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

Project number 2021-1-PL01-KA220-SCH-000023629

TOGETHER AGAIN
P R O J E C T

RESOURCE KIT
FOR STUDENT-TO-STUDENT WORK
AND INTERPERSONAL RELATIONSHIPS
DEVELOPMENT IN THE POST COVID-19 ERA

Image: Pixabay

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A toolkit of practical dynamics, games, and exercises to be used by learners to train each other in psycho-emotional competences.

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INTRODUCTION

*"It's not enough to be smart and hardworking. Students must also be able to
understand and manage their emotions to succeed at school."*
Carolyn MacCann, PhD, of the University of Sydney, and lead author of "Emotional
Intelligence Predicts Academic Performance: A Meta-Analysis"

The Resource-kit for student-to-student post Covid-19 relationships"" is PR 3 of the project
"Together Again: Practical Techniques for Interpersonal Relationships and the Promotion of
Psychosocial Development in the Post-Covida-19 Era" implemented under the European
Union ERASMUS+ programme.

This set of resources is organized based on the four areas of the emotional intelligence
development model proposed by Peter Salovey and John Mayer.
For each area, five tools are suggested that focus on developing the core competencies and
soft skills that underlie it.

The main objective of the project is to mitigate the effects of isolation and social alienation
of students, their teachers, and young people during and after the COVID-19 pandemic by
implementing an innovative tools and resources such as practical dynamics, games and
exercises for building psycho-emotional competences and improving the emotional
intelligence and soft skills.

Image: Pixabay

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PARTNERS:

Together Again project consists of four partners from different EU countries: Poland, Spain, Bulgaria, and Slovakia. Each partner represents a different school or NGO. Together Again brings together professionals such as psychologists, teachers, oligophrenia educators and specialists who work with young people and collect information on the consequences and differences in young people's behaviour before, during and after the pandemic.

POLAND

The High School in Limanowa no 1 is a coordinator of the Together Again project. It is a school with a rich history and traditions, one of the oldest and best in Limanowa county. The school teaches, educates, and inspires young people to be creative and stand out of the crowd. The teaching staff places particular emphasis on the comprehensive development of young people - not only education and upbringing to fundamental values but above all discovering talents and individual predispositions.

ARID has a great deal of experience in the project's proposal topic area. This association is a partner in the project in the frame of Erasmus+ School Education. ARID cooperates broadly with several universities and schools in Poland and is in charge of the correct sequence of the Together Again project.

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SPAIN

INDEPCIE, the Institute for Personal Development, Entrepreneurship, Coaching and Emotional Intelligence is the partner responsible for support and guidance for secondary school teachers and young people, focusing on the development of interpersonal and socio-emotional skills.

Colegio Séneca in Cordoba, Spain is another partner, which aims to develop skills and emotional competencies among young people. All partners are aware of the emotional problems of our students, so we are happy to be able to share the results with our students and we hope this project will provide incredible materials and knowledge for our students.

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BULGARIA

Association of Young Psychologists in Bulgaria "4th April" is an informal association of students and young people, especially interested in psychology. Their main task in the project is to develop a "toolbox" and specialized methodology for teachers and students to face the consequences of three-year isolation. Young Psychologists assure that it is an amazing opportunity for cooperation and re-establishing the bond between the student and the teacher and the student-student.

A public school in Sofia, 93rd Secondary School „Aleksander Teodorov- Balan " expects to acquire language competencies, and new ideas not only for students but also for teachers. The partner has great experience in taking part in Erasmus+ programs, which allows the creation of educational spaces and strategies in favour of autonomy and social commitment.

SLOVAKIA

CEDA Slovakia has significant experience in preparation and implementation of EU projects and thanks to experienced ICT staff also provides ICT support in projects in the field of Web-Design, Graphic Design, Programming, LMS implementation. CEDA is the main technological project partner, it is also the leading partner for dissemination activities and will develop all dissemination tools that will be used to promote the project.

ZS Fatranska, the Slovak school partner, will coordinate the tasks related to the implementation of the pilot testing phase. The pandemic results are the same in all countries, therefore the school in Slovakia is looking for a common solution to deal with the problems caused by Covid-19, which has a strong impact on interpersonal relations between students and teachers.

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SELF-AWARENESS

CARDS WITH BASIC EMOTIONS

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TITLE	**CARDS WITH BASIC EMOTIONS**
DESCRIPTION OF THE TOOL	The tool is based on Paul Ekman's theory of six basic emotions - sadness, happiness, fear, anger, surprise, and disgust depicted on cards. The cards are of 4 main varieties: 1. Cards with the name of each of the basic emotions, 2. Cards with emoticons that depict the emotion, 3. Cards with definitions of the emotions, 4. Cards with names, images, and definitions of emotions.
OBJECTIVES OF THE TOOL	The use and application of the tool aims to give the individuals a chance to become familiar with the basic emotions graphically and pictorially and their definitions.
CONNECTION OF THE TOOL WITH THE AREA	Knowledge of basic emotions is the alphabet of emotional intelligence and is a prerequisite for understanding and defining basic concepts such as emotion, feeling, state.
RESOURCES & MATERIALS	It is necessary to print /possibly in colour/ and cut the four card applications by dividing them into decks.
IMPLEMENTATION OF THE TOOL	The toolkit can be applied in a variety of ways according to the needs and objectives of the tasks. It can be used individually, in small groups, as visual material for class discussion, etc. **Option 1:** Assemble the puzzle /individual or group activity/ The cards in Appendix 1, Appendix 2 and Appendix 3 are shuffled and the student(s) are asked to assemble the main emotion as quickly as possible. **Option 1.2:** Non-verbal communication and creativity /group activity/ In this option, the number of participants should be matched - maximum 18. With the help of paper tape, one of the cards from Deck 1, 2 or 3 is taped on the forehead of a student so that he/she cannot see it. The group is given a controlled time of 5 minutes in which to assemble each card in its entirety without using words.

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		After completing the task, students should be divided into 6 groups /as many as the main emotions/ of 3 students each - name, emoticon, and definition. To complicate and expand the exercise, each participant can express their picture as respectively: - those who have a name card should match their tone of voice with the corresponding emotion, - those who have an emoticon should act out a short scene in which they show the physical expression of the emotion, - those who have a definition - should explain the emotion in their own words or share an incident from their personal experience in which they experienced the emotion.
WHAT TO LEARN?		The cards with basic emotions and their use by students and youth will optimise their ability to recognize basic emotions, challenge them to reflect on their physical manifestation, and optimise their knowledge about defining basic emotions. All of this will lay the necessary groundwork for the development of emotional intelligence and emotional competence.
ADDITIONAL INFORMATION		

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TOOL1: ANNEX 1:

SADNESS	HAPPINESS
FEAR	ANGER
SURPRICE	DISGUST

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TOOL 1: ANNEX 2:

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ANNEX 3:

State of unhappiness, ranging in intensity from mild to extreme and usually aroused by the loss of something that is highly value.

A positive emotion associated with inner satisfaction, elevated mood, exaltation, excitement, and delight

A negative emotion associated with a sense of a danger or treat, anxiety.

An emotion characterized by antagonism toward someone or something you feel has deliberately done you wrong.

A negative emotion that is associated with something impure, unclean, or disgusting.

A positive or negative emotion resulting from experiencing something unexpected or unplanned.

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ANNEX 4:

SADNESS

State of unhappiness, ranging in intensity from mild to extreme and usually aroused by the loss of something that is highly value.

HAPPINESS

A positive emotion associated with inner satisfaction, elevated mood, exaltation, excitement, and delight.

FEAR

A negative emotion associated with a sense of a danger or treat, anxiety.

ANGER

An emotion characterized by antagonism toward someone or something you feel has deliberately done you wrong.

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DISGUST

A negative emotion that is associated with something impure, unclean, or disgusting.

SURPRISE

A positive or negative emotion resulting from experiencing something unexpected or unplanned.

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SELF-AWARENESS

MY FEELINGS

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TITLE	MY FEELINGS
DESCRIPTION OF THE TOOL	"MY FEELINGS" is a set of cards, each of which names a feeling/condition and gives a short definition of it. The cards are divided into 24 green and 57 blue, and 15 templates. The feeling palette can be much richer and different for each individual, for each language and culture, so the tool also includes templates with which the decks can be enriched, according to the situations and needs of the individual or group.
OBJECTIVES OF THE TOOL	The objective of the tool is to build basic knowledge and skills to ● recognize, ● name, ● define, ● differentiate the feelings we experience in order to develop our emotional intelligence in the part which is related to self-awareness.
CONNECTION OF THE TOOL WITH THE AREA	Just as knowledge of the basic emotions are the alphabet of emotional intelligence, the ability to name, define, and differentiate an individual's various feelings are the next step in its development. The conscious regulation of any behaviour/state is linked to an understanding of the emotions and feelings that underlie it as a motivator.
RESOURCES & MATERIALS	The attached decks of cards should be printed on a colour printer, cut out and assembled. To create additional cards, templates should be printed and prepared in advance on which individual/group specific feelings/conditions can be added using pencils, pens or paints.
IMPLEMENTATION OF THE TOOL	The tool can be used by both small and large groups. In group work / the group can be large - the whole class or small - two, three, etc. young people/. **Option 1:** Participants sit in a circle in a suitable room. Each participant draws a card from the deck and reads it aloud to the

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group. He/she then shares an example from his/her personal experience/ his/her own or one he/she has witnessed/ of a situation or behaviour that is a consequence of the corresponding feeling. The feeling is defined as:

- positive or negative,
- energy-bearing or energy-draining.

During sharing, the participant is not interrupted or apostrophised.

Bonus: Once the sharing is over a discussion can be made by asking questions such as:

- whether the other participants in the group have also been in a situation where they have experienced a similar feeling. If yes, constructive ways to deal with the feeling can be suggested if it is not positive and brings pleasant emotions.

Option 2: Participants sit in a circle in a suitable room. One participant draws a card from the deck without showing it to the group.

Option 2.1: The participant retells a situation that is an example of the feeling in question from their personal experience/ or defines it in their own words, and the group has to guess the name. The guessing participant is next to draw a card.

Option 2.2: The participant describes/ in words or a short skit/ the physical manifestation of the feeling and what happens to our body when we experience that feeling in their own words, and the group has to guess what the feeling is. The guessing participant is next to draw a card.

Both individual and group work with the cards can be related to the familiarity with the proposed feelings, as well as to the production of additional cards with positive or negative feelings that are specific to the group/participants, the respective culture, nationality, etc.

Option 3: After the participants have become familiar with examples and feelings personally, Option 3 can be used.

In it, a participant shares an incident or situation that has clearly imprinted itself on him/her /or an actual social situation/story is used/ and the others have to guess and name what the individual participants felt in the situation. Then, using volunteers from the

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	group, the situation can be acted out - open-ended - with the same or a different ending. A short discussion can be made on what feelings and emotions the volunteers who have impersonated the characters have experienced.
WHAT TO LEARN?	Application of the tool will bring basic and expanded knowledge related to the rich palette of the world of feelings. It will challenge young people to distinguish between different feelings, helping them to more easily name what they feel in order to explore their states. Sometimes we just say we are tired, but if tiredness becomes our long-term companion, we may not just be sleep-deprived, but "lonely," "discouraged," "depressed," "rejected"
ADDITIONAL INFORMATION:	The cards with basic emotions are attached in Annex 1.

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Boredom

Stav mysle, ktorý vzniká pri nedostatku rozptýlenia alebo podnetov.

Burden

A feeling that implies an emotional load that causes fatigue.

Worry

A state of mind that involves anxiety that arises as a result of concern or distress.

Guilt

A feeling of responsibility for an event or action, negative in its nature.

Disgust

A feeling of dislike associated with something or someone that causes rejection.

Anxiety

A state of worry that involves high physical and mental agitation.

Disappointment

A feeling of dissatisfaction that results when your expectations are not realized.

Disappointment

A feeling of dissatisfaction that results when your expectations are not realized.

Despair

A state of utter hopelessness; despondency that arises due to loss of patience, the feeling that what the circumstances are irreparable, unattainable,

Disappointment

A feeling of dissatisfaction that results when your expectations are not realized.

Discouragement

The feeling of despair in the face of obstacles.

Doubt

A feeling of uncertainty or lack of conviction.

Dread

Fearful expectation or anticipation; trepidation.

Embarrassment

A feeling of self-consciousness that ncludes shame, or awkwardness.

Envy

A feeling of discontented or resentful longing aroused by someone else's possessions, qualities, or luck.

Grief

An intense sorrow, especially caused by someone's loss.

Frustration

The feeling of being upset or annoyed as a result of being unable to change or achieve something

Fury

Wild or violent anger.

Hatred

Intense dislike which could invoke feelings of animosity, anger, or resentment.

Helplessness

A feeling of being unable to manage; powerlessness.

Horror

An intense feeling of fear, shock, or disgust.

Hostility

A feeling opposition or dislike; unfriendliness.

Humiliation

Strong feelings of embarrassment.

Insecurity

Uncertainty or anxiety about oneself; lack of confidence.

Loathing

A feeling of intense dislike or disgust; hatred or abhorrence.

Envy

A feeling of discontented or resentful longing aroused by someone else's possessions, qualities, or luck.

Grief

Intense sorrow, especially caused by someone's loss.

Frustration

The feeling of being upset or annoyed as a result of being unable to change or achieve something.

