate</p>

	<p>form of ventilation.</p> <p>Students can receive suggestions for effective forms of ventilation that can be beneficial for them.</p>
FURTHER INFORMATION	

Worksheet example

" What affects me?"

Your task is to think about the ways you use to ventilate stress in your life, and also about their effectiveness. In the following table, enter in the first column the individual methods of stress ventilation, and in the second column, write how each of these procedures is effective, i.e. how well it works. If you use more than 10 procedures, write in the table only the ten that you consider the most important, that is, the most effective.

<i>For example: Day trip to the mountains</i>	<i>It works effectively, but it can only be applied on days off and in good weather</i>
My ways of venting stress	The effectiveness of this method
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

TOOLKIT: SELF - MOTIVATION

SELF- MOTIVATION

**WINGS ARE USED TO FLY...THE POWER OF
INTERNAL MOTIVATION!**





<p>TITLE</p>	<p>WINGS ARE USED TO FLY...THE POWER OF INTERNAL MOTIVATION!</p>
<p>DESCRIPTION OF THE TOOL</p>	<p>The "mind games" tool is a great way to combine fun with getting to know yourself and your inner motivation. "Mind games" contains over 100 cards with icons, which can be used to represent various emotions. Each of them can be associated with many things, states. The game on emotions was made interestingly, and at the same time very minimalist. In a tiny box we will find mainly cards with symbols. Each card is unique and has its own unique picture printed inside the heart - you can buy them or make them yourself.</p> <p>Other tools are YT videos.</p> <p>The first - "Five best scenes..." is a compilation of the five best motivational scenes from famous movies; the second is about Christian Ronaldo's road to success.</p>
<p>OBJECTIVES OF THE TOOL</p>	<ul style="list-style-type: none"> ● Find in yourself and use your intrinsic motivation in action ● Learn to draw positive conclusions from difficulties and failures ● Never give up, develop your potential, realize yourself
<p>CONNECTION OF THE TOOL WITH THE AREA</p>	<p>One of the most important tasks of school education is shaping permanent and strong learning motives in students as a basis for further self-education and personality development. In the process of making various decisions, each of us is subjected to the pressure of two types of motivation: internal and external. T</p> <p>he basic task of a teacher who intends to effectively influence the attitudes of students is to skillfully build internal motivation for learning and purposeful work on himself. Internal motivation stimulates a specific activity as a result of an appropriate system of needs and values represented by a given person. It means performing a specific job, based primarily on personal interests and individual needs for self-improvement and development.</p> <p>Thanks to this type of motivation, students feel pleasure and satisfaction with his/her activity and develop their interests related to it. Students see the sense of working on themselves and do not need any additional rewards other than a sense of satisfaction from a well-done job. The purpose of this tool is to show students how much depend on themselves, on their inner motivation and determination.</p>



RESOURCES & MATERIALS	Cards "mind games", coloured sticky notes, pens, cards
IMPLEMENTATION OF THE TOOL	<p>STEP 1, 5 minutes:</p> <p>Teacher introduction:</p> <ol style="list-style-type: none">1. Intrinsic motivation is a great human strength. To be strong inside, not to lose heart in moments of sadness - these are extraordinary skills. But you have to learn to work at it. Each of us has moments of weakness, makes bad decisions or struggles with other problems. It is important to never give up and be able to draw conclusions from every situation, because it is the foundation for our internal motivation. The one who finds it inside and learns to build it and then use it, will always develop. Each of you is given this strength, but not everyone knows that wings are used to fly.2. We explain the following concepts with students: internal motivation, external motivation, demotivation. What does each of them mean by these terms? We watch over the correct interpretation of these terms. <p>STEP 2, 10 minutes</p> <ol style="list-style-type: none">3. Then students answer 3 questions written on the board by the teacher:<ol style="list-style-type: none">a) How do you feel when others tell you: It won't work? You cannot do it?b) How do you feel when something goes wrong?c) How do you feel when others (colleagues, family, strangers) believe in you? <p>The "Mind games" cards are spread out on the table, the students choose the appropriate cards with symbols or draw their own on the prepared cards. Each student discusses their answers based on the selected cards. If students do not find a card reflecting his emotional state, they can draw this symbol.</p> <p>STEP 3, 10 minutes</p> <ol style="list-style-type: none">4. We read to the students the fairy tale "Wings are for flying": <p>When he grew up, his father said to him:</p> <p>- My son, not all of us are born with wings. It is true that you are under no obligation to fly, but I think it would be a pity if you confine yourself to walking with wings.</p>



"But I can't fly," replied the son.

"That's true..." said the father. He climbed the mountain with him and stood over the precipice. - You see, son? It's a vacuum. When you want to fly, you will come here, take a breath, jump into the abyss, spread your wings and fly.

The son doubted.

- How will I fall?

- Even if you fall, you won't die. You'll only have a few scratches to make you immune to another test, father replied.

