

HAND in HAND

Programme for students

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Hand in Hand
Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

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Introduction

Background of the HAND in HAND programme

In front of you, is one of the three interconnected Hand in Hand programmes (HAND in HAND programme for students, HAND in HAND programme for teachers, and HAND in HAND programme for school leaders and counsellors). The HAND in HAND programmes are the main outcome of the **HAND in HAND: Erasmus K3 policy experimentation project** (EACEA/34/2015; *Priority theme: Promoting fundamental values through education and training addressing diversity in the learning environment*). The HAND in HAND project involves eight institutions across five countries [Educational Research Institute – project leader (ERI) and the Ministry of Education, Science and Sport (MESS), Slovenia; the Institute for Social Research Zagreb (ISRZ), Croatia; Mid Sweden University (MIUN), Sweden; the Technical University of Munich (TUM) and the Leibniz Institute for Research and Information in Education (DIPF), Germany; VIA University College, Denmark; and the Network of Education Policy Centres (NEPC), network] with a shared goal to help build inclusive societies (schools, classrooms) by fostering the social, emotional and intercultural (SEI) competencies of students and school staff – the whole-school approach.

The HAND in HAND project started with an in-depth and systematic analyses of the state of the art in the partner countries and wider (EU and international) in relation to SEI competencies measurement or SEI programme development resulting in three comprehensive **SEI catalogues** (SEI assessment catalogue, SEI school staff programme catalogue, SEI students catalogue). The project continued to select and develop valid and reliable **SEI assessment** (quantitative and qualitative) to supplement summative and formative evaluation of the HAND in HAND programmes in the randomised control experiments, with control groups across countries (Slovenia, Croatia, Sweden). Strict procedures are followed for sampling, implementation of the field trials, evaluation, and quality assurance. The main outcomes, besides the HAND in HAND programmes (HAND in HAND programme for students, HAND in HAND programme for teachers, HAND in HAND programme for school leaders and counsellors), are also **HAND in HAND guidelines for policy and practice**.

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Additional information about the project and all the outcomes are available at <http://handinhand.si>.

The importance of developing social and emotional competencies

Social and emotional learning (SEL) is the process of acquiring core competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively (Elias et al., 1997). The proximal goals of SEL programs are to foster the development of five interrelated sets of cognitive, affective, and behavioral competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making (Collaborative for Academic, Social, and Emotional Learning, 2005). These competencies, in turn, should enable more positive social behaviors, fewer conduct problems, less emotional distress, and improved test scores and grades (Greenberg et al., 2003). Over time, mastering SEL competencies results in a developmental progression that leads to a shift from being predominantly controlled by external factors to acting increasingly in accordance with internalized beliefs and values, caring and concern for others, making good decisions, and taking responsibility for one's choices and behaviors (Bear & Watkins, 2006).

CASEL has identified five interrelated sets of cognitive, affective, and behavioural competencies.

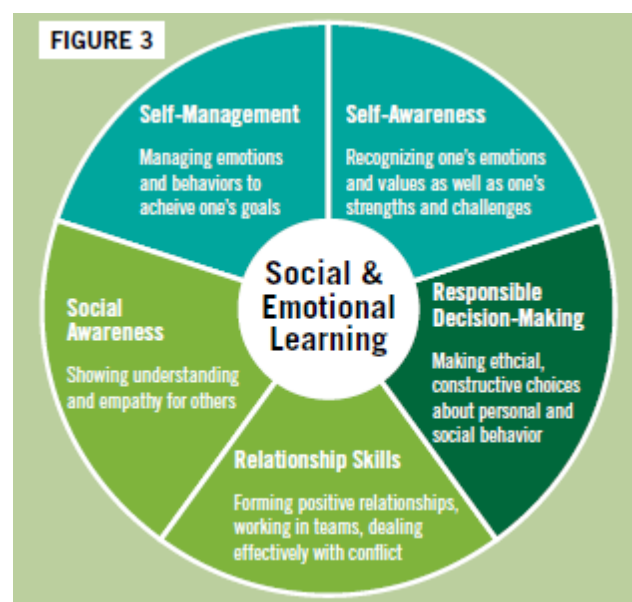


Figure 1. Dimensions of social and emotional competencies (adapted from Bridgeland, Bruce, & Hariharan, 2013).

The definitions of the five competency clusters for students are:

- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and having a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures; to understand social and ethical norms for behavior; and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision-making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others (Bridgeland, Bruce, & Hariharan, 2013).

Two large meta-analyses provided evidence about positive effects of the programs for social and emotional learning for students' social-emotional competencies and attitudes about self, others, and school. Results of the meta-analysis from Durlak et al. (2011) indicated that students who were included in school-based universal intervention programs for social and emotional learning demonstrated enhanced SEL skills, attitudes, and positive social behaviours following intervention, compared to students who were not included in such programs. Students who participated in SEL intervention programs also demonstrated fewer conduct problems and had lower levels of emotional distress. In addition, their academic performance had also significantly improved. A more recent meta-analysis (Taylor et al., 2017), additionally demonstrated that students who participated in SEL programs had better results, compared to students in control group, in social-emotional skills, attitudes, and indicators of well-being also some time after the intervention (in the follow-up measurement 6 months to 18 years post intervention). Benefits were similar regardless of the students' race, socioeconomic background, or school location.

In the program, six major activities aim at developing students' social and emotional competencies. *Expressing emotions* activity (p. 23) helps students gain awareness of their emotions, including those they

express with ease, but also the ones they could have trouble expressing. As this exercise aims at developing self-awareness and self-management, students first identify the ways in which they gain awareness about their emotions, and after that, reflect on their experiences of expressing emotions. This awareness helps them to realize how expressing emotions or restraining from them impacts their well-being and relationships with others. Within the *Practising empathy* activity (p. 30), students learn how to show empathy, which is “the ability to understand another person's feelings and situation from their perspective”. Students are encouraged to actively listen and understand someone else’s situation and point of view. In addition, they also gain awareness of other person’s feelings, and of their own feelings while listening to others. Another benefit of this activity is that students get to experience the role of the person that practises empathy, but also of the person that receives empathic care. The aim of the *Tell a Story Together* activity (p. 46) is to gain awareness of oneself when being in relation to another person. In our everyday experiences, people are usually more consciously aware of what goes on in their surroundings, and not on their own reactions to events. Having that discrepancy in mind, this activity helps students to balance the focus on surroundings (e.g. other person) and on themselves while being in contact. This exercise encourages cooperation and positive relations with another person because students create a story together by accepting the ideas of the other person and adding their own. In that way, this activity contributes to the development of the relationship skills. *Creating effective I-messages* activity (p. 60) is also devoted to the development of the students’ relationship skills. It aims to help students practice effective communication by using I-messages, to express one’s needs in a clear and peaceful manner. When used correctly, I-messages can support positive communication in relationships and help relationships become stronger, because sharing feelings and thoughts honestly can help people feel closer and more related. The aim of the *Positive self-talk* activity (p. 76) is to gain awareness of one’s own self-talk and to learn new adaptive and positive ways of framing thoughts about oneself. Self-talk refers to our understanding and interpretations of situations we are in, how we are treated, and of ourselves. Our interpretations of the world around us influence how we feel about any given situation, and how we feel about ourselves. This activity helps us be aware of our own negative self-talk, and supports the development of positive self-talk, which is realistic, motivating and thus making us feel better. The focus of the *Decision-making wheel* activity (p. 83) is to help students master a decision-making strategy that will enable them to consider various options and the consequences of those options. Since children with poor decision-making skills are prone to various emotional, behavioural and interpersonal problems, it is important to foster the development of effective decision-making skills in children and adolescents. This activity helps students

practice decision-making by dividing this process into simple steps: defining the problem, identifying options, identifying possible consequences, clarifying the consequences in light of one's values and feelings, seeking help when needed and, finally, reaching a decision.