Fury

A feeling /state of wild or violent anger.

Hatred

Intense dislike which could invoke feelings of animosity, anger, or resentment.

Helplessness

A feeling of being unable to manage; powerlessness.

Horror

An intense feeling of fear, shock, or disgust.

Hostility

A feeling opposition or dislike; unfriendliness.

Humiliation

A strong feelings of embarrassment.

Insecurity

Uncertainty or anxiety about oneself; lack of confidence.

Loneliness

Sadness because one has no friends or company.

Melancholy

A feeling of pensive sadness, typically with no obvious cause.

Misery

A feeling of great mental distress or discomfort.

Nervousness

The anxious feeling you have when you have the jitters; agitated or alarmed.

Nostalgia

A sentimental longing or wistful affection for a period in the past.

Panic

An overwhelming feeling of fear and anxiety.

Pity

The feeling of sorrow and compassion caused by the sufferings and misfortunes of others

Loathing

A feeling of intense dislike or disgust; hatred or abhorrence.

Paranoia

The irrational and persistent feeling that people are 'out to get you'.

Pessimism

The feeling that things will turn out badly.

Regret

A feeling of sadness, repentance, or disappointment over an occurrence or something that one has done or failed to do.

Remorse

A feeling of deep regret or guilt for a wrong committed.

Shock

The feeling of distress and disbelief that you have when something bad happens accidentally.

Self-pity

A feeling of excessive, self-absorbed unhappiness over one's own troubles.

Sentimentality

Exaggerated and self-indulgent tenderness, sadness, or nostalgia.

Shame

A painful feeling of humiliation or distress caused by the consciousness of wrong or foolish behavior.

Shock

The feeling of distress and disbelief that you have when something bad happens accidentally.

Smugness

A feeling ofExcessive pride in oneself or one's achievements.

Suspicion

A feeling or thought that something is possible, likely, or true

Shyness

A feeling of fear of embarrassment.

Tension

A state of mental or emotional strain or suspense.

Wrath

An extreme feeling of anger.

Euphoria

A feeling or state of intense excitement and happiness.

Hope

A positive emotion of expectation of good, positive results, good development (of things), satisfaction of wants and needs

Love

A strong positive emotion of regard and affection.

Passion

A strong feeling of attachment, devotion, enthusiasm, or a particular desire to do something specific.

Pleasure

A feeling of happy satisfaction and enjoyment.

Pronoia

A feeling that the world around you conspires to do you good; opposite of paranoia.

Relaxation

A feeling of refreshing tranquility and an absence of tension or worry.

Relief

A feeling of reassurance and relaxation following release from anxiety or distress.

Romance

A feeling of excitement and mystery associated with love.

Satisfaction

A feeling that is born from accomplishing something well done and helps boost confidence and self-esteem.

Triumph:

A state of joy or exultation at success.

Wonder

A feeling of amazement and admiration, caused by something beautiful, remarkable, or unfamiliar

Affection

The feeling of love for someone or something.

Gratitude

The feeling of respect for someone who has done something for us and feeling like we want to return the favor

Delight

A feeling of extreme pleasure or satisfaction.

Joy

A feeling that manifests itself from a good mood, brings satisfaction and is accompanied by a smile or laughter.

Enthusiasm

A strong elation, a mental high, a desire for activity born of passion for someone or something

Optimism

Hopefulness and confidence about the future or the success of something.

Thrill

A sudden feeling of excitement and pleasure.

Faith

A feeling of confidence in achieving what is desired.

Happiness

A feeling of absolute satisfaction.

Faith

A feeling of confidence in achieving what is desired.

Happiness

A feeling of absolute satisfaction.

Interest

The feeling of wanting to know or learn about something or someone.

SELF-AWARENESS

JOURNAL OF EMOTIONS AND FEELINGS

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TITLE	JOURNAL OF EMOTIONS AND FEELINGS
DESCRIPTION OF THE TOOL	The tool is a system, an exercise in which the person aims to write down the emotions or feelings at the moment he or she feels overwhelmed by them and the main provoker for them in chronological order. At the end of each day/ or specific event that was the target of exploration as an emotional provocateur, a catalogue analysis is made, including the stimulus/ trigger that activated the emotion and the emotion itself. The diary also allows the association of a specific type of behaviour with an emotion or emotional trigger.
OBJECTIVES OF THE TOOL	The use and application of the tool is intended to enable individuals to: ● create a habit of defining, identifying and naming the emotions and feelings that young people experience, ● create a written/ real or digital/ trace of each person's emotional habits and triggers, ● to lay the foundations for a systematic analysis of one's own feelings and emotions and their triggers, ● create habituation in associating a certain type of behaviour with a certain emotion and emotional trigger and associating a certain type of behaviour with a certain emotion and emotional trigger.
CONNECTION OF THE TOOL WITH THE AREA	After the introduction to basic emotions /Tutorial 1/ and the introduction to basic feelings /Tutorial 2/, laying the foundations of mindfulness in everyday life is crucial for the development of emotional intelligence in the part related to self-awareness. The feelings and emotions journal creates an "anchor" in everyone's mind that causes them to reflect on what feelings and emotions they are currently experiencing or have experienced during the day, stimulating their naming and defining. When applied systematically, it optimises the speed at which the person is able to identify and name the emotion/feeling that has overwhelmed them. Associating a behaviour type with an emotion and an emotional trigger opens up a whole new perspective in self-awareness for the individual.

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RESOURCES & MATERIALS	For a digital diary you could use an app on your phone or a small notepad and pencil/pencil to make it handy to carry around.
IMPLEMENTATION OF THE TOOL	The application of the tool can be set either as an individual task or as a group task. In individual implementation, each individual concerned keeps his/her own emotional diary in which he/she records daily the emotions/feelings, their triggers and the personal reaction to the respective ones. At the end of the day or week, the data can be summarised and additional emotions/feelings that were activated in certain situations can be looked for. In a group task, the group is provided with a narrative, either fiction or a real-life situation from one of the young people's lives, in which they can each record their own set of emotions, feelings, emotional triggers and hypothetical reactions to compare and find similarities and differences.
WHAT TO LEARN?	After the introduction to basic emotions /Tutorial 1/ and the introduction to basic feelings /Tutorial 2/, laying the foundations of mindfulness in everyday life is crucial for the development of emotional intelligence in the part related to self-awareness. The feelings and emotions journal creates an "anchor" in everyone's mind that causes them to reflect on what feelings and emotions they are currently experiencing or have experienced during the day, stimulating their naming and defining. When applied systematically, it optimises the speed at which the person can identify and name the emotion/feeling that has overwhelmed them. Associating a behaviour type with an emotion and an emotional trigger opens up a whole new perspective in self-awareness for the individual.
ADDITIONAL INFORMATION:	Appendix 1, which presents an example model of an emotional diary, is proposed to the tool. In Annex 2, the main feelings, and emotions from Tool 2 /"**MY FEELINGS"**/ are presented to serve as a bank of short definitions to assist the individual in defining the feeling

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ANNEX 1: Sample model for short emotional diary

What I feel:	*I feel it as a result of:*	*How do I react to it? Notes:*
This column defines the feeling/ emotion…	*The emotional trigger is defined in this column…*	*This column may include additional notes on the intensity, physical manifestation or other emotions/ feelings associated with the situation as well as the behaviour that the trigger/ emotion provoked.*

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ANNEX 2:

List of positive feelings/ state:

- **Affection**: feeling love for someone or something.
- **Gratitude**: feeling respect for someone who has done something for us and feeling like we want to return the favour.
- **Delight**: A feeling of extreme pleasure or satisfaction.
- **Joy**: a feeling that manifests itself from a good mood, brings satisfaction and is accompanied by a smile or laughter.
- **Enthusiasm**: a strong elation, a mental high, a desire for activity born of passion for someone or something,
- **Optimism**: Hopefulness and confidence about the future or the success of something.
- **Thrill**: A sudden feeling of excitement and pleasure.
- **Faith**: confidence in achieving what is desired.
- **Happiness**: a feeling of absolute satisfaction.
- **Interest**: The feeling of wanting to know or learn about something or someone.
- **Euphoria**: A feeling or state of intense excitement and happiness.
- **Hope**: a positive emotion of expectation of good, positive results, good development (of things), satisfaction of wants and needs.
- **Love**: A strong positive emotion of regard and affection.
- **Passion**: a strong feeling of attachment, devotion, enthusiasm, or a particular desire to do something specific.
- **Pleasure**: a feeling of happy satisfaction and enjoyment.
- **Pronoia**: Feeling that the world around you conspires to do you good; opposite of paranoia.
- **Relaxation**: A feeling of refreshing tranquillity and an absence of tension or worry.
- **Relief**: A feeling of reassurance and relaxation following release from anxiety or distress.
- **Romance**: A feeling of excitement and mystery associated with love.
- **Satisfaction**: a feeling that is born from accomplishing something well done and helps boost confidence and self-esteem.
- **Triumph**: A state of joy or exultation at success.
- **Wonder**: A feeling of amazement and admiration, caused by something beautiful, remarkable, or unfamiliar.

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List of negative emotions:

- **Boredom**: A state of mind that arises in the face of a lack of distraction or stimulus.
- **Burden**: a feeling that implies an emotional load that causes fatigue.
- **Worry**: a state of mind that involves anxiety that arises as a result of concern or distress.
- **Anxiety**: a state of worry that involves high physical and mental agitation.
- **Disgust**: a feeling of dislike associated with something or someone that causes rejection.
- **Guilt**: a feeling of responsibility for an event or action, negative in its nature.
- **Despair**: A state of utter hopelessness; despondency that arises due to loss of patience, expressed by the feeling that what the person is facing is irreparable, unattainable, unattainable.
- **Disappointment**: A feeling of dissatisfaction that results when your expectations are not realised.
- **Discouragement**: The feeling of despair in the face of obstacles.
- **Doubt**: A feeling of uncertainty or lack of conviction.
- **Dread**: Fearful expectation or anticipation; trepidation.
- **Embarrassment**: A feeling of self-consciousness that includes shame, or awkwardness.
- **Envy**: A feeling of discontented or resentful longing aroused by someone else's possessions, qualities, or luck.
- **Grief**: Intense sorrow, especially caused by someone's loss.
- **Frustration**: The feeling of being upset or annoyed as a result of being unable to change or achieve something.
- **Fury**: Wild or violent anger.
- **Hatred**: Intense dislike which could invoke feelings of animosity, anger, or resentment.
- **Helplessness**: A feeling of being unable to manage; powerlessness.
- **Horror**: An intense feeling of fear, shock, or disgust.
- **Hostility**: Feeling opposition or dislike; unfriendliness.
- **Humiliation**: Strong feelings of embarrassment.
- **Insecurity**: Uncertainty or anxiety about oneself; lack of confidence.
- **Loathing**: a feeling of intense dislike or disgust; hatred or abhorrence.
- **Loneliness**: Sadness because one has no friends or company.
- **Melancholy**: A feeling of pensive sadness, typically with no obvious cause.
- **Misery**: A feeling of great mental distress or discomfort.
- **Nervousness**: The anxious feeling you have when you have the jitters; agitated or alarmed.
- **Nostalgia**: A sentimental longing or wistful affection for a period in the past.
- **Panic**: An overwhelming feeling of fear and anxiety.

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- **Pity** The feeling of sorrow and compassion caused by the sufferings and misfortunes of others.
- **Paranoia**: The irrational and persistent feeling that people are 'out to get you'.
- **Pessimism**: The feeling that things will turn out badly.
- **Regret**: A feeling of sadness, repentance, or disappointment over an occurrence or something that one has done or failed to do.
- **Remorse**: A feeling of deep regret or guilt for a wrong committed.
- **Self-pity**: Excessive, self-absorbed unhappiness over one's own troubles.
- **Sentimentality**: Exaggerated and self-indulgent tenderness, sadness, or nostalgia.
- **Shame**: A painful feeling of humiliation or distress caused by the consciousness of wrong or foolish behaviour.
- **Shock**: The feeling of distress and disbelief that you have when something bad happens accidentally.
- **Shyness**: A feeling of fear of embarrassment.
- **Smugness**: Excessive pride in oneself or one's achievements.
- **Suspicion**: A feeling or thought that something is possible, likely, or true.
- **Tension**: A state of mental or emotional strain or suspense.
- **Vergüenza ajena** (Spanish): A sense of shame on behalf of another person, even though that person may not be experiencing shame themselves; fremdschämen (German); myötähäpeä (Finnish); bixomets (Catalan).
- **Wrath**: Extreme anger.