The son returned to the village to meet his friends, who told him:

- Are you crazy? Why? Has your father gone mad? What do you need to fly for? Don't be silly!

Best friends advised him:

- What if it was true? Isn't it dangerous? Why don't you start gradually? Try jumping off a ladder or from a treetop. But...from the top?

The young man listened to the advice of those who loved him. He climbed to the top of the tree and, gaining courage, jumped. He spread his wings, but unfortunately he fell to the ground. He met his father.

- You lied to me! I can't fly! I tried it and looked at how I hit myself! I'm not like you. My wings are for decoration.

"My son," said the father. - In order to fly, you need to create a space of free air to spread your wings. It's the same with a parachute: you need some height before you jump. To fly, you have to start taking risks. If you don't want to, it's better to quit and walk forever.

5. We talk with students about the symbolism of wings, about father-child relations. What did the father want to prove to his son? How did the son behave? What shall we say about the reactions of friends and acquaintances of this son? What valuable advice can we take from this story?

6. Pupils write down all the valuable advice and tips from the fairy tale on colorful (adhesive) cards and stick them on the board. They read aloud.

STEP 4, 10 minutes

8. Then we turn on the combination with the best motivational scenes from famous movies:

<https://youtu.be/axxpnehSbWc>



	<p>9. After each scene, we freeze the image and interpret the statements we hear. We draw conclusions.</p> <p>10. Students write down on a piece of paper all the skills that come to mind. They are not to be judged. When they look at the paper, they will realize how many activities they can do. They need to be made aware that all talents are important and many people need them. When they have a weaker moment in their lives, let them look at the page and see how capable they are.</p> <p>11. Pupils write down all their dreams on the other side of the same paper. Thanks to this, they will find out what motivates them and what they will strive for.</p> <p>Step 5. 10 minutes</p> <p>12. Finally, we turn on the film with Robert Lewandowski or Cristiano Ronaldo. Students answer and interpret.</p> <p>https://youtu.be/DQ6phxy3ktU OR</p> <p>https://youtu.be/rYF_OkrPcxs</p> <p>After the screening, we will talk about the footballer's success. What motivated him? What did he have to give up? What do you think is important in achieving your goals?</p> <p>A great idea would be to paint or pin WINGS on the wall. Each student could take a motivating photo of themselves.</p>
WHAT TO LEARN?	<p>With the help of this tool, you can immerse yourself in your minds, explore what motivation is. The big advantage is an interesting lesson.</p>
FURTHER INFORMATION	<p>https://youtu.be/axxpnehSbWc</p> <p>https://youtu.be/DQ6phxy3ktU OR</p> <p>https://youtu.be/rYF_OkrPcxs</p>

SELF- MOTIVATION

A SKETCHNOTE-LAPBOOK FIGHT WITH A LUMP





TITLE	A SKETCHNOTE-LAPBOOK FIGHT WITH A LUMP
DESCRIPTION OF THE TOOL	The tool will consist of a sketchnote and an online self-motivation lapbook. They are the tools that allow you to quickly acquire or summarize knowledge using drawings, graphics, and broadly understood pictorial culture, which increases the effectiveness of acquired knowledge and facilitates memorization.
OBJECTIVES OF THE TOOL	<ul style="list-style-type: none"> • Gaining knowledge in the field of self-motivation • Graphical presentation of acquired knowledge and skills related to the subject of self-motivation • Gaining knowledge through play (game) using QR codes.
CONNECTION OF THE TOOL WITH THE AREA	<p>Students, especially after coronavirus disease, have a big problem with motivation. They cannot bring themselves to act - study, write homework, diet, exercise, or get up out of bed... The reason for this behaviour is a lack of motivation, which rarely stays at a constant high level. It is natural that our motivation wanes and needs to be strengthened again.</p> <p>The tools described above will allow students, through an attractive game with QR codes, to gain knowledge about motivation, its types and learn about proven ways of self-motivation - the so-called motivator factors. Thanks to such skills, the student will be able to overcome even the greatest difficulties and their weaknesses, and the process of acquiring knowledge will become more pleasant and effective. In addition, if the student uses the tips they learn during the task, it will be easier for them to rebuild the relationship with peers, family who have been disturbed by the period of isolation, and this, in turn, is the main goal of our project "Together again."</p>
RESOURCES & MATERIALS	<p>SKETCHNOTE:</p> <ul style="list-style-type: none"> • paper sheet • markers, pencils, crayons