The importance of developing intercultural competence and intercultural understanding

Although intercultural competence implies more general social and emotional competencies, it cannot be reduced to the latter. The main reason for this lies in the fact that relations between social and cultural groups are generally influenced by differences in power, social status and collective experience (Leiprecht, 2001; Auernheimer, 2003). In this sense, building relationships with “other” people has to take into account deeply ingrained obstacles to intergroup communication such as stereotyping, prejudice and discrimination.

From an educational standpoint, the development of students' intercultural competence implies the possibility of affirming the identities of deprived social and cultural groups, and at the same time, of undermining young people's ethnocentric attitudes. The anticipated result of intercultural competence, viewed this way, should be the reduction of xenophobia and discrimination (Katunarić, 1994), as well as a more general preparation of young people to live in culturally diverse societies (Luchtenberg, 2005).

The preparation of students to live in diverse societies can be seen as a process of developing their intercultural sensitivity (Bennett, 2004). The development of intercultural competence and understanding may be described as “an on-going critically reflexive process”, concerning the progressive development of knowledge, skills and attitudes that may be needed for interacting across social and cultural groups (Walton, Priest and Paradies, 2013: 181). Such theoretical positioning corresponds with the CASEL model as it involves the development of cognitive, emotional and interpersonal skills, as well as critical social and cultural-awareness and self-awareness.

One central point in the development of intercultural competence is that a better understanding of “other” people enhances understanding of one's own culture and identity. In other words, critical intercultural understanding involves an on-going process of self-reflection in which the perception oneself has of him/her (his/her identity) is constantly being (re)defined in relationships with “others” (Gundara, 2000).

This being said, it is obvious that the development of intercultural competence and understanding builds on the elements of the CASEL model such as self-awareness and self-management (as being aware of and regulating one's emotions/e.g. prejudice, thoughts/e.g. stereotypes, and behaviours/e.g. discrimination) and

social-awareness (as taking perspective of and empathizing with others from diverse backgrounds), but also on other dimensions of the model. It is equally important to note that these elements of intercultural competence have to be complemented with a critical dimension that acknowledges how established social and mental structures (Bourdieu, 1984) shape our current behaviour.

The importance of the critical dimension is supported by review studies on school-based approaches for developing students' intercultural understanding (Walton, Priest and Paradies, 2013). This line of research (Zirkel, 2008) shows that long-term changes in attitudes and behaviours require that students and teachers explicitly address and discuss different positions towards cultural diversity, which includes exploring students' attitudes towards ethnicity, race and culture. In doing so students have to develop a critical framework to think about differences and critically reflect on one's own cultural identity. Without such a framework, approaches for developing students' intercultural understanding tend to be less effective, as students hold to attitudes of their own cultural groups' while dismissing alternative experiences.

Throughout the program, four major activities aim at developing students' intercultural competence. *The Same Side of the Road* activity (p. 18) enables students to become aware of similarities and differences in their respective and others' identities and provides a basis for the appreciation of multiple identities. With different elements of identity affirmed, students notice that all of these are just similarities/differences among others and that one should not be reduced to one exclusive social or cultural identity (e.g. national or "racial" identity). By participating in this activity, students experience that their multiple belonging/choices/opinions/preferences are equally legitimate and are as valuable as others'. *Walking with different social identities/positions in mind* activity (p. 35) helps students to become aware of structural and societal barriers that affect social relationships, opportunities and future outcomes of people with particular denigrated identities or deprived social backgrounds. Sometimes, those who are ahead do not realize there are many that are left behind, and even more seldom they engage in thinking of why it could be so. The activity points out structural obstacles and highlights that the responsibility for the life chances and outcomes of deprived groups in society cannot be reduced (solely) to the individual's characteristics. *On Stereotyping and Labelling* activity (p. 52) aims at introducing students to the concept of stereotypes, i.e. beliefs that all members of a particular group of people possess similar characteristics and behaviours, regardless of the actual variation among members of the concerned group. Students realize that negative stereotyping often results with labelling that can be harmful to groups and individuals and may result in limitation of their potential and discrimination. Within the *On Discrimination* activity (p. 67), students learn that stereotyping and prejudice, i.e. negative attitudes towards a person because of his/her group membership, may lead to discrimination

which is the act of treating someone less favourably on the basis of age, religion, race, nationality, gender and so on. They learn about the forms and possible consequences of discrimination and discuss the ways of combatting prejudice.

Trainers' introduction to the students

At the beginning of the training program, it is very important for the students to understand the structure, aims and core ideas of the program. Furthermore, getting to know the trainers and establishing a relationship of trust, respect and support will be crucial for the implementation of the programme and results.

During your first contact with students it is important to stress confidentiality within the group and that the exercises that we introduce are not obligatory. While it would be valuable for all students to take part in the activities, it is necessary to respect their boundaries and allow them to withdraw from activities they are uncomfortable with.

An example of an introduction to the students:

“During the training we want to introduce you to some of the theories behind the work we are going to do together, including the core ideas and concepts of the program.

Throughout this training, the focus will be on you and it will give you the possibility to look at your own competencies and your own way of dealing with challenges in school and your everyday life.

We will start the day by doing some small exercises as an introduction to each other and to us. The exercises are used as icebreakers but are also part of the training in the social, emotional and intercultural competencies. During the program, there may also be some exercises you will find strange or funny. It is fine and natural to feel awkward doing some of the exercises, but please allow them some time as you may find them useful and interesting in the end.”

After the introduction, it is suggested to give stickers to students so they can write their name on the stickers (ask them to put it somewhere where it is visible).

It is suggested that the trainers follow the agenda for each module since it includes a 5-minute break in line with the regular school schedule. Most importantly, the break should not interrupt any exercises, especially body scans and inner exercises which should be done in peace and quiet. It also needs to be ensured that the

modules include only a short 5-minute break, instead of longer breaks (15-20 minutes, depending on school policy), since breaks this long discontinue the learning process.

A short note about adaptation, fidelity and core components

During the implementation of Hand in Hand programs we have discussed: “*What are the non-negotiable features in the HAND in HAND programme?*”, informed by the research literature about implementation and the literature review focused on social, emotional and intercultural (SEI) competencies. Implementation is defined as the way a given programme is put into practice, and Durlak (2015; 2016) emphasises that “*we should not think about SEL programmes by themselves as being effective, it is the well implemented programmes that are effective*”. Therefore, it is important in the HAND in HAND programme to carefully consider how to support implementation referring to the multiple factors known from research to be crucial for quality implementation, e.g.: 1) **fidelity**, 2) dosage, 3) quality of programme delivery, 4) participant responsiveness, 5) programme differentiation, 6) monitoring of control or comparison conditions 7) programme reach, and 8) **adaptation** (Durlak, 2015, p. 397).

It is a key point, that both fidelity and adaptation are mentioned in this list. Fidelity to a programme is about thoroughly working with the core components/active ingredients of an intervention - the elements that power the intervention and are crucial to producing intended effects. But adaptation to a local context, the changes made in the programme to fit to e.g. the school’s capacity and resources and to students’ and school staff’s cultural values and former experiences can, according to research literature, be crucial as well.