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SELF-AWARENESS

SELF-ASSESSMENT AND SELF-PERCEPTION

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TITLE	SELF-ASSESSMENT AND SELF-PERCEPTION
DESCRIPTION OF THE TOOL	The tool is a system used by counselling psychologists to develop an individual's awareness related to accurate self-assessment and self-perception, which appear to be a natural theme-step in the development of self-awareness. In a world in which the imitation of unreal virtual idols whose status and life are rarely real and therefore realistically attainable, it is critical that the adolescent individual succeeds in building a self-image, a real and ideal self-image, to accurately identify his/her strengths/which are worth developing/ and weaknesses/which can be compensated for if possible. The instrument refers to the theory of the American psychologist William James, who proposed a method for determining self-assessment of personality.
OBJECTIVES OF THE TOOL	Expanding and enriching self-awareness through: ● Defining a Real Self-Image, ● Defining an Ideal Self-Image, ● Analysing the relationship between them, ● Defining and analysing an individual's strengths, ● Defining and Analysing weaknesses.
CONNECTION OF THE TOOL WITH THE AREA	Self-awareness involves an acute self-concept and a clear definition of personality strengths and weaknesses. In a sensitive period, such as puberty and youth, it is extremely important for the individual to find an adequate and objective understanding and knowledge of self - who they really are and who they would like to be. It is in this analysis that each person could determine his or her strengths and weaknesses and build an action plan that is individual, accurate and in line with one's own strengths and potential.
RESOURCES & MATERIALS	Paper, pencils - coloured and regular, chemicals. A quiet space for solitude and reflection.
IMPLEMENTATION OF THE TOOL	**Instructions:** Please make yourself comfortable, try to be as honest as possible and write down in the appropriate column the first thing that comes

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to your mind, do not overthink your answers. You have 5 minutes to fill in each of the first two columns.

Imagine that you live in a world where no one can lie, the human word is perceived as the absolute truth and now you need to fill in your "Personality Profile" so that you can be referred to an appropriate group of friends and your educational and personality profile can be determined.

➔ **1. In the first column:** Please write down 10 words/ definitions that most accurately describe you in your own opinion. You have 5 minutes to complete the task.

➔ **2. In the second column:** Please write down the 10 words/ definitions that would describe your ideal self - the one you aspire to and truly want to be. You have 5 minutes to complete the task.

In the next 5 minutes, please take the time to compare the definitions in the first column with those in the second column.

➔ *3. Which of the definitions in the second column do not appear in the first column?*

➔ *4. Which of the definitions in the first and second columns match?*

The first column represents your self-esteem, and the second column is your ideal, dream image of yourself.

Now please write down:

➔ *5. What are the strengths of your personality that could turn the definitions in the second column into the definitions in the first column?*

Time to complete the task: 5 minutes.

➔ *6. Now please write down which of your weaknesses would hinder or make it difficult for you to transform yourself into your ideal version of yourself.*

Now imagine for a moment the world we described at the beginning of the problem - a world in which no one can lie, and the human word is perceived as the absolute truth that it actually is. Imagine that you are a counsellor who is the target of the self-assessment card of a young person standing in front of you.

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➔ *7. What would you advise him? How would you construct this person's development plan? What would be the first steps he/she should take to begin the process of becoming the ideal person/personality he/she believes himself/herself to be? Remember, your words will be interpreted as absolute truth and the person will most likely trust your evaluation.*

➔ *8. In a new column you can add additional notes or refer to the "author" of the self-assessment card. What would you say to him/her? Based on the information that this self-assessment car alone gives you, would you change anything in column number 2 - Ideal Self? Do you think he/she is accurate, attainable and a true match for this personality?*

The exercise can be repeated with anonymous cards in a formal or informal group- in class, at a gathering with friends, or even set as a take-home task in which youth complete the first 6 columns - Real Self - Ideal Self, Matches, Differences, Strengths and Weaknesses. The surveys are then shuffled and randomly each participant draws one and completes the last 7 and 8 charts.

All the self-assessment cards are then placed face up and each person draws his or her own. This will give the participants an opportunity to gain an outside perspective on the ways in which their strengths and weaknesses would participate in the developmental process in which the Real Self-Image, grows to the Ideal Self-Image or perhaps not- under certain circumstances it is much more valuable for the individual to change the Ideal Self-Image to a more attainable and real one that can be achieved through one's own potentials.

It is recommended, if the tool is applied in a group, to form a discussion on the topic "What lies at the basis of the notion of our idea of an ideal self?"

WHAT TO LEARN?	The application of the tool will help the individual to ask themselves critically important questions such as: What am I? What would I like to be? What are my strengths? What are my weaknesses? In what ways do they relate to the person I want to be? The answers to all these questions lie at the heart of the common meaning of self-awareness.

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ANNEX 1:

Self-assessment card

1. Please write down 10 words/ definitions that most accurately describe you in your own opinion.	*2. Please write down the 10 words/ definitions that would describe your ideal self - the one you aspire to and truly want to be.*
1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
3. Which of the definitions in the first and second columns match?	*4. Which of the definitions in the second column do not appear in the first column?*
5. What are the strengths of your personality that could transform your real self-image into your Ideal Self-image? 1. 2. 3. 4.	*6. Which are the weaknesses of your personality that could hinder or make it difficult for you to transform yourself into your ideal version of yourself.* 1. 2. 3. 4.

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5. 6. 7. 8. 9. 10.	5. 6. 7. 8. 9. 10.

 7. *Imagine that you are a counsellor who is the target of the self-assessment card of a young person standing in front of you. What would you advise him? How would you construct this person's development plan? What would be the first steps he/she should take to begin the process of becoming the ideal person/personality he/she believes himself/herself to be? Remember, your words will be interpreted as absolute truth and the person will most likely trust your evaluation.*

8. In this column you can add additional notes or refer to the "author" of the self-assessment card. What would you say to him/her? Based on the information that this self-assessment card alone gives you, would you change anything in column number 2 - Ideal Self? Do you think he/she is accurate, attainable and a true match for this personality?

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SELF-AWARENESS

THE SELF-THERAPY TECHNIQUE

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TITLE	THE SELF-THERAPY TECHNIQUE
DESCRIPTION OF THE TOOL	The present tool is a structured psychological technique for self-analysis that aims to give practitioners a structure in realising, accepting, analysing, and establishing a basic starting position toward self-management in emotional, crisis, or problem situations. It is a specific set of questions, the answer to which guides the individual through the phases of assimilating aspects of a situation or problem. It can be administered individually or in informal pairs in which one participant asks the questions and records the answers while the other poses/narrates the problem/situation.
OBJECTIVES OF THE TOOL	The technique aims to help a person in a situation that at first sight seems to be a dead end or with an unpleasant outcome for the individual, through: ● A structured plan for analysing the situation. ● Identification of the root causes/ triggers to which the individual has contributed. ● An approach to accepting objective reality and negative feelings as they are. ● Identifying aspects of the situation that the individual can manipulate to achieve a positive outcome. ● Identifying own coping potentials /strengths, opportunities, partners/ ● Outlining realistic first steps to shift the focus from the problem to the solution
CONNECTION OF THE TOOL WITH THE AREA	Open, objective observation of emotions, feelings, sensations, desires, and actions helps a person develop self-awareness. Both youth and adults, when placed in a stressful situation, often narrow the circle of their awareness and remain focused on the problem, which deprives them of the opportunity to focus on its solution. Experiencing negative emotions/situations over and over is a waste of time and energy that could be invested in identifying, analysing, validating, accepting, and reframing them as an opportunity to learn a valuable lesson. This in turn is the essence of developing self-awareness. Developing self-awareness requires structured work with the individual at a higher level, which regular application of this technique can lead to.

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RESOURCES & MATERIALS	Paper, pencils - coloured and regular, chemicals. A quiet space for solitude and reflection. For individual work Annex 1 will be helpful.
IMPLEMENTATION OF THE TOOL	The tool can be applied individually, in informal pairs and in a group. **Individual:** The framework in Annex 1 should be followed, with the answers to each question recorded in the right-hand column or on a separate sheet. **In pairs:** One of the participants reads the questions in Appendix 1 and the other answers. It is important that the questioner does not interfere in the process of answering with cues, evaluations and ideas, but that the answerer arrives at his/her own answers, because in this way they are the fruit of his/her personal experience and potential and attitudes. **Group work:** The presence of a narrator is necessary - his/her role is to ask the questions and set a time frame for answering - for example 2 or 3 minutes. Participants record their answers on a piece of paper, numbering them. The final part is an individual visualisation in which the narrator leads the group, but each person visualises their own idea.
WHAT TO LEARN?	Applying the technique will give those applying it a structured approach to breaking a deadlock. Through regular application of the tool, the individual will acquire the skills to: ● Structured analysis of the situation ● Identifying the root causes/causes of the situation to which the person has contributed. ● Identifying aspects of the situation that the person can manipulate to achieve a positive outcome. ● Identifying own coping options /strengths, opportunities, partners/ ● Outlining realistic first steps to shift the focus from the problem to the solution. ● Self-based approach in which the individual uses his/her own coping capacities

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ADDITIONAL INFORMATION:	In Annex 1, there is a tabulated outline of the questions from the instrument in the first column and space for responses following the psychological characteristics of the question in column 2.

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ANNEX 1:

1. Describe the situation/problem in a brief structured way.	*Problem Identification.*
2. When and how did it all start?	*Identifying an unlocking event.*
3. What was your involvement in the situation? How did you contribute to its development?	*Identify personal responsibility in the situation.*
4. What feelings/emotions were you experiencing at the beginning of the situation?	*Identify the emotional background of the personality.*
5. In what ways have your feelings/emotions changed as the situation has developed?	*Identifying the feeling-emotion relationship.*
6. What are you experiencing right now?	*Awareness of present emotional state*
7.Have you tried to resolve the situation? How?	*Refocusing from the essence of the problem to models /working and non-working/ of its solution*
8. Have you been in this situation before? If you have, how did you deal with it then? Did someone help you, if yes - who, how?	*Analyse previous experiences, partners, and decision factors that can help in the present moment.*

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9. How can the current situation get worse? List everything you can think of.	*Negative outcome analysis.*
10. What should you do to make the current situation worse? List everything you can think of.	Introducing a technique from a self-based approach.
11. How would you feel if the description in the previous 2 questions is the real outcome of this situation?	*Finding a connection between a situation and an individual's feelings.*
12. Is this the outcome you are looking for?	*Forming equilibrium.*
13. Please try to rephrase the answers from question 10 into things that you should not do in order to avoid a negative outcome.	*Building a positive personality action model*
14. Is there anything you can add to make the outcome of the situation positive?	*Taking a proactive self-based position whereby the individual activates personal abilities and potentials for a positive outcome.*
15. Do you think there is someone in your circle who can help you to bring a positive outcome to this situation? Who? How?	*Adding an external partner/capacity to address.*
16. How do you think you would feel if you fulfilled the last three	*Visualising a positive outcome, laying a foundation of positive focus towards the solution.*

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points? Try to imagine it both as a feeling and as a real development.	

Every situation we come across on our journey can be a problem, a circumstance, a difficulty, and in its beginning, it always looks and feels like one.

But each of these situations can also just be a great lesson that challenges us to find a new, unsuspected solution to cope, challenges us to discover hidden strengths, new skills and help us to become stronger, smarter, better individuals.

This process begins with accepting the situation exactly as it is and finding a formation of small, short steps, the implementation of which will help us to understand, reflect, accept, and try to get out of the situation without making it worse, on the contrary, turning it into a good lesson for seeking a positive outcome. Now please take a minute, close your eyes and try to give an Avatar/form/ to this lesson.

What does it look like?
Imagine it standing in front of you.
Congratulate it for coming into your life.
Embrace it.
Thank him.
He's just a guest looking for a way to happen by bringing a lesson.
Now, following the steps laid out, take him by the hand and show him the way he needs to go.
Now open your eyes.
You are free to continue your way.
You already know how.
Greet yourself-hug, pat yourself on the back. You deserve to be praised.

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SOCIAL AWARENESS

FOUR- STEP EMPATHY BUILDING

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TITLE	Four-Step Empathy building
DESCRIPTION OF THE TOOL	Four-step empathy building is a powerful tool for developing psycho-emotional competencies by promoting **empathy** and understanding. This process consists of four key steps that guide you in recognising, understanding, validating, and responding empathetically to the emotions of others. In the first step, students are encouraged to identify and name the emotions expressed by others. The second step focuses on increasing students' emotional understanding. Later on, in the third step of the process, students learn to acknowledge and validate the emotions experienced by others. The last step focuses on responding with empathy. Participants are guided to provide empathetic responses that demonstrate support, understanding, and compassion.
OBJECTIVES OF THE TOOL	By integrating this empathy-building exercise into the curriculum and fostering a supportive classroom culture, students can: ● Develop strong psycho-emotional competencies. ● Become more empathetic individuals.
CONNECTION OF THE TOOL WITH THE AREA	The tool fosters social and emotional development, enhances interpersonal relationships, nurtures emotional intelligence, and cultivates a more empathetic and compassionate school environment.
RESOURCES & MATERIALS	● Pens, pencils, and paper to jot down thoughts, reflections, and responses during the empathy-building exercise.
IMPLEMENTATION OF THE TOOL	The steps to follow are presented below: **Step 1:** *Name the emotion.* Divide into pairs and start by identifying each other's emotions. It would be useful to have a list of basic emotions to label the emotions you perceive.

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Step 2: *Understand the emotion.*

After identifying your peer's emotion, lead yourself in delving deeper into its meaning. Encourage yourself to ask open-ended questions to explore the reasons or causes behind your peer´s emotions. For example, you can suggest questions such as:

- "What happened that made you feel this way?",
- "Can you give more information about the reasons that led to this emotion?".

Step 3: *Validate the emotion.*

Empower yourself by recognising and validating the emotions experienced by others. Inspire yourself to use supportive statements with your peer, such as:

- "Considering the situation, it's natural to feel that way",
- "Your emotions are valid, and it's perfectly acceptable to feel this."