	<p>LAPBOOK:</p> <ul style="list-style-type: none"> • computer or telephone with Internet access (online version) • a sheet of paper, felt-tip pens, colored paper, glue, scissors, colored sticky notes, envelopes, etc. (paper version) <p>OTHER:</p> <ul style="list-style-type: none"> • phone with the ability to scan QR codes • QR codes with hidden information
<p>IMPLEMENTATION OF THE TOOL</p>	<p>- Step 1, 4 minutes</p> <p>Suggest the following activity to students:</p> <p>a) Ask them to imagine the following situation:</p> <p>In the morning, the alarm clock rings, you are semi-conscious, you hardly open your eyes. A day ahead of you with a whole list of duties, commitments, deadlines ... You know that you should get up now, but another 20 minutes pass and you still don't feel like getting out of bed and starting the day. Maybe you are an “early bird” and this situation does not apply to you. Or you might know it from your own experience? You are still making a resolution to introduce changes into your life - diet, gymnastics, quitting smoking, etc. It often ends in a fiasco, and in such a situation we look for excuses for ourselves. The main suspect then becomes motivation, and more specifically the lack of it.</p> <p>b) Talk to students about motivation. You can use the following questions:</p> <ul style="list-style-type: none"> • Looking at the situation described above, have you ever wondered why this is happening? • What to do to motivate yourself? How to force yourself to act? • Why is it so hard to motivate yourself? <p>- Step 2, 4 minutes</p> <p>To answer why self-motivation is so difficult, listen to an old Buddhist parable:</p> <p>"The Tale of Human Power"</p> <p>“Once upon a time in the mountains of Tibet gathered the sages of this world who knew the secrets of the power of man. They knew that</p>



sometimes people do terrible things and use this power against themselves. So they decided to hide the power of man from himself. They meditated for a long time, discussed, and looked for the best place in the world”.

“One of the sages said: Let's hide this power in the deepest mine in the world, let's cover it with stones and huge boulders - man will not find it there, but others shook their heads saying: man is a very interesting creature, he likes to explore deep caverns - he will certainly find it. The second sage said: Let us hide the power of man at the bottom of the deepest ocean, let us put on guard voracious fish and dangerous currents - he will not find it. But others said: And their curiosity and a desire for adventure will chase you - you will find it”.

“The next one advised that man's power should be placed on the top of the highest mountain, covered with snow, chained in eternal ice, guarded by wind and frost, but even these obstacles seemed to be too little challenge for the unbridled lust for acquisition, which has lived in people for centuries. And when it seemed that there was no place to hide human power, the oldest of the sages said: Hide this power in man himself, he will certainly not look for it there ... It will not occur to him that everything the best thing in the world is inside! So they did....”.

- Talk to students about the meaning of this parable. Check if they understood it correctly.

Enter the terms:

MOTIVATION - readiness to act, adding willingness to act

AUTOMOTIVATION - driving yourself to act

TYPES OF MOTIVATION:

a) external motivation -> taking action results from external factors, e.g. penalties, rewards, such as:

- money
- authority
- fame

b) internal motivation (“I have to” -> “I want to”) -> willingness to take action regardless of the presence of external factors. The result may be, for example:

- satisfaction
- strengthening your self-esteem after achieving the goal



	<p>- Step 4, 20 minutes</p> <p>The teacher asks the students to use their phones to find QR codes posted in the school, park, etc., and then read the information hidden under them. They will be about self-motivation. They will be MOTIVATORS, thanks to which students will gain knowledge about self-motivation, discover ways to motivate themselves, learn how to fight the "inner laziness."</p> <p>- Step 5, 50 minutes</p> <p>The teacher asks students to make a sketchnote or lapbook, which will be a summary of the acquired knowledge about self-motivation. Ask them to pay special attention to the motivators that drive them to action in their work. Each student chooses a tool that suits better - a sketchnote or a lapbook (in traditional form - for artistically gifted students or online - for those who do not like to undertake art tasks).</p> <p>If students need more time to complete an assignment, you can treat this idea as a project task and set a deadline for its implementation.</p> <p>- Step 6, 7 minutes</p> <p>Students present their work, which is a summary of the self-motivation class. The teacher emphasizes the fact that motivation rarely stays high and decreases over time. Therefore, each of us should constantly strengthen it to achieve the planned goals. It is important to make students aware that they should not blame themselves for a momentary "deviation from the set route" (stumbles), because crises when crossing their comfort zone are necessary and are conducive to the development of a young person.</p>
<p>WHAT TO LEARN?</p>	<p>The tools described above will help you learn the secrets of self-motivation and remember them so that you can apply them at the right moment and increase your willingness to study, work or achieve a specific goal. It will be possible to gain knowledge about the issue of self-motivation in an attractive way for the student who will be forced to "leave the school desk", find QR codes with information about self-motivation, assimilate knowledge and check the status of its assimilation when creating a sketchnote or lapbook.</p>
<p>FURTHER INFORMATION</p>	<p>automotywacja (padlet.com)</p> <p>Stuff in Polish - Google Drive (drive-google-com.translate.goog)</p>