Each school and each class is unique, and experiences with different exercises may vary considerably, which is why implementing this programme requires knowledge and understanding of the core concepts, their theoretical background and experience with trainings and conducting workshops with groups of students. Schools and classes should be prepared prior to the beginning of the programme implementation, especially by acknowledging that many of the exercises in the programme are different from their everyday experience. In case the trainer is someone from outside the school, conversations with the school staff and teachers who know the students are useful for successful implementation.

We suggest that trainers follow this manual rather closely, but at the same time we emphasise that both the trainers’ sensitivity to the specific group of students, and awareness of specific needs or difficulties in this group, and the trainers’ adaptation and sensitivity to a specific school context and learning situation, are crucial factors for the success of HAND in HAND programme. The trainers’ sensitivity, responsiveness and willingness

to discuss certain topics with the students are the most important “non-negotiable” active ingredients, as is the sequencing of exercises in the programme. Furthermore, despite the programme being described as a predetermined set of workshops, we encourage implementing it within a more flexible timeframe, as a continuous and ongoing process.

Interactive exercises, physical exercises and inner exercises are all crucial for the process, but the trainer can switch some of the exercises presented in the programme with one of the ‘extra exercises’, which can be found at the end of this manual. This gives the trainer some possibility to adapt by fine-tuning the balance between these various types of exercises but bearing in mind that the students have to experience all the types of exercises. Furthermore, it is crucial that the trainer is aware of the importance of repeating some of the key exercises several times throughout the programme implementation in order to familiarize students with the exercises.

Our recommendation is to organize the HAND in HAND programme as a whole school programme, using both this manual and e.g. the Manual for School Staff Training - Teachers. A comprehensive whole school approach is a vital prerequisite towards the development of SEI competencies of all participants of the educational process and is therefore the best practice for implementing programmes for social and emotional learning.



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Module 1

Self-awareness & intercultural competence

Agenda

Duration	Activity	Category
5'	Introduction of the programme and the trainers	Introduction
5'	Students introduce the class to the trainers or Two stars and a wish	Icebreaker
10'	Birthday circle	Icebreaker
25'	The same side of the road	Intercultural competence
5'	<i>Break</i>	
15'	Sitting body scan	Self-awareness
30'	Expressing emotions	Self-awareness Self-management
5'	Reflections on the experience in this module	Closing activity

Exercises

E1.1.1 Students introduce the class to the trainers

Objective

Icebreaker activity, to relax the students, get to know them and get the feel of the classroom.

Materials

(no materials needed)

Procedure

Divide the students into groups of 5.

Invite them to briefly discuss their class as a whole within their group.

Ask the groups to come up with three words that describe their class and share them with the trainers. The trainers sum up the words that characterise the class.

E1.1.2 Two stars and a wish

Objective

Icebreaker activity, to relax the students, get to know them and get the feel of the classroom.

Materials

(no materials needed)

Procedure

Divide the students into groups of 5 and ask them to give their class “stars and wishes”.

Students have to identify two positive aspects or characteristics (stars) of their class and discuss what makes them think so.

They should also express a wish about how they think their class could improve and what they would like to be better.

Ask them to share the stars and wishes with the trainer and sum them up.

E1.2 Birthday circle

Objective

Icebreaker activity, practising communication and teamwork

Materials

Music player

Procedure

Instruction: *To practice cooperation, your task is to organize yourselves in a circle according to the month and day of your birthday (easier version: alphabetically according to surname), but you are going to have to do it without talking. You will have the length of one song to silently accomplish this task.*

The trainer can give the students hints: for example, they can hold a number of fingers in the air that indicate the month of their birthday. Once they have found their approximate location in the circle, they can proceed by holding the number of fingers which indicate the exact date (or come up with ways to express larger numbers, for example stomp once for 10, twice for 20) to find their final place in the circle.

When the song ends, ask the students to reflect on the activity. You can use these questions:

Was the task easy or hard to accomplish?

What skills did you use to succeed in forming a circle?

How did you feel about not being able to use your voice?

E1.3 The same side of the road

Rationale

Identity can be seen as an ongoing process that defines the perception oneself has of him/her being in relation to others, i.e. members of significant social groups (e.g. family, peers, music, sports, religious community, regional and national community). Positive and balanced identity is vital for the development of harmonious social/ intercultural relationships. When self is under threat, people derogate others to affirm their identity. They refrain from other-derogation when their identity is affirmed and appreciated.

Focus on

Intercultural competence - Appreciating others' selves/identities

Objective

To identify similarities and differences among all people and to show the principle intersection of different elements of identity.

Materials

(no materials needed)

Outcome

- To identify differences and similarities among all people
- Awareness of the intersection of various elements of identity
- Awareness of the possibility that other people's identities differ qualitatively from one's own and that differences in salience of identity elements do not imply one's identity/ preferences/ customs/ choices are more correct than others'

Procedure

1. Have all the students stand in the middle of the room.

Explain that a line runs through the middle of the room. Tell them that you are going to name different qualities, and that those who have that quality should go to the right side of the line; those who do not have the named quality should go to the left side of the line. You might want to write these rules on

the chalkboard to reduce confusion. (Yes – right; No – left). Make sure you read the qualities slowly enough to enable students to stay on the chosen side of the line for a while and notice who is on the same/different side of the line etc.

2. Tell students to go to the right side of the road if they:

- a) Have a younger brother or sister.
- b) Like to get up early.
- c) Ride a bicycle.
- d) Know what they want to be when they grow up.
- e) Play soccer well.
- f) Get angry easily.
- g) Like to sing.
- h) Wear glasses.
- i) Want to go to university.
- j) Like to stay up late.
- k) Wear a watch.
- l) Exercise at least twice a week.
- m) Were born outside of the country where they live.
- n) Sometimes feel lonely.
- o) Like to meet new people.
- p) Play an instrument.
- q) Like to eat pizza.
- r) Struggle with mathematics.
- s) Sometimes feel like their friends don't understand them.
- t) Like cats.
- u) Like dogs.
- v) Have a boyfriend/girlfriend.
- w) Have ever travelled abroad.

etc.

Reflection and evaluation (at the end of the whole activity)

- Were the same students always on the same side of the road? Why not?

- *What makes people different from one another?*
- *What can we have in common with other people?*
- *How is everybody in your class similar?*
- *How is everyone in your class different?*
- *How are all people in our country the same?*
- *How are all people in our country different?*
- *What is wrong with saying that certain people are not as good as other people?*

Exercise adapted from:

Shapiro, D. (2004). *Conflict and Communication: A Guide Trough the Labyrinth of Conflict Management*. New York, NY: Idea Press Books.

E1.4 Sitting body scan

Rationale

The main purpose of the exercise is to train awareness as a fundamental part of self-and-social awareness, which is the basis for self-management and relational competencies as well as intercultural competencies. Physical and mindfulness exercises also play an important role in addressing empathy, friendliness and compassion, focusing on “just pay attention and accept, don’t judge or value the experience”. This way of gently relating to oneself affects one’s way of relating to others.

Focus on

Self-awareness

Objective

The focus in this exercise is again on the body and the sensations in the body.

Materials

Music player and relaxing music (optional)

Procedure

Instruction for the trainers: The trainer should be sitting among the students during this exercise (on the floor or on a chair) and tell the students to close their eyes. Relaxing music can be used during this exercise (optional).