Step 4: *Respond with empathy.*

Finally, do not forget to respond with empathy by offering support, understanding, or help. Encourage yourself to express empathy through phrases like, "I'm here for you if you need to talk" or "Is there anything I can do to support you?".

WHAT TO LEARN?	Through this tool, students acquire the skills to identify emotions, understand their underlying triggers, validate the feelings of others, and exhibit empathetic responses.
ADDITIONAL INFORMATION:	It is essential to create a supportive and inclusive environment where students feel safe sharing their emotions and experiences. Empathy is a valuable social awareness skill that can greatly benefit secondary school student´s personal and social development. Below are some practical strategies and activities to promote empathy: Perspective-Taking exercises, storytelling, community service and volunteering, role-playing scenarios, group discussions, and mindfulness and emotional awareness exercises to help them develop self-regulation and empathy.

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SOCIAL AWARENESS

TAKING THE LEAD

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TITLE	**Taking the lead**
DESCRIPTION OF THE TOOL	This role-play activity enhances **organisational awareness** and allows students to step into the shoes of various organisational roles and experience the decision-making and problem-solving processes and challenges faced by organisations after COVID-19. Students then engage in decision-making, problem-solving, and collaborative interactions within their assigned roles to navigate the given situation. Following the simulation, students engage in reflection and group discussions to share their experiences, insights, and lessons learned. This allows them to analyse the implications of their decisions, reflect on the organisational dynamics observed during the activity, and understand the relevance of these experiences in the post-pandemic business landscape.
OBJECTIVES OF THE TOOL	The objectives of the tool are: ● Enhance organisational awareness. ● Foster critical thinking skills ● Develop problem-solving abilities. ● Promote collaboration and teamwork
CONNECTION OF THE TOOL WITH THE AREA	The tool connects with social awareness by enhancing students' understanding of the impact of organisations on society and promoting empathy, collaboration, and reflection on social implications. It equips students to become socially conscious individuals who consider the social and ethical aspects of their decisions and actions within organisational contexts.
RESOURCES & MATERIALS	● Enough space to work in different groups. ● Pens, pencils, and paper to take notes on ideas, reflections, and responses during the exercise.
IMPLEMENTATION OF THE TOOL	Below are the instructions you will need to follow: **1. Assignments of roles:** As a starting point, you divide yourselves into small groups, and each partner in the team picks up a different

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organisational role, such as CEO, manager, customer service representative, marketing specialist, or HR coordinator. Make sure there are a variety of roles to represent the various organisational functions.

2. **Distribution of the scenarios**: Select one of the scenarios that reflect the post-pandemic challenges faced by organisations and the specific goals or challenges you need to address within your assigned roles. The last section (additional information) proposes some possible scenarios to develop in groups. These scenarios involve issues such as remote work, supply chain disruptions, financial management, employee well-being, or adapting to new customer demands.

3. **Time for role-playing:** Prepare and talk about your roles' strategies**.** Encourage yourself to think critically, analyse the scenario, and make decisions based on the responsibilities and perspectives of your assigned roles. Facilitate discussions among the different roles and provide guidance - support as needed.

4. **Reflection and discussion**: After the role-play simulation, allocate time for reflection and group discussions. Encourage yourself to share your experiences, insights, and lessons learned. Discuss the implications of your team´s decisions and their impact on the organisation and its stakeholders.

6. **Evaluation and learning outcomes**: Encourage yourself to reflect on the organisational dynamics, challenges, and decision-making processes observed during the activity. Discuss the relevance of these experiences in the post-pandemic business landscape.

WHAT TO LEARN?	Secondary school students can gain a better understanding of the complexity of organisational operations and decision-making by participating in an organisational role-play simulation. This dynamic activity promotes critical thinking, problem-solving skills, teamwork, and empathy while providing insights into the challenges and adaptations organisations face after COVID-19.
ADDITIONAL INFORMATION:	Here are some scenarios that can be used with the organisational role-play simulation tool:

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- Example scenario 1: Due to changes in consumer behaviour during the pandemic, a retail organisation faces the challenge of transitioning to an online platform. Students in roles such as CEO, marketing manager, and customer service representative must develop strategies for online customer acquisition, inventory management, and a seamless shopping experience.

- Example scenario 2: The digital divide has an impact on a charity that supports education because students with limited resources do not have access to the internet or the technology tools necessary to learn remotely. Students in roles such as executive director, programme coordinator, and fundraising manager must devise plans to bridge the digital divide, secure funding for equipment, and create online learning resources.

- **Example scenario 3**: In the aftermath of a pandemic, a healthcare organisation is faced with an increased demand for mental health services. Students in roles such as health care administrator, therapist, and community outreach coordinator are required to develop strategies to expand mental health programmes, improve accessibility, and raise awareness of the importance of mental well-being.

- Example scenario 4: A manufacturing company faces supply chain disruptions, COVID-19 and logistical challenges. Students must find alternative suppliers, optimise inventory management, and develop contingency plans to ensure a steady supply of raw materials in roles such as operations manager, purchasing manager, and logistics coordinator.

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TOGETHER AGAIN
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SOCIAL AWARENESS

One for all and all for one!

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TITLE	One for all and all for one!
DESCRIPTION OF THE TOOL	The following tool is designed for secondary school students to engage in community **service** while developing social awareness, empathy, critical thinking, and active citizenship. It involves students selecting a social issue that they are passionate about addressing and then developing and implementing an action plan to make a positive impact. The community project tool aims to empower students to become socially conscious individuals who understand and address social issues, empathise with others, and actively contribute to positive social change. It provides a framework for students to develop valuable skills, personal qualities, and a sense of social responsibility that can positively impact both themselves and their communities.
OBJECTIVES OF THE TOOL	The objectives of the tool for secondary school students are: ● Become aware of social issues and develop social consciousness. ● Empathy for others ● Actively engaged in their community ● Students are equipped with critical thinking and problem-solving skills to address social challenges effectively
CONNECTION OF THE TOOL WITH THE AREA	The community project tool actively fosters social awareness among students by promoting an understanding of social issues, developing empathy, encouraging community engagement, and fostering a sense of service orientation. It provides a practical framework for students to apply their knowledge and skills to make a positive difference in their communities, ultimately contributing to their overall social awareness.
RESOURCES & MATERIALS	- Access to books, articles, websites, and other resources that provide information on social issues relevant to the chosen topic.

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	- Notebooks, pens, and other writing materials for recording research findings, action plans, reflections, and any other written components of the project. - Computers, laptops, or tablets for online research, creating presentations, and utilising educational apps or communication tools to facilitate collaboration and communication with community partners, stakeholders, and fellow group members.
IMPLEMENTATION OF THE TOOL	The steps to follow: **Step 1:** As a starting point, you divide into small groups and start a discussion with your team to find out which **social issue** you are most interested in addressing. This could include topics such as social relations, mental health, gender equality, poverty, environmental sustainability, homelessness, or education. **Step 2:** The team **conducts research** on the chosen social issue. Encourage yourself to gather data, explore root causes, and understand the impact on individuals and communities. **Step 3**: Your peers and you **develop an action plan** that outlines specific goals, activities, and timelines for addressing the social issue. Consider both direct service (e.g., volunteering) and indirect service (e.g., raising awareness, advocacy) strategies. **Step 4**: As a team, **carry out the action plans**. This could involve organising fundraising events, volunteering at local organisations, creating awareness campaigns, or collaborating with community stakeholders. Regularly scheduled reflection sessions are recommended to discuss experiences, challenges faced, and lessons learned. **Step 5:** Next, team members will **interact with locals and stakeholders** who are directly affected by the social issue**.** This could include conducting interviews, hosting community forums, or partnering with local organisations to better understand the needs and perspectives of those impacted. **Step 6:** As the last step, your team will have the opportunity to **present the projects** and results to the school community, their parents, or other pertinent parties. Encourage them to evaluate the

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	impact of their actions and reflect on the lessons learned throughout the process.
WHAT TO LEARN?	Students develop social awareness by actively addressing a social issue, engaging with community members, and reflecting on the impact of their actions. This tool promotes empathy, critical thinking, civic engagement, and a deeper understanding of social challenges and the importance of service to the community.
ADDITIONAL INFORMATION:	It is possible to develop a Community Action Project tool and enhance social awareness by using apps and educational resources. A few examples are given below: - ***Volunteer Match***: This app connects with local volunteer opportunities based on interests and location. It allows students to explore various community service projects and organisations. - ***TED-Ed:*** TED-Ed offers a collection of educational videos and resources on a wide range of topics, including social issues, global challenges, and social awareness. These videos can serve as a starting point for classroom discussions, sparking curiosity and inspiring students to delve deeper into social topics. - ***Canva***: a graphic design tool that allows students to create visually appealing materials such as posters, infographics, and social media graphics to raise awareness about their community project. - ***Google Suite***: provides a suite of collaborative tools, including Google Docs, Sheets, Slides, and Forms. Students can use these tools to collaborate on research, develop action plans, create presentations, and collect and analyse data. Google Drive enables easy file sharing and organisation. - ***Flipgrid***: a video discussion platform where students can record and share video responses on specific topics or questions related to their community project. It promotes engagement, reflection, and peer-to-peer learning through video discussions.

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SOCIAL AWARENESS

CULTURAL PERSPECTIVE COMPASS

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TITLE	Cultural Perspective Compass
DESCRIPTION OF THE TOOL	The tool develops **social perception** skills by practising observation, interpretation, exploring and understanding **different cultural backgrounds**. It emphasises the importance of gaining diverse perspectives and cultivating empathy and respect for individuals from various cultural backgrounds.
OBJECTIVES OF THE TOOL	The tool helps young people to: ● Develop cultural awareness, empathy, and social perception skills. ● Promote a sense of respect and inclusivity. ● It provides the knowledge and skills needed to function and thrive in a diverse and interconnected world.
CONNECTION OF THE TOOL WITH THE AREA	The tool is closely connected with social perception and social awareness as it focuses on developing young people's understanding of different cultural backgrounds and promoting empathy and respect for diverse perspectives. With this tool, young people learn to embrace diversity and respect people of all cultural backgrounds because they become aware of the importance of creating inclusive environments that celebrate and support cultural differences. This mindset increases their social awareness by promoting inclusiveness and combating discrimination and prejudice.
RESOURCES & MATERIALS	● Multimedia resources such as films, videos, and online platforms showcase diverse cultures and highlight the importance of cultural awareness and understanding. ● Computers, tablets, and internet access to explore various cultural backgrounds. ● Whiteboards, notebooks, pens, or digital platforms to jot down reflections, take notes during discussions, brainstorm ideas, and document collaborative projects.

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IMPLEMENTATION OF THE TOOL	Steps to follow: **1. Social participation**: Get involved in cultural festivals, food tastings, concerts, exhibitions, concerts, or tours of different countries to explore a range of cultures, ask questions, share experiences, and actively participate in these activities. **2. Project design**: Divide into small project groups to address a cultural issue or challenge. This can involve conducting research, proposing solutions, or creating presentations that promote cultural understanding and inclusivity. **3. Group event**: Organise a school event where your classroom can showcase learning and experiences to the school community, parents, or other stakeholders. An idea can involve presentations, cultural exhibitions, or performances that highlight the knowledge gained and the importance of cultural perspective in fostering a more inclusive society.
WHAT TO LEARN?	Students gain a deeper understanding of different cultural backgrounds, enhance their social perception skills, develop empathy and perspective-taking abilities, and become more culturally competent individuals. The tool promotes cultural appreciation, fosters inclusive interactions, and prepares students to navigate an increasingly diverse and interconnected world.
ADDITIONAL INFORMATION:	One proposal suggested is to organise field trips to culturally diverse neighbourhoods, museums, or cultural events that expose students to different cultural expressions. The experience of learning in a real-world context deepens students' understanding of cultural diversity by putting their knowledge to use in practical situations.

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SOCIAL AWARENESS

ARE YOU THERE?

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TITLE	Are you there?
DESCRIPTION OF THE TOOL	The tool is designed to enhance participants' understanding of the importance of **active listening in effective communication and its connection with social awareness**. The exercise aims to promote empathy, perspective-taking, and emotional sensitivity, fostering a more inclusive and empathetic environment.
OBJECTIVES OF THE TOOL	- Valuable skills to navigate social interactions effectively, strengthen relationships, and create a more inclusive and empathetic environment. - Become more sensitive to the emotions expressed by others and learn to pick up on nonverbal cues, such as body language and facial expressions. - Understand the connection between active listening and social awareness.
CONNECTION OF THE TOOL WITH THE AREA	The tool promotes social awareness by fostering empathy, perspective-taking, emotional sensitivity, and respectful communication. Social awareness involves being attuned to the emotions, needs, and perspectives of others, including hearing what the other person is "really" saying beyond surface-level communication.
RESOURCES & MATERIALS	N/A
IMPLEMENTATION OF THE TOOL	The use of this tool requires a moderator, either a peer or a teacher, to do the exercise. **Instructions to be read-only for the moderator:** **Step 1:** Divide the students into pairs, with one person assigned as the **"Speaker" (Group A)** and the other as the **"Listener" (Group B)**. **Step 2**: Once the groups are divided, the moderator will meet outside of the classroom with **Group A ("Speaker")** and ask them to think about something that is very important or has happened in

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their lives and to prepare arguments to talk about it for about 3-5 minutes.