SELF-MOTIVATION

DON'T DELAY OR COMPLAIN





<p>TITLE</p>	<p>DON'T DELAY OR COMPLAI</p>
<p>DESCRIPTION OF THE TOOL</p>	<p>The first tool is a procrastination test that will help make students (and teachers) aware that they procrastinate in areas where they feel uncomfortable or rebel against. Thanks to the test, you can find out whether constantly postponing your duties and taking up other activities at that time is a cause for concern, especially when it is accompanied by fear, irritability and stress.</p> <p>The second tool is the Eisenhower matrix - it helps in the area of time management and students' activities. Its operation is based on the prioritization of tasks.</p> <p>The third tool is the Pomodoro technique - another method of time management, planning and work discipline. An important aspect of it is the reduction of internal and external obstacles</p>
<p>OBJECTIVES OF THE TOOL</p>	<ul style="list-style-type: none"> ● Learn to manage your time effectively ● Understand that postponing important tasks leads to anxiety and frustration ● Become the master of your life, plan and achieve your goals ● Take care of yourself, be assertive
<p>CONNECTION OF THE TOOL WITH THE AREA</p>	<p>Procrastination is postponing something by doing other, less important activities at the same time. The person behaving in this way is aware of the negative consequences, but does not care about them (e.g. getting a bad grade because of procrastination). Fear, anxiety and stress are usually associated with this behavior as the person becomes aware of the consequences of their behavior in the meantime.</p> <p>The purpose of these tools is to help students realize how important it is to plan work, choose the right technique, motivators, forms of rest and self-discipline. Creating a plan is useful in many situations, which is worth making students aware of at every stage of education. It will be an opportunity to develop planning skills as well as cooperation, flexibility and creativity. Students will learn from their own experience and then expand their knowledge of the role of the plan in life.</p>



RESOURCES & MATERIALS	Pen, paper, board/charts
IMPLEMENTATION OF THE TOOL	<p>Step 1. 10 minutes</p> <ol style="list-style-type: none"> 1. At the beginning, students search their smartphones for various quotes, golden thoughts, whose keyword is EXCUSE. Willing students read the found thoughts on the forum and try to justify or question them. 2. Write the magic word on the board: PROCRASTINATION. We ask students if they know what it means? Have they ever come across this concept? 3. Together we explain the concept: it's compulsive procrastination. Thus, we wait until the last minute with important projects, in effect doing them inaccurately, because we simply do not have enough time to do it properly. There is no specific reason for postponing. People affected by procrastination often have really elaborate plans and goals in life, but they do not implement any of them. It is difficult for them to start something that does not have a specific time in the perspective. <p>The teacher gives students a test to check the scale of their procrastination. After each participant has tallied up the points, he presents the analysis to them.</p> <p>Step 2. 10 minutes</p> <ol style="list-style-type: none"> 4. We divide the class into groups, then after the agreed time we discuss the conclusions in the forum: <p>Group I - causes of procrastination</p> <p>Group II – symptoms of procrastination</p> <p>Group III – emotions related to the state of procrastination</p> <p>Group IV - What excuses do you use most often? What are they about?</p> <p>Step 3. 10 minutes</p> <ol style="list-style-type: none"> 5. Working in groups. Each of the previous groups reflects on the following issues: <ol style="list-style-type: none"> a) Recall what you have been putting off for later. Then think about the consequences you faced when you put the matter off. Name the excuses you used and try to refute them.



Excuse - this idea will not work, there is no point in starting this project.

Counter-argument: To find out, I have to check it out, if I don't take any action, I won't know if it was worth it.

b) Think about where rebelling against the task leads you? What is the effect? What are the consequences?

6. We are talking about two life attitudes towards procrastination. We display two photographs that metaphorically reflect their meaning.

Photo of a boxer dodging a punch:

Photo of the ship's captain at the helm:

Students try to discuss these attitudes based on the displayed images. How do they read these attitudes?

7. Then we talk about the values that we value in life that are important to us.

Ask students to write down three life values. What exactly do they mean? What actions do they take to take care of them?

8. We discuss the organization of the day. Discussion: Are we in control of time?

9. We all prepare a plan for our day. We write down all matters that concern us.

10. Discussion: why should we record all our activities? (allows us to see how many tasks we have to do, helps to organize them, we can carry out these tasks step by step, it relieves our memory, we are sure that what we should do, we will do.)

11. Sometimes it is also worth specifying the importance of tasks to be performed. The Eisenhower matrix can be used for this purpose:

<p>Important and urgent</p> <ul style="list-style-type: none"> - crisis events - overdue matters - urgent things - negligence 	<p>Important and not urgent</p> <ul style="list-style-type: none"> -planning - looking for solutions and opportunities -Building a relationship Recreation and rest - office documents
<p>Less important and urgent</p>	<p>Not important and not urgent</p>



- trivial "urgent" things -individual meetings, telephone calls - bills to be settled	- time thieves -individual emails -some pleasures
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12. Students answer the questions:

- How do you manage your time and what do you spend it on?
- Do you find time to relax?

13.



1. Plan the task
2. Concentrate as much as you can
3. Work 25 minutes
4. Take 5-minute break
5. Repeat the cycle
6. Take 20-minute break

photo source: <https://lepszymanager.pl/technika-pomodoro/>

14. Discussion - How to take care of yourself? When to be assertive? (let's note here that sometimes our body rebels against many responsibilities, let's also learn to take care of ourselves without feeling guilty about it, being assertive will also help us overcome fear and guilt, sometimes we need to let go).