The trainer explains: *“In this exercise, the focus is on bringing awareness into the body when sitting still. It enhances the ability to recognise the receiving of impulses in the moment and how we interpret and categorise these impulses. This exercise is helpful for both the development of self-awareness and for self-management. When in stressful situations, we often react impulsively without really knowing what made us do or say what we did. Afterwards we look at the situation wishing that we had reacted differently.”*

Training this exercise regularly when in peace, we create a habit or a pattern that can be remembered when in a stressful situation. Turning the awareness inwards creates a small pause and a small distance to the situation, that can offer a possibility to find a better or more conscious reaction to the situation”.

The instruction:

“Place yourself comfortably in your chair.

Notice how the chair supports your body: the backside of your legs, your buttocks and perhaps your back.

Place your awareness in the pelvic area and notice the weight of your body.

Follow your spinal cord with your awareness all the way from the tailbone to the uppermost cervical vertebrae.

Notice the curvature of your spinal cord. And notice how the spinal cord is keeping you in an upright position.

Now shift your awareness to your head.

Feel your face, the forehead, the temples, the area around your eyes, your jaws, lips and neck.

Notice how the head is placed like a ball on top of the spinal cord. You can move your head around a bit and find a good position on top of your spinal cord.

Now, let your awareness wander down through your body to the pelvic area.

And from here down through your legs and all the way to your feet.

Notice the contact between your feet and the floor.

Notice how the floor meets your feet and how your feet are pressing against the floor.

Now return to the area around your shoulders. Let your awareness flow through your arms all the way to your hands.

Notice the contact between your hands and the place where they are resting.

Feel the weight of your hands and notice how your hands are being met by something else.

Now see if you can disperse your awareness and focus on head, feet, hands and spinal cord. This way you will put focus on the centre of your body and at the periphery of your body at the same time”.

E1.5 Expressing emotions

Rationale

Self-awareness is the ability to accurately recognize one's emotions and thoughts and their influence on behaviour, whereas self-management is the ability to regulate one's emotions, thoughts, and behaviours effectively in different situations. This includes managing stress, controlling impulses, motivating oneself etc. (Bridgeland, Bruce, & Hariharan, 2013). Self-awareness is generally associated with positive psychological well-being (Sutton, 2016), whereas low emotional self-regulation is related to psychosocial and emotional dysfunctions (Bandura et al., 2003).

Focus on

Self-awareness and self-management

Objective

To identify the ways in which students gain awareness about their emotions (e.g. via sensations in the body), and to identify the difficulties that young people encounter when expressing emotions, including the consequences of these difficulties for their wellbeing and their relationships.

Materials

Whiteboard, marker pens; a piece of paper and a pen for each participant and cards with emotions written on it.

Procedure

1. Explain to the students that emotions are going to be discussed during this activity and invite them to think about their experiences with different emotions. Give them the following instruction:
 - To begin with, try to remember situations when you felt happy, sad or angry. How did you recognize that you feel those exact feelings? How do you know what you are feeling? (It's okay if you cannot remember some of the feelings or if you're not quite clear about how you've recognized them.) (2 minutes)
 - Now try to remember a situation when you have seen someone else happy, sad or angry. How did you recognize what the other person feels like? What kind of information can help you identify the feelings of another person? What do you look or listen for? How do you know how the other person feels? (2 minutes)

2. In the whole group/class, discuss recognizing emotions for 5 to 10 minutes. Ask the students these questions:
 - *Was it easy or hard to remember and determine how you recognize your and other people's emotions?* (Tell them it is okay if they cannot remember some emotions or how they are aware of them. Sometimes it takes some more time, and it can be developed with practice.)
 - *What did you remember, which information helps us recognize whether we feel happiness, sadness or anger (or fear, pleasure, love)?* (You can discuss emotions one by one, or all together, depending on how students respond to the exercise. If they cannot remember, you can ask them whether they are aware of the emotions they are feeling by the thoughts they are having. Then explain that feelings can be recognized by bodily sensations and body position, for example when we are scared, our stomach can ache, when we are angry we can squeeze our hands and breathe faster, and when we are happy we have a feeling of relief and relaxation in the body).
 - *Is it easier for you to recognize your own emotions or another person's? Are some emotions easier for you to recognize than others? Which ones?*
 - *Maybe you are aware of your emotions only after you have already reacted?*
3. Invite students to think briefly and remember what they do when they feel different emotions, for example: happiness, fear, anger, sorrow, contentment. Ask them:
 - *Which emotions do you express more easily, and which with more difficulties? Use the cards with emotions and rate them from the one you express the easiest, to the one you have the most difficulty expressing. (Give the cards with emotions to every student). (2 minutes)*
4. Invite students to discuss in pairs:
 - *Discuss in pairs which emotions you express more easily, and which with some difficulty, and how similar or different you are when it comes to expressing emotions. (5 minutes)*
5. After students' discussion in pairs, ask them to share their insights in the whole group. Use the following questions to start a discussion:
 - In your pairs, did you have some similarities or differences that you would like to share, regarding expressing emotions?

- How do you feel when you are not expressing an emotion that you are experiencing? For example, if you rarely express anger, fear or sadness? What are the consequences of repressing/hiding some emotions?
- What do you think, in what ways can expressing emotions influence your wellbeing and your relationships with other people (e.g. friends, peers, siblings, parents)?
- Why are emotions important? (Give examples if necessary: fear helps us in dangerous situations, anger can help us to defend ourselves, etc.). Ask students to think of some examples and to share them with the group.
- Can you think of good and constructive ways of showing these emotions?

To conclude, it is important to point to the difference between feeling and reacting in order to find the ways of expressing emotions that does not harm us or other people.

Additional materials

These cards should be handed to every student.

JOY

SADNESS

ANGER

FEAR

CONTENTMENT



Hand in Hand

Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)



Co-funded by the
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Module 2

Social-awareness & intercultural competence



Agenda

Duration	Activity	Category
10'	Count to 20 in a group	Icebreaker
35'	Practising empathy	Social-awareness
5'	<i>Break</i>	
10'	Sitting body and breathing scan	Self-awareness
35'	Walking with different social identities/positions in mind	Intercultural competence
5'	Reflections on the experience in this module	Closing activity

Exercises

E2.1 Count to 20 in a group

Procedure

Instructions:

Stand in a circle with closed eyes.

The goal is for the group to count to 20, one person saying one number at a time. Anybody can start the count, and then a different person (in random order) says the next number – but if two or more people speak at the same time, the counting has to start again from the beginning.

E2.2 Practising empathy

Rationale

Empathy is the ability to understand another person's feelings and situation from their perspective. It includes “identifying, acknowledging, and acting upon the experiences, feelings, and viewpoints of others, whether by placing oneself in another’s situation or through vicariously experiencing another’s emotions” (Jones et al., 2017.). The ability to take perspective of and empathise with others from diverse backgrounds is a part of social-awareness competence (CASEL; Bridgeland, Bruce, & Hariharan, 2013).

Focus on

Social-awareness

Objective

To practice empathy.

Materials

Bell, handouts with questions.

Procedure

1. Instruction for the trainers: be strict about the time, use the bell to mark the ending of one part of the exercise.

This activity is performed in pairs. Let students find their partner for the exercise and let them sit face to face. Tell them that they will share a story about a situation when they felt worried, scared or sad (tell them not to pick something very disturbing or something banal (eg. leg injury). Give them a minute to think of a time when they felt worried, scared or sad that they would share with the partner.