Step 3: The moderator will enter the classroom and explain to **Group B ("Listener")** that **Group A ("Speaker")** will share a personal experience, concern, or emotion, while **Group B ("Listener")** will pretend to ignore them during the conversation, as they have to pretend that they are not interested in it.

To make it more believable, they should ignore their partner, not maintain eye contact, interrupt, and try to change the subject of the conversation. In short, they must do everything they can to ignore their partner.

Step 4: To start the scenario, the moderator conducts the role-play for a designated period (e.g., 3-5 minutes).

Step 5: After the role-play, ask **Group A ("Speaker")** how they felt during the conversation when they were being ignored. Encourage them to express the feelings, emotions, and reactions they experienced during the exercise.

We will do the same with **group B ("Listener")**, and their comments will be particularly important, as we will discover the impact of poor or no listening on the person doing the listening.

WHAT TO LEARN?	The exercise offers valuable learning opportunities that promote effective communication, empathy, and social awareness. Secondary school students can take these lessons with them into various social contexts, enhancing their ability to connect with others and foster meaningful relationships.

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Self - management

I want to be - I want to do.

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ZŠ Fatranská Nitra

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TITLE	I want to be - I want to do
DESCRIPTION OF THE TOOL	This exercise is ideal for motivating people and helping them identify their true goals in life. Most people are aware of only a few objectives and desires. For the rest of, they don't think of them every day or even every month. Yet, if asked they still express their desire in possession of something or going through a particular experience. This relates to what is known as the "law of attraction". This captures the simple principle that "like attracts like". If you are positive and think of positive goals most often, you are more likely to get them. If you don't think of these goals and you are not constantly aware of them, you are less likely to reach them. This tool helps you demonstrate the power of this important law and also allows people to realise which areas of their lives needs more attention.
OBJECTIVES OF THE TOOL	● Identify true goals in life. ● Reflect on and become aware of your life goals. ● Realise which areas of their lives needs more attention
CONNECTION OF THE TOOL WITH THE AREA	This tool is closely linked to self-motivation. This is defined as the drive to achieve your goals or needs. However, finding your motivation can be a challenge. It is useful to understand what motivation means to you, so that you can find your own ways to motivate yourself. It is influenced by how much you want the goal, what you stand to gain, your personal expectations.
RESOURCES & MATERIALS	● Papers ● Blue and red pen
IMPLEMENTATION OF THE TOOL	There are three stages in this tool. This tool requires a moderator-this can be one of the students in the group, or a teacher. Explaining the Exercise: 2 minutes STAGE ONE: 5 minutes

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- All participants write down a list of all things they want to do. They can list, or a mind map.
- Participants should identify all the areas they are interested in. They should write not-stop using the blue pens. They should not worry about spelling mistakes or style. It is important to get what they have in mind on paper as quickly as possible.
- The participants don't have to share anything they don't want with others, so should be as honest as they can with themselves as they go through this exercise.
- The allocated time for this part should be fairly short – approx. 5 minutes. The aim is to force all participants to record what they are totally aware of now, without thinking too hard. As a variation, they can consider allowing even less than 5 minutes.

STAGE TWO: 10 minutes (5 min sharing + 2 min reflection + 3 min adding more goals)

- At the end of the session, the participants can share parts of their lists with others. They are free to share whatever they want or whatever they don't want. The purpose is to inspire others on ideas.
- Now the moderator should explain that anything they have not included in their lists or mind map is something they are not going to have in life. In other words, if it is not in their lists, they will not get it!
- Pause. Let people think about this for a while. Let them truly realise the implication of this; that when they are you not aware of a specific desire, it is very unlikely for them to get it. This is because they are not thinking about it, and therefore not doing anything to make it easier for themselves to get it. They are just relying on chance. It is just a wish they had; not something they truly wanted. If they don't do something about getting it, then they won't get it!
- Allow a few minutes of reflection and possible discussions and comments.
- Ask participants to go back and think of anything they have missed. They should add these to their lists or mind maps with the red pens. Ask participants to be as honest as they can.

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- Allocate 3 minutes for this part.

STAGE THREE: Group feedback: 10 minutes

- Follow with a discussion. You can use the following questions as examples:
  - What do you think of this exercise?
  - Were you surprised by the results?
  - Did you miss a lot of important goals and ended up adding them in red?
  - What does this suggest?
  - What are you going to do in the future in order to remain conscious of your most important goals?
  - Does this help you become proactive in achieving your goals, as opposed to waiting for them to happen?

WHAT TO LEARN?	- This tool helps to recognise and understand that not everyone is motivated by the same reasons. Each person has his or her own motivations. - It helps you clarify and identify your goal, so you know exactly what you're working towards. - It helps you to focus and make a commitment to seeing your goal accomplished.
FURTHER INFORMATION	https://www.betterup.com/blog/what-do-i-want

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Self - management

ORCHESTRA

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TITLE	ORCHESTRA
INSTRUMENT DESCRIPTION	**Orchestra** is a simple tool to release tension and vent energy in students. Its principle is that students put on music and play the rhythm from the song to the music. The instrument playfully cultivates in children the ability to focus on what is going on around them (the music, the activity of other classmates) while regulating their own activity (guarding their own tempo and intensity of playing in order to harmonize with the music and the rest of the class). Alongside this, the instrument can also give the adult (the teacher) room for his/her own creativity in working with the children (dividing the class into smaller sections of the orchestra, dividing the tasks - which section plays when, e.g. one section in the first verse, the other in the second, all together in the chorus; dividing the rhythmic pattern into smaller sections, increasing and decreasing the dynamics of playing in specific parts of the song, etc.).
OBJECTIVES OF THE INSTRUMENT	- The aim of this tool is to relax the atmosphere in the classroom (suitable after static activities, or activities requiring focused mental activity, etc.). - Through the activity, students learn to perceive and react to what is happening in the environment by regulating their own behaviour.
LINKING THE TOOL TO THE SUBJECT	Listening to music is a natural part of life for many children and adults. However, actively contributing to a song in the form of an ORCHESTRA instrument is a different experience that requires the ability to reflect on one's own behaviour, the ability to navigate the structure of a song in relation to a defined space when the child is or is not playing, and last but not least, it requires a certain amount of concentration so that the child can follow the development of the song and know when to join in.
RESOURCES & MATERIALS	music playing device.

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	● percussive musical instruments (drumsticks, rhythm egg, triangle, tambourine...), but we can also make do with our hands, pencils, mouth sounds
IMPLEMENTATION OF THE TOOL	**Activity itself:** 5-15 minutes

Let's play a song we all know. We'll play the rhythm to it. We will divide into three groups (possibly fewer or more depending on the complexity of the song and the number of participants). The first group will play at points in the song when the song is not being sung. The second group will play to the first verse, the third group will play to the second verse. During the chorus, however, we all play. However, we are careful to keep the rhythm of the song with our playing. This means that we do not speed up or slow down significantly. At the same time, we play in such a way that each of us in the orchestra will stand out. This means that we don't play too loudly or too softly. Therefore, we choose a rhythm that is manageable for us (e.g., clapping every time) and that we are able to listen to the others while we play.

Instead of clapping, we may use some drumsticks, other percussion instruments, or our own mouths to create a tone or rhythm.

At the end of the song, we can make it a little more complicated. In our orchestra, we will invite a conductor (chosen by the pupil or activity leader) who will give us instructions on when to play softly by moving our hands down, or conversely when to add volume by moving our hands up. We'll see how we get on. Most of all, let's have fun!

Reflection: 10 minutes (discussion about what the participants of the orchestra did well, what they would prefer to do differently)

Possible repetition of the activity with variations: 10 minutes |
| **WHAT TO LEARN?** | ● In this activity one can cultivate the ability of perceptive listening to the surroundings (who plays how, who is good at keeping the rhythm and who is better at making other sounds, how the song develops and how the dynamics of the orchestra's playing changes...).

● At the same time, this activity can teach the children how each person's contribution affects the overall environment |

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	and how important it is to be focused and in control of one's own playing to make the orchestra sound good and balanced.
FURTHER INFORMATION	https://www.thepathway2success.com/12-games-to-practice-self-control/

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Self - management

S.M.A.R.T. planning

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TITLE	**S.M.A.R.T.** planning
INSTRUMENT DESCRIPTION	The principle of SMART planning is to categorize the goals that an individual wants to achieve. The tool is used to make goals more achievable based on multiple criteria. These criteria are: ● S (specific) - specific, relating to one particular area of life so that everyone knows what to make of this goal (e.g., I want to take up football, etc.) ● M (measurable) - measurable, allowing the goal and its achievement to be realistically assessed as achieved or not achieved (e.g., I want to be able to dribble the ball from my head to my knee and back, etc.) ● A (achievable) - attainable, based on the current level of ability in a given area (e.g., I can dribble from one foot to the other and I want to add a knee!!! Not that I can't dribble the ball, but I would like to be able to reliably do scissor kick!!!) ● R (relevant) - relevant, personally close and significant to the person in question. The goal should be intrinsically motivated for the individual's area of authentic interest (e.g., I want to learn how to dribble a ball because football is my passion and I want to get better at it) ● T (time-bound) - time achievable, i.e., in a specific timeframe and with a specific time investment the goal should be achievable (e.g., I can move the ball from my head to my knee and back in half a year with 1 hour of training twice a week)
OBJECTIVES OF THE INSTRUMENT	● SMART planning serves primarily as a kind of diagnostic tool for thinking about one's own direction. ● It helps to identify where an individual tends to overestimate or underestimate their capacities, whether mental, physical, time, social, etc.) ● It helps you to realise your own competencies and to break down big goals into smaller ones and to recognise your personal progress in them.

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LINKING THE TOOL TO THE SUBJECT	A realistic assessment of one's capabilities and abilities are crucial in the area of self-management, especially as a prevention of frustration. This can arise from setting too high demands and expectations of oneself or of those around one. Conversely, gradual, humble and sensible planning helps to achieve set goals, however small, more quickly. In this way, a sense of achievement and joy can come sooner and act as a motivation for further activity.
RESOURCES & MATERIALS	- Papers, blackboard - Pen, markers
IMPLEMENTATION OF THE TOOL	For the SMART framework, a student should set one goal that meets five clear criteria. Then the student should write down their goal in a quote above the table (template attached) then enter an explanation of how their goal is specific, measurable, attainable, relevant, and time-based. **Example: Get an A In My Next Essay** Goal: ***"I will get an A in my current essay in my Psychology class."***

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Specific	The specific class I will target for a higher grade is my Psychology class. The specific essay is the current one that has been assigned.
Measurable	The measurement for success is an A- or above.
Attainable	I got a B- in my past essay so I believe I can increase one grade with enough effort and by using my feedback.
Relevant	The goal of getting an A in my essay is relevant to my longer-term goal of graduating from my Psychology degree.
Time-Based	My essay is due in 7 weeks.

WHAT TO LEARN?	SMART planning helps students to become aware of the aspects in which they tend to underestimate or overestimate themselves.

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	● SMART planning encourages students to find their own personal goals and to be able to distinguish them from the goals set by people around them (parents, friends...). ● SMART planning helps to pursue goals that are realistic and convey a sense of accomplishment and the rewards of achieving them early.	
FURTHER INFORMATION	https://www.waterford.org/education/15-activities-for-teaching-casel-core-competencies/ https://www.ucop.edu/local-human-resources/_files/performance-appraisal/How%20to%20write%20SMART%20Goals%20v2.pdf	

SMART Goals Printable

S	**Specific**	● Who: Who is involved? ● What: What do you want to accomplish? ● Where: Where will you complete the goal? ● When: When do you want to do it? ● Which: Which requirements and constraints might get in your way? ● Why: Why are you doing it?	
M	**Measurable**	● These goals are defined with precise times, amounts, or other units—essentially anything that measures progress toward a goal. ● A measurable goal statement answers questions starting with "how," such as "how much," "how many" and "how fast."	
A	**Attainable**	● Attainable goals stretch the limits of what you think is possible. While they're not impossible to complete, they're often challenging and full of obstacles.	
R	**Relevant**	● *Relevant* goals focus on what you truly desire. ● They are the exact opposite of inconsistent or scattered goals. They are in harmony with everything that is important in your life, from success in your career to happiness with the people you love.	
T	**Time-bound**	● Time-bound goals have specific deadlines. You are expected to achieve your desired outcome before a target date. ● Time-bound goals have specific deadlines. You are expected to achieve your desired outcome before a target date.	
	Your SMART Goal Statement		

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Self - management

„The Curve of Life "

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TITLE	„The Curve of Life "
INSTRUMENT DESCRIPTION	Self-management functions, like other management processes, are. planning (setting personal and professional goals, drawing up plans of one's activities), organizing (drawing up a daily routine and organizing one's personal work process in order to achieve the set goals), motivating (encouraging activities aimed at achieving the set goals), controlling (self-monitoring and monitoring results, adjusting goals if necessary). Setting goals means looking to the future, orienting and concentrating. your efforts on what needs to be achieved, what results. Goals should have a hierarchy, a higher goal and sub-goals, intermediate goals on the way to the main one. Goals must be precisely described. To do this, it is useful to draw a "life curve" where past successes and failures and desired future achievements are marked.
OBJECTIVES OF THE INSTRUMENT	The curve of life should reflect: ● How life is going so far ● Identify the greatest achievements. ● A vision of the future ● Where I have met with defeats ● What else I want to achieve
LINKING THE TOOL TO THE SUBJECT	This tool helps us to reflect on our life so far through failures (a demotivating element that has the potential for learning) and through successes (the experience of reward for one's own activity – an encouraging element). Awareness of these elements can help us gain confidence for situations that may challenge us. Our own history is the most accessible source of learning for us. In the