15. How to overcome the stress of performing activities? Let's try to make a list with students of things that have a soothing effect on us and help to deal with stress. Let's share them on the forum.

- playlist of music artists or favorite songs
- Motivators - slogans that lift our spirits...



	<p>- childhood memory...</p> <p>- my successes - we will remember the taste of victory...</p> <p>- beautiful landscapes / I like to go back to...</p> <p>- important people for me...</p> <p>On the board, we write down our playlist of techniques to help control stress and motivate ourselves to act.</p>
<p>WHAT TO LEARN?</p>	<p>The purpose of these tools is to help students realize how important it is to plan work, choose the right technique, motivators, forms of rest and self-discipline. Planning is a kind of designing the future you want and setting goals and tasks as well as means and ways of their most advantageous implementation.</p>
<p>FURTHER INFORMATION</p>	<ul style="list-style-type: none"> • Psychotest- about procrastination • The pomodoro technique • Eisenhower's technique - table/graphics <p>Below you will find a list of 39 true-false questions. Answer them honestly and tally up your score. Ready? Let's start!</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. I immediately call back the person who left me a message. T/F 2. I make every decision quickly. T/F 3. I buy birthday and Christmas gifts in advance and calmly. T/F 4. When I cook, I wash the dishes right away, not letting them sit in the sink. T/F 5. I do not delay starting reading, completing tasks that I have to complete. T/F 6. I don't miss concerts or sporting events because I remember to buy tickets on time. T/F 7. When dealing with repetitive tasks that I have to perform (e.g. homework, etc.), I do not avoid them despite the



fear of expected discomfort. T/F

8. My workspace is neat and tidy, I am very comfortable in it and it makes it easy for me to be productive. T/F

9. I make to-do lists and calmly cross off the things I've already done. T/F

10. I answer questions quickly and don't think too long. T/F

11. I rarely repeat a question someone has asked me. T/F

12. I rarely say "umm" when answering a question or starting a statement. T/F

13. When I shop, I am well prepared and rarely forget to buy something. T/F

14. I can pack very well when I go on vacation. T/F

15. I am very good at completing tasks on time, often even managing to complete them well ahead of schedule. T/F

16. My room is very well cleaned, clean and well organized. T/F

17. I don't stuff my closet to the limit. T/F

18. I am rarely behind in my daily duties. T/F

19. I rarely feel emotionally overwhelmed. T/F

20. I take out the garbage regularly so that it does not accumulate too much. T/F

21. I exercise regularly at least three or four times a week. T/F

22. I am good at responding quickly to emails and Facebook messages. T/F

23. When the alarm clock rings, I get up immediately and start my day rested, fresh and ready to work. T/F

24. I set goals that are realistic and achievable, and I often achieve them. T/F

25. I do all my important chores before I can relax and go to bed. T/F

26. I control my finances and pay my debts. T/F

SCORING - the scale of your procrastination

Now that you have completed the test, you can check the extent of your procrastination. Remember that you only procrastinate in areas where you feel uncomfortable or rebel against, so even if the outcome is unfavorable for you, you need to know that you can break free from this habit by working at it day by day. Overcoming a habit requires first addressing the causes that trigger it. To calculate your score, give yourself one point for each question where you answered "false", then add up your scores:

* 23 points or more: You are a chronic procrastinator and this habit blocks you in many areas of your life.

* 14 - 22 points: Your procrastination is almost chronic. You need to reflect on yourself and work to free yourself from backlogs, unnecessary clutter and procrastination as much as possible.

* 6-13 points: You are a moderate to average procrastinator. You'll need to do some work on yourself, but you're well on your way to becoming a recovering procrastinator.

* 5 points or less: You are very productive and procrastination is almost absent from your life, but there is always room for improvement.

SELF- MOTIVATION

THE HERO'S JOURNEY





<p>TITLE</p>	<p>The hero's journey</p>
<p>DESCRIPTION OF THE TOOL</p>	<p>The hero's journey is a tool that is an excellent motivational training. After the classes, young people should raise their energy level, feel self-confidence and strength to act. Break through your limitations. Fun - training does not change the lives of participants, it teaches people to be a better version of themselves.</p> <p>Tools</p> <ul style="list-style-type: none"> • The first tool is the form of a quest - students and groups travel through the meanders of their emotions and limitations. They learn to work on themselves. A valuable record of their "journey" will be the diary that everyone will receive at the beginning of the journey. • Notebook-Logbook with recorded forms of activities, motivating exercises, valuable sentences, etc. is a very important tool that will record the training in memory. If you remember even one sentence, the exercise will be a great success. • Another tool is drama - improvised scenes from various life situations help to better visualize situations that are problematic.
<p>OBJECTIVES OF THE TOOL</p>	<ul style="list-style-type: none"> • You will become aware of your own limitations and fears • You will learn to perceive your goal better than you see it at the moment - thanks to this you will increase your motivation and desire to achieve it. • You will learn to overcome the paralyzing fear of action and possible failure • You will strengthen your self-esteem, stimulate your strength to act • You will learn and implement a new thinking strategy
<p>CONNECTION OF THE TOOL WITH THE AREA</p>	<p>In psychology, motivation is defined as all the mechanisms responsible for starting, directing, maintaining and ending a specific behavior. It is an internal process that regulates activities so that they lead to the achievement of the intended effect, goal. It can be a change in external conditions, significant changes in oneself, or changes in the way of thinking - internal conditions. In order for the motivational process to take place, it is necessary to meet two conditions: the effect (goal) must be assessed by the subject as useful and the subject must be convinced that the effect (goal) can be achieved with high probability under given conditions.</p>