- Let them decide who will talk first. Instruct the speakers that they have 5 minutes to share their story. Instruct the listeners that they should not interrupt the speaker with questions or comments, and remind them to quiet their bodies, to just listen, make eye contact and pay attention to what their partner is saying. The trainer should instruct the students not to switch roles at this time!
2. Speakers share their stories, and listeners listen for five minutes. If the speaker finishes talking in less than five minutes, let them just sit in silence, and wait. If the speaker remembers something else about the story,

he/she can share it with the listener, but the listener should not talk, nor should they switch roles. At the end of five minutes, the trainer will ring the bell and say that the time is up.

3. Practising empathy

- a. After that, ask the listeners to reflect on the story to their partner. Let them describe in their own words the situation that their partner was dealing with. (5 minutes)

Instruction:

Now it is time for those who were listening to reflect on what they heard from their partner and share how they experienced the story (describe it using your own words). What do you think was the moment in the story when their partner felt most worried or afraid?

- b. After that, ask the speakers to reflect on their partner's retelling of their story. Ask them to give their listening partner their responses to these questions (2 minutes):
 - Did your listener describe the situation correctly? Did he understand how you were feeling at the time?
 - Did your listener understand the details that made this situation so scary or that made you so worried or sad? If not, please clarify with your partner.
- c. Confirm that all the pairs have discussed and understood the situation.

4. Switch roles and repeat!

Reflection and evaluation

When the exercise in pairs is finished, get back to the big circle, and reflect on the activity. Ask students these questions:

1. How was your experience with this exercise?
2. Was it easier for you to listen or to talk? Why?
3. Was it comfortable for you to just listen to the story of the partner without reacting or talking? Why?
4. Can you think of other situations when it is important to listen to others?

E2.3 Sitting body and breathing scan

Rationale

The focus in this exercise is again on the body and the sensations in the body. With this exercise, the extent of awareness increases to also contain the movement of breathing. Being aware of one's breathing activates the parasympathetic nervous system and regulates the level of stress. That means that awareness on breathing is an important component in the training of self-management.

Focus on

Self-awareness

Objective

The focus in this exercise is again on the body and the sensations in the body. But in this exercise, we increase the extent of awareness to contain the movement of breathing and the sensations related to it.

Materials

Speakers for relaxing music (optional)

Procedure

Instruction for the trainers: The trainer should be sitting among the students during this exercise (on the floor or on a chair). The trainer should tell the students to close their eyes. Relaxing music can be used during this exercise (optional).

Instructions:

“In this exercise, the focus is on bringing awareness into the body and breathing when sitting still. It enhances the ability to recognise the receiving of impulses in the moment and how we interpret and categorise these impulses. This exercise is helpful for both the development of self-awareness and for self-management. When in stressful situations we often react impulsively without really knowing what made us do or say what we did. Afterwards we look at the situation wishing that we had reacted differently.”

Training this exercise regularly when in peace we create a habit or a pattern that can be remembered when in a stressful situation. Turning the awareness inwards creates a small pause and a small distance to the situation, that can offer a possibility to find a better or more conscious reaction to the situation”.

And the exercise:

“Place yourself comfortably in your chair.

Notice how the chair supports your body the backside of your legs your buttocks and perhaps your back.

Notice the weight of your body.

Notice how the chair welcomes your weight.

Follow your spinal cord with your awareness all the way from the tailbone to the uppermost cervical vertebrae.

Notice the curvature of your spinal cord. And notice how the spinal cord is keeping you in an upright position.

Be aware of your feet. You can move them a little bit if you like. And notice how your feet are placed in contact to the floor. Be aware of the temperature in your feet and of other senses.

Move to your hands with your awareness. How do you sense your hands? Where have you placed your hands and how do you sense the contact between your hands and wherever they are resting – the area of contact? Feel the weight of your hands and notice how your hands are being met by something else.

Now shift your awareness to your head.

Feel your face, the forehead, the temples, the area around your eyes, your jaws, lips and neck.

Notice how the head is placed like a ball on top of the spinal cord. You can move your head around a bit and position it exactly on top of your spinal cord.

Now see if you can disperse your awareness and focus on your head, feet, hands and spinal cord.

This way you will have a focus at the centre of your body and at the periphery of your body at the same time.

Stay with this for a few minutes.

Notice your breathing. Notice how you inhale and exhale.

Notice how your breathing makes your body move: stomach, chest, diaphragm or elsewhere.

Notice the pace of your respiration. Is your breathing fast or slow?

Notice if your breathing comes in abrupt bursts or in a smooth, continuous movement.

Notice if your breathing has shifted since you began this exercise. If it has shifted, then how does it differ from when you began the exercise?

Remember, there are no right or wrong answers – your respiration is as it is.

Perhaps you will now notice that there is a pause between inhalation and exhalation. A brief moment that is absolutely quiet.

Breathe in – pause – breathe out – pause. Stay with this for a few minutes.”

E2.4 Walking with different social identities/positions in mind

Rationale

Some people hold denigrated identities (e.g. a Roma student) or come from less privileged social backgrounds than others (e.g. children from low-income families). Their characteristics and/ or life histories affect their current chances and future outcomes, sometimes in the most obtrusive ways. As the educational presentation “Wheel of discrimination” (see below) demonstrates, the vicious circle of unequal chances sometimes begins as early as at birth. With the lack of access to vital resources (food, housing, healthcare), it perseveres throughout early childhood and school years. Aversive outcomes often follow, such as dropping-out of school, not being able to get adequate accommodation and employment, having problems with institutions etc.

Focus on

Intercultural competence - Critical social and cultural awareness

Objective

- To raise awareness on possible consequences that one’s personal and/or social realities can have on one’s life chances and outcomes.
- To raise awareness that students from de-privileged social backgrounds and/or with denigrated identities have less chances and poorer outcomes compared to students from backgrounds and identities that are more privileged/recognized.
- To learn how society can help in addressing social inequalities.

Materials

- Cards depicting different social identities/ positions a person might have (choose as many as you want, depending on the size of the group; you may also add some other social identities/ positions):

1. A student from a low-income family

2. A Roma student

3. A student in a wheelchair

4. A child from a single-parent family

5. A successful student from a well-off family

6. A student with dyslexia (reading disorder)

7. A student of immigrant origin

8. School principal's son or daughter

9. A student belonging to <country relevant religious minority> (e.g. in Croatia, A student belonging to Orthodox Church)

10. Overweight student

11. A student with poor grades

...

- List of questions (choose as many questions as you want, depending on the size of the room; you may also add some other questions):

- ✓ Are you sure you will be able to go to every upcoming school trip?
- ✓ Are you able to move around the school without the fear of being verbally or physically assaulted?
- ✓ Can you be sure you will be able to attend university if you wish to?
- ✓ Would you feel safe to share information about the girl/ boy you like with the rest of the class?
- ✓ Can you celebrate your birthday the way you want?
- ✓ Do you have your own room?
- ✓ Do you feel you are treated fairly in school?
- ✓ Can you take any extracurricular activity that you want?
- ✓ Can you buy anything you need and want, no matter the price?
- ✓ Can you invite friends to come over?

- ✓ Is school closed for your major religious holidays?
- ✓ In general, do your teachers like you?
- ✓ In general, do your peers like you?
- ✓ In general, do you feel welcome at school?
- ✓ ...