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	context of self-management, the energy flowing from our own experience is the driving force into future activities.
RESOURCES & MATERIALS	● Papers ● Pen
IMPLEMENTATION OF THE TOOL	On the curve is marked the point where the person is, and to the extreme points of the "curve of life" are written key words describing the corresponding successes or failures. Next, the five most important goals that the person wants to achieve by the end of his or her life are formulated, and these goals are differentiated according to time criteria. In this case, the persons of the immediate environment (partners, children, parents, friends, boss) have to be taken into account, as the events in their lives have to be taken into account. A time series can be drawn up to find personal goals. STAGE 1: 15 minutes Participants write on a separate sheet of paper all their desired goals for the near and distant future: 1) long-term goals - guidelines of what the person wants to achieve in life. 2) medium-term goals - specific outcomes that the person wants to achieve in the next 5 years. 3) short-term goals - specific results that a person wants to achieve in the next 12 months. Divide the formulated goals into personal and professional. Setting goals involves setting deadlines and outcomes. STAGE TWO: 20 minutes After asking questions about personal and professional goals, participants must determine the means to achieve them. To do this, they must identify their strengths and weaknesses. For this reason,

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	they can again refer to the "life curve" and analyse the reasons for success and failure. At the same time, it is important to determine those abilities, knowledge, experience that led to the corresponding result. These may be personality traits (purposefulness, sociability, composure, initiative, perseverance, tact), intellectual abilities (creativity, intuition, logical thinking, prudence), etc. The analysis of abilities will determine the potentials that a person possesses and that need to be developed to achieve his/her goals. At the same time, participants should know their weaknesses to avoid actions that may contribute to the manifestation of such qualities or to take measures to eliminate these weaknesses. Knowing one's weaknesses means strengthening one's strengths. At the end, participants can share parts of their lists with others. They are free to share what they want or what they don't want. The purpose is to inspire others for ideas.
WHAT TO LEARN?	● This tool helps to recognize and understand the benefits of priority work, which are: work on the important and complex cases. Solve problems according to their urgency. Focus on completing only one task. Eliminate things that others can do. ● It helps you focus and commit to achieving your goal.
FURTHER INFORMATION	https://tahobaza.ru/sk/uchimsya-rabotat-pravilno-samomenedzhment-samomenedzhment-kak-sposob/

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Self - management

The Eisenhower Principle

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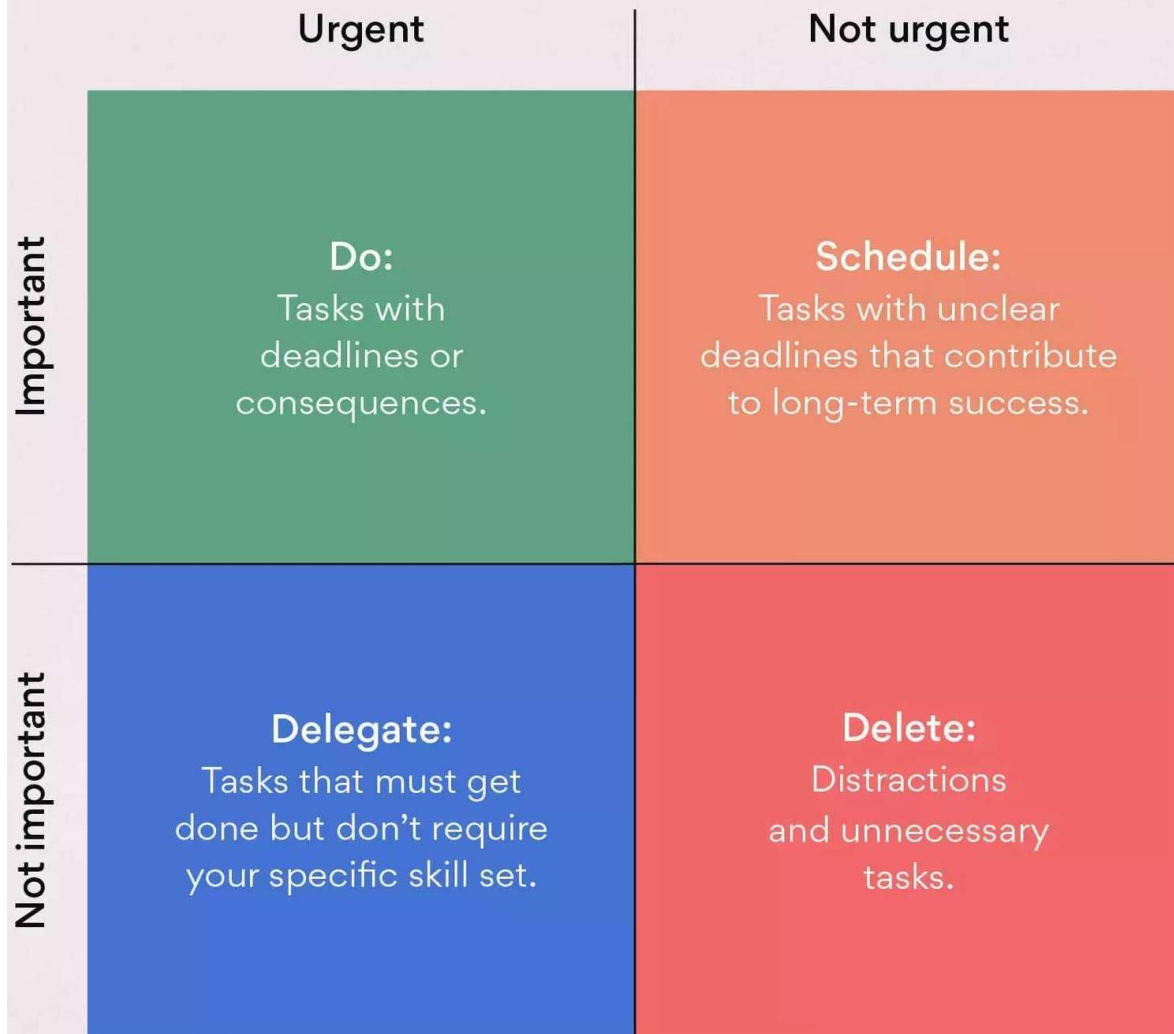| TITLE	The Eisenhower Principle
INSTRUMENT DESCRIPTION	This is the Eisenhower Principle of Prioritization, which is a matrix with 4 quadrants that help us to plan our time properly. The author of the matrix is the 34th President of the USA, Dwight Eisenhower, who lived one of the most productive lives imaginable. He was very capable and active, and managed to maintain his productivity for decades. This matrix is also known as the Eisenhower Box. It talks about things being either important or urgent, never both. Example: taking out the trash. It's not an important task, but it is urgent, and if they start stinking up the front door, they are just the more urgent task, not the more important one. The Eisenhower matrix divides its activities into 4 groups, which are as follows: 1. urgent/urgent and important (tasks that need to be done immediately), 2. important but not urgent/urgent (tasks that need to be scheduled for later), 3. urgent/urgent but not important (tasks you can delegate to someone else), 4. neither urgent/urgent nor important (tasks you can delete).
OBJECTIVES OF THE INSTRUMENT	● The Eisenhower principle is a simple and effective decision-making tool. ● Determining your time management ● Determining your priorities, organizing your work
LINKING THE TOOL TO THE SUBJECT	This tool helps us find our bearings in situations where we are under multiple pressures at once and need to decide what to do about them. The tool gives us a structure and hierarchizes the pressures (tasks) into those that are related to ourselves or are delegable to someone else, and also gives us guidance on how to prioritize which activities. These aspects serve to help us be more careful with our

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	own energy and help us reduce stress through the organization of the world around us.
RESOURCES & MATERIALS	● Papers - worksheet ● Pen
IMPLEMENTATION OF THE TOOL	Explanation of quadrants: As an example of the first quadrant, i.e., urgent and important tasks, we can give an example of a phone call from an important business partner, a task that needs to be completed by tomorrow, a meeting with a client, but also in personal life, for example, a crying child in an accident. The second quadrant consists of important but not urgent tasks, where we can include for example customer care, creating a long-term strategy, active business, and marketing, but also healthy lifestyle and sports, visiting the fitness centre 3 times a week. The third quadrant refers to non-important but urgent tasks. Examples are buying paper and toner for the printer, distracting yourself with beeping texts and emails, contacting the media for interviews and PR activities, booking a flight, booking a table at a restaurant. The last quadrant consists of tasks that are neither important nor urgent. In practice, we can include here choosing colours for business cards, filtering, and refining email communications, killing time on social networks and playing games. STAGE 1: ˇParticipants will complete the quadrants on the worksheet (attached example). Stage 2: 10 minutes Participants can share parts of their quadrants with others. They are free to share what they want or don't want. The purpose is to inspire others for ideas. STAGE 3: Discussion (10 minutes) Participants realize that they need to plan their tasks better if they want to keep up.

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WHAT TO LEARN?	• The Eisenhower matrix forces participants to think about the path to achieving goals and offers a simple guide for decision making. • The advantage is that while it is primarily designed for work management, participants can quickly and easily use it to plan their personal lives as well. • Helps you focus and commit to achieving your goal.
FURTHER INFORMATION	https://budmanazer.sk/eisenhowerov-princip-pri-praci-manazera/ https://www.firemnykouc.sk/eisenhowerov-princip/

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The Eisenhower Matrix

	Urgent	Not urgent
Important	**Do:** Tasks with deadlines or consequences.	**Schedule:** Tasks with unclear deadlines that contribute to long-term success.
Not important	**Delegate:** Tasks that must get done but don't require your specific skill set.	**Delete:** Distractions and unnecessary tasks.

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

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Social awareness/ Social skills/ Relationship management

"The most important thing is the human being!"- I VALUE OTHERS, AND OTHERS VALUE ME

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TITLE	"The most important thing is the person!"- I appreciate others and others appreciate me
DESCRIPTION OF THE EXERCISE	This exercise helps them to focus on their own and other children's good points. By talking about and recalling nice experiences, pupils begin to become aware of their own qualities, and this has a positive effect on their development and management of emotions.
OBJECTIVES OF THE EXERCISE	- Students will understand the importance of valuing themselves and others - Students will learn relationship management - Students will enrich social skills
COMBINATION OF EXERCISE AND CHAPTER	The exercise links perfectly with social awareness social skills and relationship management. All these aspects are considered in the construction of this exercise. Through introspection and reminding of good points, children gain self-confidence, which they use to improve their relationships with others. Seeing the good qualities in others and praising them for it results in deeper bonds.
MATERIALS NEEDED	Paper, markers, crayons, pens, string (approx. 30 m)
CONDUCT OF THE EXERCISE	**Step 1: Exercise and Conversation** Pupils asked, stand up. The teacher hands the string to each pupil, but not one at a time, forming a spider web. Pupils are asked to hold the string with both hands but not to tug. The leader informs that when he touches a person - that person is supposed to pull on the string, then whoever feels the tug is also supposed to pull with two hands. We make sure that everyone feels the pull and can reciprocate it. If there are pupils who have not experienced this, we go up and touch them. We end the exercise when the "web of connections" is in motion. Discussion: What did the exercise show us? What is the conclusion of this exercise? What could these threads symbolise?

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Conclusion: threads symbolise our actions, which can and often do influence the feelings and behaviour of others. We live in social groups, interacting with each other.

Students then sit in a circle. Talk about situations where they are appreciated by peers and adults, e.g.:

-a colleague tells you that you are nice, friendly
-your PE teacher compliments you on how fast you run,
-your mum or dad praises you for good grades

Step 2: Groups

Then ask the students to get into groups of 3-4 people. Suggest that in these groups they recall situations in which others (both adults and peers) have shown them that they appreciate them. Have the group secretary make a list of such situations and ways we use to appreciate others, e.g.:

- my mother complimented me "you did it very well" - my grandmother hugged me in greeting,
- my sister shared chocolate with me

Return to the circle and read out the results of the group work; you can also write them on the board. Summarise the exercise by asking how it is possible to appreciate others and find good things in them. Focus also on highlighting the aspect of improving interpersonal relationships through good treatment.

As a conclusion to this exercise, you can ask students to draw a question and answer it on the board: Here are sample questions:

1. HOW DO I SHOW RESPECT AT HOME?

2. HOW DO I SHOW RESPECT TO COLLEAGUES?

3. HOW DO I SHOW RESPECT TO MY COLLEAGUES?

4. HOW I SHOW RESPECT EX-GIRLFRIEND/EX-BOYFRIEND?

5. HOW DO I SHOW RESPECT TO THE PERSON WITH WHOM I HAVE AN ARGUMENT?

6. HOW DO I SHOW RESPECT TO TEACHERS?

7. HOW DO I SHOW RESPECT TO SCHOOL STAFF?

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8. HOW DO I SHOW RESPECT TO OLDER PEOPLE IN THE BUS, SHOP?

9. HOW DO I SHOW RESPECT FOR MYSELF?

Step 3: Comic strip

Ask the pupils to draw a short comic strip (there can also be one drawing) depicting a situation in which they have recently complimented someone or said something nice to them. Let them write-using 'comic balloons'-what the people in the drawing said, thought or felt. Then ask them to show their cartoons to several people in the class.