	<p>In the life of each of us - teachers and students, there are chances and opportunities, but few of us take advantage of them, and even fewer people create them. Unfortunately, often the idea of doing something that can change our lives for the better comes first, and then visions of failure and the question in the head "What if it fails?". It's absolutely normal. We focus on both, but unfortunately few people hold the image of winning and stop at visions of defeat.</p> <p>Can you change the way you think? Of course. We call it strategy. It is the differences in thinking strategies that define us. Are we bravely moving forward or are we letting go. Unfortunately, without the right tools, it's easier to back out.</p>
RESOURCES & MATERIALS	notebooks - logbook, boxes - packets with instructions, board
IMPLEMENTATION OF THE TOOL	<p>STEP 1 (5 minutes)</p> <p>In the classroom there are several tables - task stations - stages of the Hero's journey. On each table there is a package/box with instructions.</p> <p>Before the game, the teacher introduces the participants to the rules of training/play for 5 minutes.</p> <p>It is possible that every student considers me a motivated person, it can indeed be said that I am a person who sets goals and achieves them thanks to motivation. It should be noted, however, that this was not always the case. Motivation is just a word. Motivation without perseverance is useless. Angela Duckworth in her book 'Grit. The power of passion and perseverance. He states that the most important role in achieving goals is played by stubbornness, motivation - which, in combination with PERSISTENCE, serve to develop new habits and guarantee success.</p> <p>How to achieve this attitude? I invite you to travel.</p> <p>You are the Hero, you face a difficult challenge, you have to break through your limitations!</p> <p>The first station is the first step on your journey. Welcome!</p> <p>Step 2 (35 minutes)</p> <p>Students divided into groups</p> <p>The first group approaches the first position, the rest of the groups join in the activities initiated by the trainer/teacher.</p>



PACKAGE I

Reality filtering

Each of us filters reality in our own way, these filters make a huge difference. In addition to the direction of focus, our emotions and actions are influenced by two more forces: internal dialogue, i.e. what and how we say to ourselves ("I'm sure I'll succeed" or "It's too hard"), and physiology, or body posture. Gestures, facial expressions, breathing.

- How to control body posture? Here's an exercise for everyone: put your hands up, smile, make silly faces and... try to get down! Here's another exercise: stand up straight, and try to walk in a row behind me with a brisk, energetic stride. What do you notice? (students should notice an increase in energy levels).

(the teacher can turn on the music and initiate a dance, movement game, etc.).

Comment: notice how important movement, energy and smile are in motivation to act! Train every day from today!

What about internal dialogue? The one that blocks, paralyzes motivation? In difficult moments, imagine both that you are just before a parachute or bungee jump. Surely out of fear you tell yourself things that something terrible is going to happen. The stream of thoughts is interrupted by a simple message: "One, two, three - now!". – Suppose you want to approach someone, introduce yourself, and your inner voice threatens you with embarrassment. interrupt him! You say: "one, two, three - now!", you take a step towards the interlocutor and before you know it, you are already shaking his hand. The trainer asks you to act out three improvised scenes - e.g. asking a girl out on a date, asking the boss for a raise, making a phone call to a stranger and asking for a car loan.

Fortunately, we can take control of our internal dialogue and body posture. You have to control it. Record in the Logbook the resolution of daily movement actions and the technique of "one, two, three - now!"

Package II

Timeline

Teacher

We will now sing the school anthem from the second verse. I'll guess who will start. What do you feel? (fear, jitters). If it doesn't paralyze you, fine. Worse, when because of it, instead of preparing for an important event, you think about what could go wrong ... What can you do when the spiral of fear starts to wind up? A simple exercise.



Timeline therapy

Write on the cards the name or date of the event that makes your knees tremble. Put the cards one meter in front of you. There's the future. You slowly walk the timeline towards the page. The tension is rising... And now-JUMP over the page-you're on the other side. Phew, it's all over! There is nothing to be afraid of.

(Students' comment: what do they feel, did they feel relieved??)