- Wide (classroom) space

- Wheel of discrimination - educational presentation available at: <https://prezi.com/p/yemsehfrbfnw/wheel-of-discrimination/>

Procedure

1. Split the class into two groups of students. The first group should consist of 5-10 students (you need as many students as there are social identities/ positions written on the cards, depending on the size of the room). The second group consists of the remaining students in the class.

2. Ask students from the first group to take a card that says which social identity/ position he/ she should have in mind when answering questions. Ask students to “get into” the role they received (that is written on the card), even though the roles are imaginary. Students can change their card or leave the activity if they feel uncomfortable with the role they received (e.g. if it is too close to their own situation).

3. Before reading the questions (see under 4 in this Procedure), tell the students from the first group to stay at one end of the classroom and take one step after each question that they answer with ‘yes’. They stay in place if the answer to the question is ‘no’. Tell the students from the second group to note their observations while the students from the first group walk from the one side of the room to the other (e.g. they note who moves faster/slower than others, they note who takes a step on which question etc.). They do not know which card each of the students from the first group is having in mind while answering the questions. (By the end of the activity, they should realize that some students stayed at the back of the classroom, while others get ahead.)

4. Read the questions from the List of questions (see Materials), one by one, allowing students from the first group to shortly think about their answer and then take a step (or not). Make sure you define the size of the step clearly, i.e. show students what you consider by ‘one step’, which shouldn’t be tiny or huge but more or less the same for all students. Remind students from the second group to take notes on what they observe.

5. After the last question, ask students from the second group to guess ‘who was who’. You can write on the board all the identities/positions included in the activity to help students with the guessing. You can also let them first try to guess without seeing what identities/positions were included. They should become aware that students with denigrated/ de-privileged social identities/ positions have less chances and poorer outcomes compared to students with more privileged social identities/ positions. Most important positions to discuss/comment/become aware of are “the extremes” (e.g. 2 that are most ahead and especially 2 that are most behind).

6. Open up the discussion (using the questions under Reflection and evaluation) and offer rationale for some of the students’ answers. To encourage the discussion and deepen the understanding of the issue of unequal chances, you can use the Wheel of discrimination.

Reflection and evaluation

- Why is it that some students get ahead, and some stay behind?
- How does it feel to be the one who is left behind?
- How does it feel to see someone who is unable to get ahead?
- How does it feel to be in advantage?
- What does the Wheel of discrimination show?
- What can society do to help people from de-privileged social backgrounds and identities?
- What have you learned here that you can apply in your own lives to help people from de-privileged social backgrounds and identities?

Exercise and presentation adapted from:

McConnochie, K., Hollinsworth, D. & Pettman, J. (1998). *Race and Racism in Australia*. Wentworth Falls: Social Science Press.

Racism. No Way! Copyright by State of NSW, NSW Department of Education and Communities

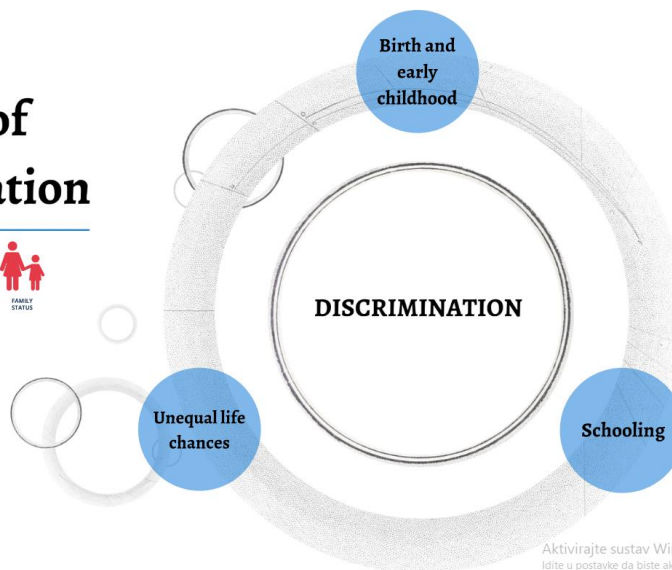
(<http://www.racismnoway.com.au/>)



Wheel of discrimination



DISABILITY GENDER NATIONAL ORIGIN RELIGION FAMILY STATUS



Aktivirajte sustav Windows
Idite u postavke da biste aktivirali Windows.

Birth and early childhood

Lack of access to:

- Health services
- Housing
- Money

Different childhood patterns



Aktivirajte sustav Windows
Idite u postavke da biste aktivirali Windows.

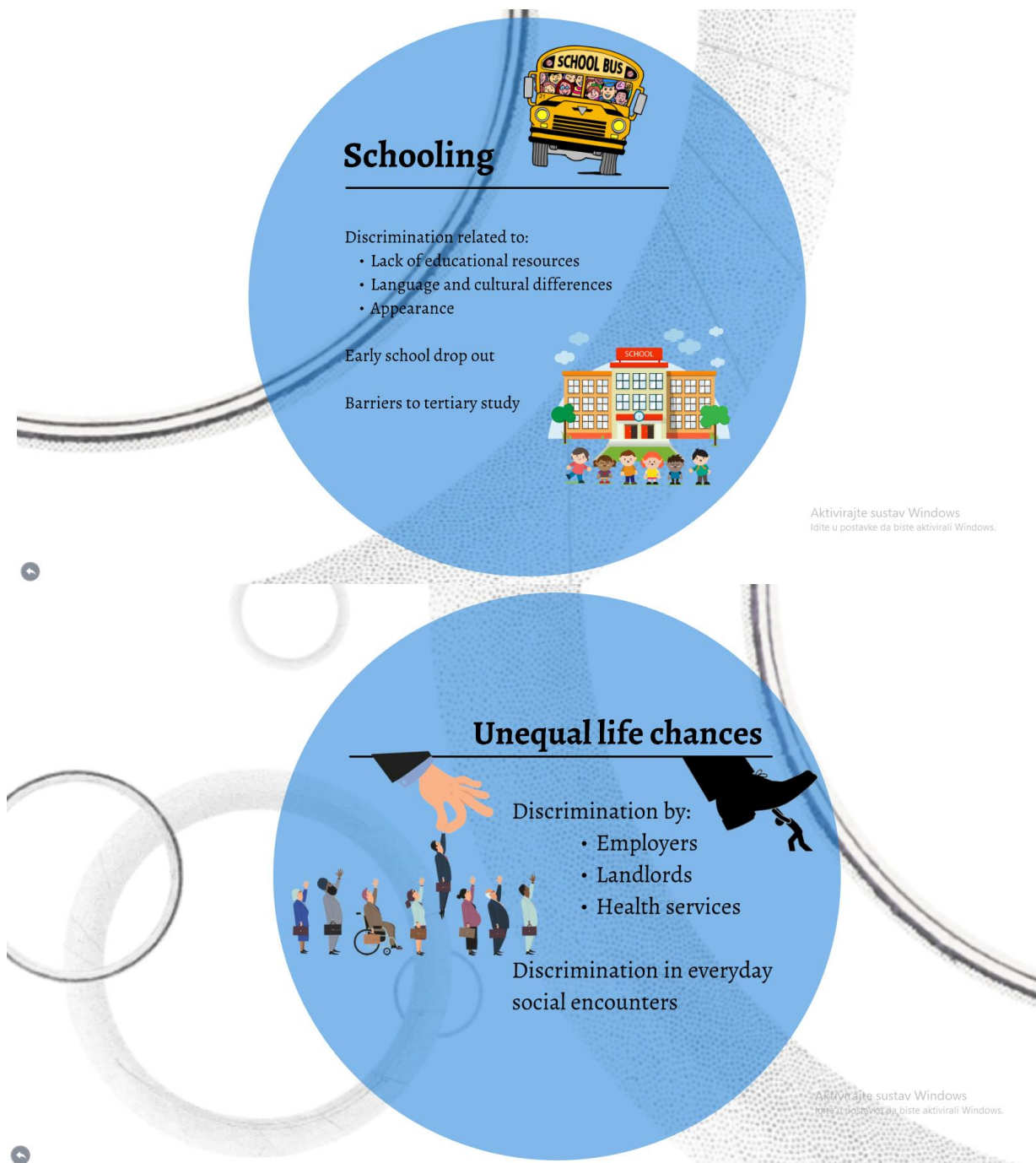


Figure 2: Presentation – Wheel of discrimination



Hand in Hand

Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)