Step 4: Final round

Ask the children, at the end of the lesson in a circle, each pupil/student to say what he/she likes about the friend or colleague sitting to his/her left and right.

You can also use the memorizer word cloud and ask students to identify three terms each that are essential for creating respectful relationships.

WHAT CAN BE LEARNT?	Children will learn a range of skills and broaden those they already have: -perceiving the good qualities in others -knowing one's own strengths and assets -understanding the emotions of others -developing relationships with others -observing and drawing conclusions -social relations -social awareness -communication -plastic skills
ADDITIONAL INFORMATION:	● It is advisable to monitor the choice of qualities and kind words and suggest that they relate not only to appearance but, above all, to character traits. ● If the children enjoy the exercise - give them more time for it, let them say as many nice words to each other as they can think of

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Social awareness/ Social skills/ Relationship management

HOW TO HELP THOSE WHO FEEL REJECTED?

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TITLE	How to help those who feel rejected?
DESCRIPTION OF THE EXERCISE	This exercise is developed into stages. To begin with, pupils need to think about what it means to be rejected. For this, they need a moment so that they can recall situations from their own lives. Then the conversation and confidences stage begin. The third stage is to fill in comic scenes divided into roles - that of the rejected person and those who ridicule others. The fourth stage is to act out the scenes and finally to discuss and draw conclusions. The whole aim is to gain an in-depth understanding of the problem, supported by one's own experience, and to learn new proposals for dealing with such situations.
OBJECTIVES OF THE EXERCISE	- Better understanding of human relationships and their improvement, - Widening public awareness. - Improving social skills. - Improving communication. - Better handling of difficult situations. - Improving public speaking skills. - Strengthening courage and communication.
COMBINATION OF EXERCISE AND CHAPTER	Exercise links perfectly with social awareness and social skills. Understanding difficult situations and being able to deal with them positively influences interpersonal relationships. Exercise teaches how to recognise and analyse such behaviour and ultimately respond appropriately. It contributes greatly to the proper management of relationships. It makes students aware of the mechanisms governing antipathy towards others.
MATERIALS NEEDED	Sheet "cartoon balloons" printed for each person. Pens Projector

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CONDUCT OF THE EXERCISE	**Step 1: What it means to be rejected.**
	Ask students what it means when someone is rejected by others. What behaviours indicate this? E.g.: no one wants to sit with him/her, they don't talk to him/her, they don't play with him/her, no one invites him/her to their house, they pretend not to hear what that person says, they laugh at him/her, they don't want to work with him/her in a group, etc.
	Screening of the film *For the Birds*
	https://www.youtube.com/watch?v=WjoDEQqyTig
	Student discussion: Why was one of the birds not accepted? Evaluate the behaviour of the birds in the group and 'newbie', what is the problem of non-acceptance?
	Step 2: When I am rejected.
	You can start with an exercise/play:
	The teacher asks three people to leave the classroom and explains that this is part of the game that is now being started. He then informs all participants that they are going to play "deaf phone". There, the three participants should be completely ignored as they will be invited back into the classroom one by one. The group sits down tightly in a circle and starts whispering in each other's ears. The three participants who are invited back into the classroom one by one at intervals are completely ignored. After some time, the teacher asks the excluded children: "What have we done with you now?" The whole class discusses the feelings of the excluded participants. The teacher asks the pupils how they felt when they took a conscious part in the exclusion of other participants from the play group? - Among them may have been their best friends. The play is quite emotionally powerful and therefore the teacher must not ask the overly emotionally sensitive children out of the class. The play is useful in showing what it feels like to be excluded from a group.
	Another variant of this game
	The group forms a very tight circle. One of the participants stays outside the circle and tries to "win" his/her place in the circle. The teacher admonishes him/her to be nonviolent in doing so.

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Reflective questions

- How did you feel when you noticed you couldn't take part in the fun?

- What was it like when three people were excluded? Did you (the excluded) support each other then? If yes, what did this consist of? If not, for what reasons?

- Have you ever been excluded or subjected to bullying?

- How did you feel once you had to fight for places in the circle?

- How did the participants in the circle feel when they had to exclude someone?

- What do you do, or what would you like to do, when someone is excluded?

Note*

This game is quite confrontational. The teacher must carefully consider who to ask to leave the classroom. He or she must also consider whether this play can be carried out in the class at all. It may be that the play will further deepen the divisions and exclusions that already exist in the class. The second variant of this game gives the excluded person the opportunity to change their situation, i.e., to get into the circle.

Students work in groups (4-5 people). Let them recall situations where they have been rejected by classmates. Ask them to tell the group about it (e.g., "on holiday my classmates didn't want to go to town with me because they said I was too small", "I wasn't invited to someone's birthday party, I was heckled in the class group").

When you return to the circle, encourage students who found themselves in these situations to say what they thought about themselves at the time, how they felt and what they needed. If they managed the situation, what did they do? If not-what skills did, they lack?

Step 3: Comic stripes

Students work in groups of three. Hand out a sheet of paper. Ask them to write in round bubbles what they thought about the situation and in rectangular bubbles what they said. In the balloon of the

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rejected person, let them write their feelings and what they might have thought about themselves.

Ask the pupils, in the same groups, to think about how the events depicted in the drawings could have gone on and write two endings to each of them: good and bad. Once back in the circle, ask the youngsters to present their work and then ask them for their reflections and conclusions. Using their ideas, talk about the effects peer rejection can have and how it can be dealt with.

Step 4: Scenes

Suggest to the pupils that they create and act out several scenarios related to the previously discussed situations. The aim of the scenes is to show how people feel when they are treated as "other", how they can be helped in such situations and how they can help themselves.

Have the student playing the role of the rejected person speak out loud their thoughts and feelings, both positive and negative.

Pupils watching the scene can join in when they think they have a way to help the 'other' feel better.

Step 5: Completion

Ask questions to the group:

- How did you feel as a rejected person?
- What would you expect from colleagues?

If the protagonist helped himself - ask what helped him. If someone helped him/her, ask how he/she felt at the time and whether this help was effective.
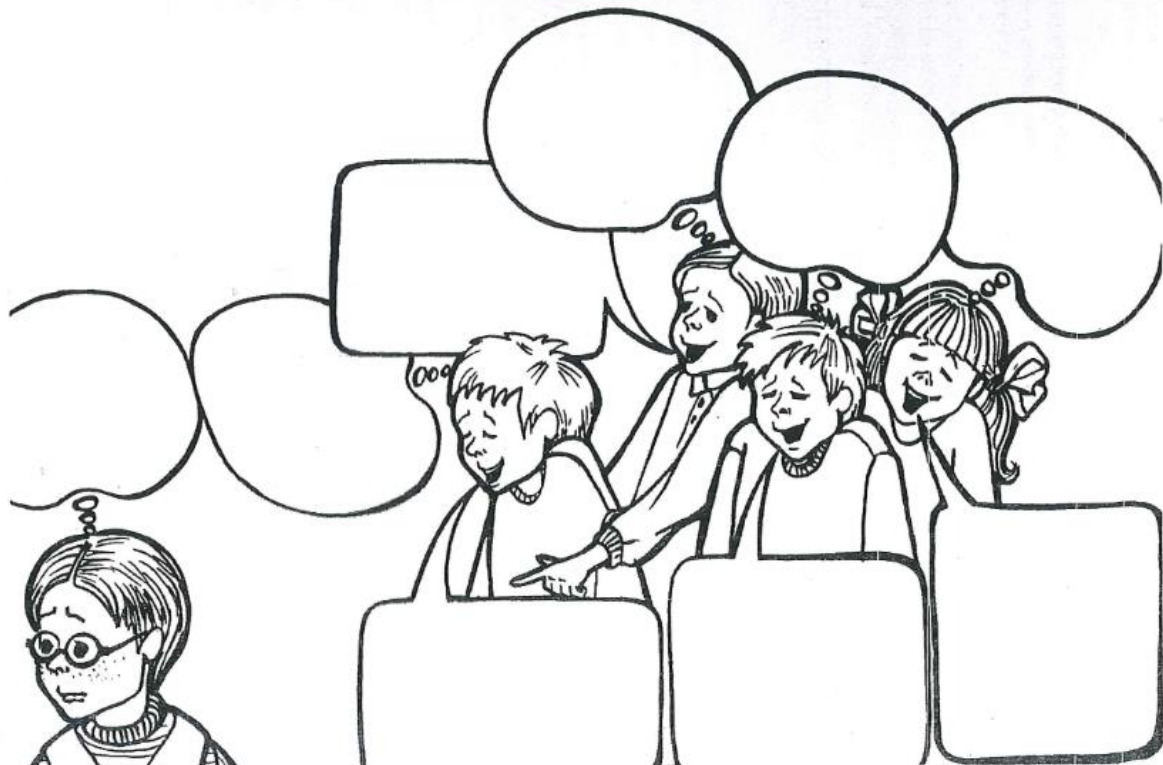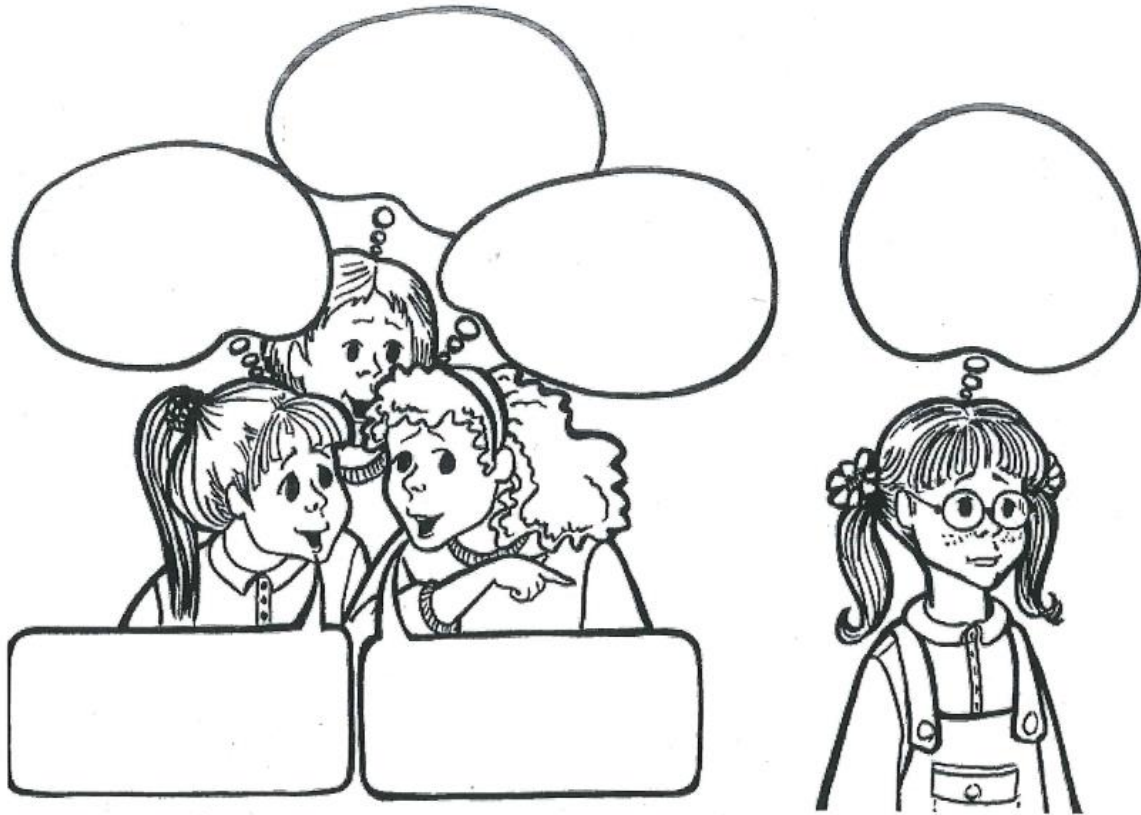
As a conclusion, the teacher can quote from *Animal Kingdom*

"Jeśli i tak wszyscy widzą w lisie tylko zdrajcę, łobuza i kombinatora, to nie ma sensu starać się być kimś innym"

Nick Wilde - Zwierzogród

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	There is a psychological mechanism called **the availability heuristic**. Each of us may start to be called by a different word more often than our first name. We know quite a few people who have heard a term more often than their name. "You're selfish", "but you're a retard". Another time: "perpetually late", "stop being so demanding". Other forms also occur: "you're lazy, that's why you have such a poor academic record", "Oh, him again". People convinced that they would improve someone's behaviour in this way are generally unaware of the availability heuristic. They are probably also unaware of another mechanism - **the self-fulfilling prophecy**. If a term is used towards us on a regular basis, we start to believe it and - absurd though it may sound - we start to unconsciously behave as we are called. For language is a reality that we do not so much learn as function in it from a young age. And it is something more extensive than words.