Once you get the hang of it, you can do this exercise even in the street, without a sheet. I, for example, walk along the pavement and determine with myself where on my way lies the point that I need to cross. Just a little bit of adrenaline and I'm there. I breathe a sigh of relief. It's not about eliminating stage fright - if you don't feel it, you don't care - it's about reducing it!

Yes, it is a kind of deception of the mind, but all the fears it gives you are mere hallucinations! This exercise allows you to superimpose the past and the future, and thus mix the emotions before and after the event.

Questions for the rest of the class

- Think of a situation in the past that made you feel anxious. Do you feel these emotions now too? No, because it's over. It's gone.

A short discussion, students talk about difficult situations that filled them with fear completely unnecessarily.

Students write down their fears and imaginary scenarios in the Logbook.

PACK III

Inner Child

One of the most valuable – and often the most neglected – voices that make up our personality is the Inner Child. Can you make contact with him?

According to the American psychotherapists Hal and Sidra Stone, authors of the Voice Dialogue concept, our psyche consists of many personalities, and each of them has a role to play.

Some specific role. Individual personalities make themselves known as a specific energy - something like an inner voice. Before we know it, one of the voices is already taking over us. That's why it's worth learning to talk to them.

The most commonly disowned self is the Inner Child. One of the experts on the subject, John Bradshaw, claims that rejecting this



personality creates a "hole in the soul", while taking care of it leads to the development of one's own strength.

The Inner Child has many faces. First of all, it reveals itself as a Defenseless Child, hiding our deepest feelings, sensitivity, susceptibility to injuries. But we also have the Magic Child and the Playing Child, which bring mystery, joy and a spirit of adventure to life. Your inner child is a wonderful resource, a radar for authenticity and sincerity of heart.

The teacher writes sentences on the board:

Painful reality is better than tempting denial

Fear - accept it with curiosity, ask what it has to say to you

Ignored, unexperienced fear demands its rights. It feeds on our imagination, fed with scenes from the past (sometimes from very early childhood) and potential events from the future (what terrible tomorrow may bring).

Presentation of a fragment of the film "Forrest Gump" directed by Robert Zemeckis, preceded by information about the protagonist's unhappy childhood/ 4 min.

Task for the group: Describe Jenny's inner experience when she saw her late father's old house while walking with Forrest. What was her Inner Child struggling with?

What can you do for your Inner Child?

- Use your childhood photo. Look at this child, check how he feels, ask if he is afraid of something. Reach for photos from different periods of life. We have children from all stages of childhood in us.
- Write a letter to your Inner Child in the Logbook. What would you like to say to him? What does it need?

PACK IV

Disney strategy

First person in the group:

Walt Disney said that if you can dream, you can achieve something. But you can't believe it'll just happen. A goal without a plan is just a dream. While planning his actions, he went through three stages: dreamer, realist and critic.

In a group, come up with a school project or a completely private one involving you. 2 people come up with a dream, another two create a plan

	<p>to make this dream come true, the rest write down what problems the implementer of the idea will have to face</p> <p>Dream quests</p> <p>Implementation plan</p> <p>Criticism</p> <p>The teacher/therapist reads the result of the group's work</p> <p>A short discussion with the youth</p> <p>Comment - How does Disney's strategy help?</p> <p>In the beginning, you bring all your dreams to light. The next step is to determine the plan and order of tasks. And readiness for failures, which, however, should not be treated as failures, but as lessons, information about what needs to be changed, what is worth working on. What to improve next time to make it work.</p> <p>The teacher asks the students to write down the words he dictates on the next page of their Travel Journal:</p> <p>Keep your goal in mind, it will help you persevere in your pursuit. Often people give up before the very end, on the last straight. In a moment of doubt, you have to imagine what awaits us soon, what reward, what feeling will accompany it. Then there will usually be determination and faith that it is possible. And that's it. Positive Thinking. It really works!</p> <p>Character hardens</p> <p>Teacher: Write down in the logbook on the last page your big dream, what you want or what you are struggling with. This is your goal now! You are the Hero!</p>
<p>WHAT TO LEARN?</p>	<p>Thanks to the use of tools: The Hero's Journey, you will find several reasons why it is worth moving forward dynamically and the comfortable comfort zone will turn into such a large area that no one will be able to refrain from taking the next steps. This training will be the beginning of a completely new stage in the lives of students, it will bring them to a higher level of consciousness. During these classes, young people will realize that thanks to working on themselves, they are able to control the fear of failure to such an extent that fear will work only in their favour.</p>



TOGETHER AGAIN
P R O J E C T

Together Again: Practical techniques for relearning interpersonal relationships and fostering psychosocial development in the post-Covid 19 era