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Module 3

Relational/relationship & intercultural competence



Agenda

Duration	Activity	Category
5'	Introductory exercise - One-two-three-four or Passing the ball from head to head	Icebreaker
15'	60:40 Exercise – Tell a story together (“Yes, and...”)	Self-awareness Relationship skills
15'	Sitting body scan	Self-awareness
10'	Getting up in pairs with eyes closed	Self-awareness Relational competence
5'	Break	
45'	On stereotyping and labelling	Intercultural competence
5'	Reflections on the experience in this module	Closing activity

Exercises

E3.1.1 One-two-three-four

Focus on

Self-awareness

Objective

To get the group to be more relaxed and to lift the level of energy in the group.

Materials

(no materials needed)

Procedure

The students are told to stand in a circle.

The trainer can introduce this exercise as a challenge, as it requires concentration and coordination, which can be improved through practice.

The trainer explains the flow of the exercise in advance, since it includes swift changes in body movement.

Stand with both feet firmly on the ground.

Lift your right arm and shake your hand. Look at your hand while you are shaking it and observe the movement.

Repeat with your left hand.

Now lift your right leg off the ground and shake it. Look at your leg and observe the movement.

Repeat with your left leg.

Afterwards, shake your entire body.

This exercise consists of four rounds. During the first round, the students have to shake each body part 4 times, in the aforementioned order. The trainer should guide their movement and demonstrate as he or she counts to four for each body part to be shaken.

During the second round, the students have to shake each body part 3 times (the trainer counts to three for each body part).

During the third round, the students have to shake each body part 2 times (the trainer counts to two for each body part).

During the last round, the students have to shake each body part just once (the trainer counts to one for each body part).

Repeat the exercise 3 times, each time a little bit faster.

Reflection and evaluation

Use the following instructions to shortly reflect on the activity still standing in the circle:

Stand with parallel feet, hip width apart. Feel the connection between your feet and the floor.

How do you feel the impact from the exercise?

How do you sense your arms and your legs now?

E3.1.2 Passing the ball from head to head

Rationale

The main purpose of this activity is for students to become aware of themselves and the importance of cooperation. Self-awareness is the ability to accurately recognize one's emotions and thoughts and their influence on behaviour (Bridgeland, Bruce, & Hariharan, 2013). Self-awareness is generally associated with positive psychological well-being (Sutton, 2016).

Focus on

Self-awareness, relational competence

Objective

To get the group to be more relaxed and to lift the level of energy in the group.

To raise awareness of the body and to establish connection within the group.

Materials

Ball cut in half and glued on its tops (like two caps glued together at the tops)

Procedure

1. Get the whole group to stand in the circle and introduce the activity to them. Tell them that they should hold hands and pass the cap (ball) from head to head, without touching the cap with their hands. They could move, get on their toes, or bend; whatever helps them to pass the cap to the next person in the circle. Show them how it is done with one participant.
2. Now do this activity until the cap goes the whole circle and ends up on the head of the first person (usually the trainer).

Now, ask them to pass the cap, but with their eyes closed. Tell them that they could talk, but that nobody should look. The activity is finished when the cap has gone the full circle.

Reflection and evaluation

Use the following questions to shortly reflect on the activity still standing in the circle:

How was this activity for you? Was it easy? What part of it was hard?

E3.2 60:40 Exercise – Tell a story together (“Yes, and...”)

Rationale

As an introduction to the concept of 60:40 you can tell the students the following:

“The concept of 60:40 is a term that refers to a position where you keep 60% of your awareness within yourself and 40% on the present situation, on what is going on around you. In daily life, it is normal to only be consciously aware of what goes on in the surroundings, and not on our own reactions to events. We have now been working on exercises that can anchor oneself when under pressure or in a stressful situation. In reality when being together with other people you always have to have some of your awareness on what is going on around you, so the 60:40 principle is also active in these situations.

Through exercises, it is possible to practice this balance of being simultaneously aware of changes of the inside as well as on the outside. The following exercise is a way of working with this principle of 60:40”.

Focus on

Self-awareness, relational competence

Objective

The focus is on the awareness of oneself in a situation where we relate to others – being aware of your own experience, but also the experience of another person.

Materials

(No materials needed)

Procedure

The trainer explains:

“Find a partner.

You and your partner are now going to tell a story together.

One of you has to start the story and stop after a couple of sentences.

The other one continues by saying “Yes, and...”

That means saying yes to whatever the partner came up with and to continue the story where the partner stopped.

Try not to judge yourself. Say the first thing that pops into your mind.

There are no demands on the dramaturgy or the quality of the story. In this exercise, the anchor is your creativity. You have to follow and be aware of the first impulse you get, and at the same time be aware of your partner's impulses.

Do the same but do the shifts faster.

Make no time for thinking.

Do the same but now look into each other's eyes while telling the story.

Reflection and evaluation

When the exercise in pairs is finished, get back to the big circle and reflect on the activity. Ask students these questions:

1. What was necessary to do to tell a story together?
2. How did you experience the exercise?
3. What was difficult or easy for you?

E3.3 Sitting body scan

Rationale

The main purpose of the exercise is to train awareness as a fundamental part of self-and-social awareness, which is the basis for self-management and relational competencies as well as intercultural competencies. Physical and mindfulness exercises also play an important role in addressing empathy, friendliness and compassion, focusing on “just pay attention and accept, don’t judge or value the experience”. This way of gently relating to oneself affects one’s way of relating to others.

Focus on

Self-awareness

Objective

The focus in this exercise is again on the body and the sensations in the body.

Materials

Music player and relaxing music (optional)

Procedure

Instruction for the trainers: The trainer should be sitting among the students during this exercise (on the floor or on a chair). The trainer should tell the students to close their eyes. Relaxing music can be used during this exercise (optional).

The trainer explains: *“In this exercise, the focus is on bringing awareness into the body when sitting still. It enhances the ability to recognise the receiving of impulses in the moment and how we interpret and categorise these impulses. This exercise is helpful for both the development of self-awareness and for self-management. When in stressful situations, we often react impulsively without really knowing what made us do or say as we did. Afterwards we look at the situation wishing that we had reacted differently.”*

Training this exercise regularly when in peace, we create a habit or a pattern that can be remembered when in a stressful situation. Turning the awareness inwards creates a small pause and a small distance to the situation, that can offer a possibility to find a better or more conscious reaction to the situation”.

The instruction:

“Place yourself comfortably in your chair.

Notice how the chair supports your body: the backside of your legs, your buttocks and perhaps your back.