We must not forget our real name. We must not believe in the identity that someone, perhaps without even being aware of what they are doing, is trying to give us. We need someone next to us. Someone real. Someone authentic. Someone who cares about us. The presence of another friendly being can give us incredible strength. |
| **WHAT CAN BE LEARNT?** | - Learning how to recognise situations that are not pleasant for us,
 - Learning how to deal with such problems appropriately,
 - Learning the courage to speak about your experiences and public speaking,
 - Deepening public awareness,
 - Practising effective communication,
 - Proper management of interpersonal relationships. |
| **ADDITIONAL INFORMATION:** | ● Allocate 2 lesson hours to this meeting or choose only some of the suggestions from this exercise. |

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Social awareness/
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Life is not theatre! - PSYCHODRAMA

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TITLE	Life is not theatre! - Psychodrama
DESCRIPTION OF THE EXERCISE	Psychodrama involves role-playing on selected topics. By proposing that pupils act out the scenes, you give them the opportunity to experience situations that might happen in the future or that have already happened in their lives. By participating in the role-plays, they learn how to cope if the events were to really happen.
EXERCISE OBJECTIVES	- Pupils will put themselves in the place of another person and understand their feelings and thoughts triggered by a particular event, - Pupils will see that there are many ways to respond to specific situations, - Pupils will try out different ways of behaving and evaluate what results they produce, - Pupils will learn attitudes that make it easier for them to find solutions to real-life situations and to interact with people.
COMBINATION OF EXERCISE AND CHAPTER	The exercise links perfectly with social awareness social skills and relationship management. All these aspects have been considered in the design of this exercise. The choice of topic depends on the teacher and the group with which he/she will carry out the exercise. It is recommended that the topic is close to the children/young people, so that they get the most out of the role-play but remember to choose a theme that connects with the module's topic.
MATERIALS NEEDED	No additional materials are required.
CONDUCT OF THE EXERCISE	**Step 1: Preparing the scenes.** Pupils need to be thoroughly familiar with the rules of role-playing. This will enable them to behave in a way that is convincing to themselves and others. Some need more information about the roles, so this needs to be made clear: - Who are they? - What are they supposed to do? (Sit at the table, stand at the bus stop, walk home from school) - Where are they? (At school, at home, on the street)

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- What happened before the situation they are supposed to play out?

Step 2: Choice of role
They should decide for themselves who will play what role. They should also arrange the scenario themselves, if the exercise does not include it, and even choose the type of expression (e.g., it could be a pantomime scene).

Step 3: Role-playing
The role-play should continue until you consider that the objective has been achieved. Allow the players the freedom to react during the play. If it seems necessary, even use a "stop frame" (stop the action and discuss) to discuss an interesting passage. You can also ask the actors and spectators what they suggest for the rest of the scene. Don't suggest solutions, help students to realise their ideas. It is a good idea to have a theatre-like setting for the scene - actors should be greeted and applauded.

Step 4: Discussion
The role play is followed by a discussion. The following questions may be helpful:
- How did they feel about the character they were portraying?
- What did they find most difficult, troublesome, embarrassing?
- What feelings did the other actors evoke in them?
- What problem-solving method did they use in the scene?
- Was it successful? Why yes or no?
- What did they learn?
Then ask the audience to reflect as well. Here, too, help them with questions:
- What feelings did the scene evoke in them?
- What did they think of the way the situation was presented? -
Was the presented method of solving the problem effective?
- What other strategies could the actors have presented?

- If you decide together that it is worthwhile to play the same scene again, but in a different way, do so and discuss what effects the changes have had.

- Each time, summarise with your students what the scene taught them and how they will be able to apply the lessons

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	learned from it. ● After discussing the scenes, help the participants to "step out of character", so that the "role" does not stick to the "actor" and become an opportunity for ridicule and nicknames. You could say "you're not an actor anymore, you're James from our class, I'm disenchanting you". It is also a good idea to then suggest a game or a short relaxation exercise.
WHAT CAN BE LEARNT?	Children/ young people will learn a range of skills and broaden those they already have: -creativity -courage -public speaking -understanding the emotions of others -finding a solution in a difficult situation -ability to cope with problems and analyse difficult situations -observation and drawing conclusions -social relations -social awareness -communication -management of emotions
ADDITIONAL INFORMATION:	Problems can arise when playing scenes, such as: ● The very suggestion of a role-play can provoke laughter, reluctance, protests. One way to deal with such a situation is for the teacher to respond calmly, such as: "I know it's not easy for you to be serious and focused at the moment, but you can really do it. I believe you will succeed. Thanks to you, we will learn about something important". ● Students may be stressed and nervous during the role-play. Tell them then how you felt when you first participated in the play. ● The performance may be accompanied by giggles. It is all right if the humour comes from the scene, not so good if the audience laughs at the awkwardness of their fellow actors. You can plan the scene so that the whole class plays the part (children can play objects, e.g., a tree)

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MY FRIENDSHIPS

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TITLE	My friendships
DESCRIPTION OF THE EXERCISE	The exercise is divided into different phases, but in each of them the main theme is friendship. In the first phase, there is time to reflect on such a relationship and select the most important qualities of friendship and friend. Then there is the stage of building a 'sculpture' of the chosen trait. The next stage is to discuss problematic situations and learn how to deal with them in order to maintain the friendship. Finally, there is time for reflection and discussion.
OBJECTIVES OF THE EXERCISE	- Making pupils aware of what friendship means to them and how they can make it last - Deepening relationships - Raising public awareness - Improving social skills - Improving communication
COMBINATION OF EXERCISE AND CHAPTER	The exercise links perfectly with relationship management. Students learn to understand in depth the concept of friendship and what it entails. These are not always pleasant situations, and one needs to know how to deal with them in order to maintain the relationship. Additionally, social awareness and communication skills are addressed here.
MATERIALS NEEDED	Sheets of paper Pens Possibly a camera
CONDUCT OF THE EXERCISE	**Step 1: Conversation** Tell students that today you are going to take a closer look with them at their relationships with their friends. Teacher shows students the film "PARTLY CLOUDY" https://www.youtube.com/watch?v=PfyJQEIsMt0 During the projection, we stop the film at sequence 3.45 and ask the students a question: What happens now? What next for Cloud and Stork's friendship? Will their friendship survive?

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After watching the film in its entirety, we talk to the young people: Why is Cloud dark and the rest pink? How do you assess Cloud's relationship with Stork? What surprised you? Surprised you? What truth are we discovering about friendship? Are you guys' good friends?

When they answer these questions, end this section with a round ending the beginning of the sentence: "Friendship is.."
(You can use mentimener - a word cloud- www.mentimener.com)

Step 2: Features of friendship - sculptures
The aim of this exercise is to create a group sculpture of a friendship trait chosen by the students.
Distribute small pieces of paper to the students and ask them to think of their friends and choose one characteristic of friendship that they think is most important and write it down. Let them then wander around the classroom looking for people who have written down the same trait and put them into groups this way - it would be good for them to form groups of 3-5 people.
Let them talk in each group about why they chose this characteristic of friendship-what made them do it, what experiences they have had. Give them a few minutes of time to do this. After this talk, suggest that students build a sculpture of their chosen friendship trait. Tell them that the 'material' to build their chosen friendship trait will be another group. Ensure that all groups act in both roles, that is, the sculptors and the 'material for the sculpture'. Let them talk as a group about what they think such a sculpture should look like.
After each group has built their sculpture, ask the students who created the sculpture to stay in this setting for a few moments. Then ask the other pupils to tell you how they perceive the sculpture, what feelings and reflections it evokes in them. Ask the pupils who created the sculpture how they felt about the setting.

Step 3: When a friendship breaks up.
Divide the students into groups. Ask each group to analyse one of the following situations that led to the break-up of a friendship - let them discuss the feelings, needs and expectations of the people involved. Then ask each group to prepare, and then act out, a scene

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with a different ending - one in which the friendship does not break or break down.

Situations

1. Franek and Tom go to different schools, but they go to football training together. The boys have become friends with each other - they go home together after training, have lots of different topics to talk about and often meet up after school. Recently, a new boy - Erik - has started to attend training, who is an excellent football player and impresses Franek very much with this. Now, for some time now, Franek has been avoiding meetings with Tom, making excuses for a lack of time, and it has happened a few times during training that he has unkindly criticised Tom's play.

2. Zosia has been friends with Milena for several years. She considers her to be her closest friend. For some time now, Milena has become unkind to many of her classmates and Oleg. A few days ago, Zosia witnessed Milena insulting one of her classmates. This was another conflict that Milena got into. Zosia noticed that many classmates avoided contact with Milena. When Zosia told Milena that her behaviour towards their friend was not in order, Milena took offence and said that she had to think about whether they could continue to be friends. Zosia wonders how she can talk to Milena so that she will not lose her friendship and at the same time avoid conflicts with her colleagues.

3. Antek and Krzysiek had known each other since first grade. They were very close friends and often borrowed many things from each other. Antek got a top-of-the-range bicycle for his eleventh birthday. He showed it to all his friends, boasting about the number of gears, the colour and shape of the saddle and other advantages. Everyone envied him this bike. When Krzysiek asked Antek if he could ride his bike, Antek firmly refused. He said that only he could ride that bike, because someone else might spoil it for him. Since then, Krzysiek has been avoiding Antek.

Step 4: Own experience

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After discussing the situation, you can suggest that students talk about their own similar experiences. At the end, try to formulate a short conclusion, e.g., in the form of an unfinished sentence: -"For friendship to survive....".

It is also worthwhile, as a conclusion to the conversation about friendship and interpersonal relationships, to show pupils an extract from the film *Shrek*.

https://www.youtube.com/watch?v=qrHxF_pQAuQ&t=33s ang

and have a short conversation: what did Shrek have to contend with? Why did Donkey and Shrek's friendship survive?

As an assignment, students can be instructed to write an announcement: following the formula (under two headings):

I am looking for friendship.

1. In friendship I want ... (my expectations of friendship).

2. In friendship I offer... (what I can offer from myself for a potential friend).

Is there a balance between what is in the rubrics?

WHAT CAN BE LEARNT?	- Relationship building - Public awareness - Exercising social and communication skills - Better understanding of the environment - Understanding one's own emotions and the factors that influence emotions in others. - Relationship management - Talking out loud about your own needs and feelings
ADDITIONAL INFORMATION:	● If you have a camera at your disposal, you can photograph the 'Monuments of Friendship' and make a class exhibition out of these photographs.

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DIFFERENT PEOPLE

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TITLE	Different people
DESCRIPTION OF THE EXERCISE	The exercise is extensive and consists of four distinct stages. In each of them, young people learn to notice similarities and differences between themselves and others and between other people. Social awareness and social skills are enhanced.
OBJECTIVES OF THE EXERCISE	- Drawing students' attention to the similarities and differences between people, - Getting to know each other better, - Deepening relationships, - Widening public awareness, - Improving social skills, - Improving communication, - Learning to accept each other.
COMBINATION OF EXERCISE AND CHAPTER	The exercise links perfectly with social awareness and social skills. All these aspects are taken into account in the construction of this exercise. Young people learn to recognise each other's differences and similarities, which translates into interaction. Social awareness is also deepened, and acceptance of the other person is developed.
MATERIALS NEEDED	Whiteboard + chalk A "which person from our class?" sheet printed for each student. Pens Projector
CONDUCT OF THE EXERCISE	**Step 1: Discussion** Tell students that the topic of the class will be the differences and similarities between people. As an introduction to the discussion a video would be great: *Nobody is* normal https://www.youtube.com/watch?v=ZJbrtQgLdpk After the screening, we ask students to interpret. Sample questions: How do you understand the donning of the school uniform? What

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does the main character feel? What emotions might accompany him/her? What is the reason for this feeling? What is externalisation for the protagonist?

Talk about these differences. You can ask:

- What are the good and bad sides of people being different?

- What would the world look like if all people were the same?

Step 2: Which person in our class?

Distribute the sheets entitled. "Which person in our class?". Tell them that the sheet describes the special qualities that their classmates have. Have them walk around the class and think about which people have these qualities and write them on the sheet. Allocate 5-10 minutes for the exercise.

In the discussion, ask the students:

-How did they feel during this exercise?

-What was most surprising to them?

Step 3: Meeting with others

Ask if anyone has ever met a person who was clearly different from them, and yet they got close to them - talked to them, became friends, did something together. Ask people to tell you about such situations.

Step 4: Similarities and differences

Put the children into random pairs. Ask them to write in these pairs three similarities and three differences that they notice between each other. The similarities and differences can be in terms of behaviour, outward appearance, way of dressing, character traits, etc.

The children can then pantomime the differences and similarities they have noticed, while the others guess.

Step 5: Summary

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

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		At the end, ask students to complete the sentences: "It's good that we are different because......." "It's a good thing we are similar because......."
WHAT CAN BE LEARNT?		- Recognising differences and similarities - Acceptance of others - Public awareness - Relationship building - Exercising social and communication skills - Better understanding of the environment
ADDITIONAL INFORMATION:		● At step one, prompt students not to focus too much on the appearance aspect. ● At step two, it is a good idea to monitor the people entered in the sheet and if one person repeats too often suggest a change to another.

WORKSHEET - ADDENDUM TO THE EXERCISE

WHICH PERSON IN OUR CLASS

He has an older brother

....

He has sporting
ability...

Passionate about computer
games...

She is mostly smiling ....

Playing an
instrument...

Helps others a lot

....

He always has his homework done ....

It is the highest

....

It has the shortest name

....

Dresses most colourfully ....

Reads a lot of books

....

She's the best in maths

....

Beautifully drawn

....

He sings beautifully

....

Super dances

....

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Can cook...

He has a nice handwriting

....

He has acting skills...