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**FURTHER
INFORMATION**



SELF- MOTIVATION

**DO YOU WANT, OR ARE YOU JUST SAYING
THAT YOU WANT...? HOW TO MOTIVATE
YOURSELF TO LEARN?**





TITLE	Do you want, or are you just saying that you want...? How to motivate yourself to learn?
DESCRIPTION OF THE TOOL	<p>The first tool is the S.M.A.R.T method - it's a very good way to set measurable goals through small steps and appropriate rewards.</p> <p>The second tool is the snowball method - This technique consists in a gradual transition from individual work to group work. Allows each student to express their opinion on a given topic. At the same time, it teaches respect for the other person's opinion and helps to improve the ability to negotiate when working out a common position. Snowball workflow:</p> <ul style="list-style-type: none"> • the teacher presents a problem to be solved, • students individually write out suggestions, • then they pair up, read their suggestions, discuss and choose the best solution, • pairs join in fours, fours in eights, etc. and decide on one solution to the problem accepted by all • The third tool is a film - encouraging to live consciously
OBJECTIVES OF THE TOOL	<ul style="list-style-type: none"> • Skills: The student is able to: • Identify your self-motivation needs • Plan self-study in an attractive way • Create strategies for dealing with demotivation • Effectively counteract discouraging from learning
CONNECTION OF THE TOOL WITH THE AREA	Motivation, as soft skills are useful at every stage of private and professional life. Motivation training is one of the most difficult tasks - it is much easier to influence someone's external motivation through a system of rewards and penalties (pay raises, promotions, passing exams at university, etc.). Intrinsic motivation is the individual's own initiative and is possible only after getting to know a given person comprehensively.



RESOURCES & MATERIALS	<ul style="list-style-type: none">- Blackboard- Chalk (or sheets of gray paper and markers)- Writing utensils for each student,- Small sheets (approx. 8cm by 8cm) 3-5 pieces for each student- Projector
IMPLEMENTATION OF THE TOOL	<p>Step 1. 10 minutes</p> <p>Conversation - interview</p> <p>The teacher, introducing the topic of the lesson, conducts a short interview with 3-4 students: Do you like to learn? When do you study? How much time do you study per day (on average)? Do you study systematically? Have you ever encountered problems while learning?</p> <p>Step 2. 10 minutes</p> <p>Presentation of the definition of motivation according to the Polish language dictionary Motivation is:</p> <ul style="list-style-type: none">• a set of drivers for action• justification by showing a set of motives, especially the conduct of literary heroes and a specific development of the action Source: sjp.pl/motivation <p>Our interest today will be the first part of the definition, i.e. motivation as a set of factors inducing action.</p> <p>Step 3. 10 minutes</p> <p>The snowball method</p> <p>The teacher asks each student to write on a piece of paper the reasons why we are learning (I am learning because...). Then the students join pairs, then groups (4, 8, 16 people) and agree on a common list of reasons for learning. During the determination, they write down each reason on a separate piece of paper.</p> <p>Sharing the results of work in the class, writing down all these reasons for learning on the board, e.g.:</p> <p>I'm learning to get to know the world better, what's going on around me</p> <p>- I'm learning not to get a one</p> <p>I study because my parents tell me to</p>



I'm learning because my friends are learning too

- I study because I'm interested in it, I want to learn more

I study because I want to go to college

Step 4. 10 minutes

Open question to the group: what is the most difficult thing for me to take lessons? Please write down your answer on a piece of paper. You can use the paper with the model in front of you and write the answer on the back. In a moment, we'll look at the different ways you can motivate yourself to learn. Your task is to answer 3 questions:

- What are the advantages of this method
- What are the downsides of this method
- Will this method help me overcome the difficulties you wrote down on a piece of paper?

The teacher presents the SMART method

1. Goal: - SMART

S -specific

M - measurable

A - ambitious

R - realistic

T - scheduled in time

2. Capabilities (options)

1. If I had the right confidence and the right resources, what would I do?

3. What are the advantages and disadvantages of each solution?

4. Which solution is in line with my values?

5. What can I do? What can I influence?

6. What would you advise a friend in a similar situation?

7. What advice would a person who is your authority give you?

3. Action plan

1. Which option do I choose?

2. Who should know about the plan?

3. Who can help me?

4. What would be the first step to achieving the goal?

5. What am I going to do exactly and when?

6. What obstacles can I encounter?

Step 5. 5 minutes

SUMMARY AND EVALUATION

1. Question for the class (5 min): Did you manage to answer the question "what makes it difficult for you to stimulate self-motivation"? Would any of you like to share your answer?

2. Screening of the film This is your life, live consciously



WHAT TO LEARN?	The purpose of these tools is to help students become aware of the importance of planning their work. The classes required from the students a lot of concentration and courage to look honestly at what mistakes they make in their thinking or behavior. In addition, they were inspired to use the ability to hear and write their thoughts, which today was one of the most difficult elements of the class. Youth also got to know an interesting method of self-motivation. Students should be more consciously planning and controlling their motivation after these classes.
FURTHER INFORMATION	https://pl.wikipedia.org/wiki/Metoda_kuli_%C5%9Bnie%C5%BCnej https://www.marzeniawcele.pl/wyznaczanie-celow-metoda-s-m-a-r-t/ https://www.youtube.com/watch?v=7UeH03asGtw