Place your awareness in the pelvic area and notice the weight of your body.

Follow your spinal cord with your awareness all the way from the tailbone to the uppermost cervical vertebrae.

Notice the curvature of your spinal cord. And notice how the spinal cord is keeping you in an upright position.

Now shift your awareness to your head.

Feel your face, the forehead, the temples, the area around your eyes, your jaws, lips and neck.

Notice how the head is placed like a ball on top of the spinal cord. You can move your head around a bit and find a good position on top of your spinal cord.

Now, let your awareness wander down through your body to the pelvic area.

And from here down through your legs and all the way to your feet.

Notice the contact between your feet and the floor.

Notice how the floor meets your feet and how your feet are pressing against the floor.

Now return to the area around your shoulders. Let your awareness flow through your arms all the way to your hands.

Notice the contact between your hands and the place where they are resting.

Feel the weight of your hands and notice how your hands are being met by something else.

Now see if you can disperse your awareness and focus on head, feet, hands and spinal cord. This way you will put focus on the centre of your body and at the periphery of your body at the same time”.

E3.4 Getting up in pairs with eyes closed

Focus on

Self-awareness, relational competence

Materials

Speakers, music, mats (if possible, to lie on the floor), ropes (optional)

Procedure

The students should find a partner.

Trainer:

Lie down on the floor on a mat adjacent to your partner's or sit on the floor or squat next to your partner.

In the next 2 minutes move yourself from a lying (or sitting/squatting) position to a standing position.

You have to move all the time and keep your eyes closed. That means that you have to move very slowly. If you find it very uncomfortable to have your eyes closed, you can of course open them once in a while. But try if it is possible, to keep them shut.

I will tell you every time a minute has passed.

When you have reached the standing position stay there and keep your eyes shut.

Trainer:

Lie down on the floor on a mat adjacent to your partner's or sit on the floor or squat next to your partners.

Do the same exercise as before: getting up in 2 minutes, eyes closed and constantly moving. This time there is an extra task though and that is to hold hands with your partner while getting up. The students can also use ropes if they are uncomfortable holding hands.

Reflection and evaluation

Ask the students to reflect on the activity with their partner.

You can use the following questions:

How did you feel after this activity?

Was it easy for you? Which part of it was hard?

Was it easier to get up alone or in pairs? Why?

E3.5 On stereotyping and labelling

Rationale

Stereotypes express beliefs that all members of a group of people possess similar characteristics and behaviours regardless of the actual variation among members of the concerned group. Stereotyping is often associated with attaching a label to a person. In interactions with others, people may be labelled according to certain stereotypes, and consequently they may tend to identify and behave in ways that reflect how others label them (for example, via the self-fulfilling prophecy mechanism). Stereotypical beliefs and labels can relate to gender, race, ethnicity, religion and other personal and social characteristics. Negative stereotypes and labels can be harmful to groups and individuals and may result in discriminatory acts.

Focus on

Intercultural competence - Critical social and cultural awareness

Objective

To think critically about stereotypes and labels and to recognize how these can limit individual potential and affect relationships between individuals and various groups in society.

To identify the benefits and dangers of using stereotypes and labels.

To learn how to avoid stereotyping and labelling that can be harmful to others.

Materials

Cards or stickers with the following labels: *A refugee student from Syria, An overweight student, A student in the wheelchair, A Roma student, A rich student, A poor student, A popular student (a student with many friends), A nerd (German: Streber), An unsuccessful student...*

- Sticky tape

Procedure

1. Before you start the activity, explain what stereotypes are and ask students to name some positive and some negative stereotypes that they are familiar with.

For this activity, you need to form a group of 6-7 students who will participate in a discussion on designated topics - “the discussants”. The remaining students in the class will take the role of “the critical observers”. Gather the critical observers in small groups of 2-3 (the number of critical observer groups should be equal to the number of discussants).

2. Gather all the discussants in the middle of the room i.e. ask them to form an ‘inner circle’, while critical observers sit in the ‘outer circle’ around them. Tape the prepared labels on the forehead of each discussant. It is important that the discussants should not be able to see the labels on their own foreheads; they should only be able to see other discussants’ labels (they should gradually be able to guess what their label is according to other students’ reactions). Tell the discussants that the distribution of labels is completely random.

3. Ask the discussants to share their opinions on the designated topic with the rest of the group. During the discussion, they should relate to each other according to the labels. Their reactions to the other students should be as natural as possible so that they don’t react too openly but still have in mind what the labels say. They should not exaggerate their reactions but try to do it as if it was not an exercise but a normal discussion. Try to moderate the discussion so that all discussants participate (i.e. talk and are spoken to) equally.

4. Tell each group of the critical observers on which discussant they should focus (e.g. a refugee student from Syria, an overweight student, a student in the wheelchair etc.). The critical observers should observe how other discussants relate to “their” discussant (and his/her label) and what his/her reactions to that are. They should make notes on their observations, e. g. note the emotional reactions, verbal and non-verbal behaviour, etc. Make sure each of the observers knows on which discussant he/she should focus and check if all observers understood what their role in the activity is.

5. Now you initiate and moderate the discussion by asking the questions listed under the following topics. Choose some of the designated topics or come up with one on your own. You can choose one or more topics to be discussed. There should be enough topics so when the discussants run out of arguments on one topic they can shift to another. You provide additional explanations of the topic and ask additional (sub)questions if needed. The questions are specifically designed to elicit stereotyping and discriminatory behaviour towards some of the discussants. The discussion continues for around 15 minutes (by then, it should be clear for the discussants and the critical observers how the commitment and part in the discussion are influenced by the labels on discussants’ foreheads).

TOPIC 1: CLASS GOING TO A SCHOOL TRIP

- Where would you go? To <test country> or abroad? Nature or urban destination?
- How long would you stay?
- When would you go?
- What would you do on the trip?
- Who would you invite to accompany you as a class?
- What is a maximum price of the trip?
- How would you travel?
- Who would you share your room with?

TOPIC 2: CLASS BUYING A GIFT FOR A CLASSMATE WHO IS MOVING ABROAD

- What would you buy?
- Who would go shopping?
- Should any parents be involved?
- What is the maximum price of the gift (per student)?
- Who would give the gift to the classmate?
- When and where would you give the gift to the classmate?

TOPIC 3: CLASS PARTICIPATING AT A SPORT COMPETITION

- Who would like to play?
- Who would be the team leader?
- Who would be responsible for the final selection of the players?
- Who would be responsible for the organisation of the event?
- Who would be responsible for attracting sponsors?
- Who would be responsible for attracting viewers?

TOPIC 4: PROS AND CONS OF PRIVATE INSTRUCTIONS

- What are the pros of attending private instructions?
- What are the cons of attending private instructions?

- In what subject does one need private instructions?
- Who needs private instructions?
- In what grade does one need to start attending private instructions?
- Where it is best to hold private instructions (at a student's or an instructor's home)?

TOPIC 5: PROS AND CONS OF WEARING SCHOOL UNIFORMS

- What are the pros of wearing school uniforms?
- What are the cons of wearing school uniforms?
- Who would profit most from wearing school uniforms?
- From what grade should students wear school uniforms?
- What is the maximum price of the school uniform (per student)?
- What should the school uniform look like?

4. Ask each of the discussants to try to guess what their label was, based on the way they were treated, and then think and discuss about the following questions (students should keep their positions during the whole discussion: discussants stay in 'inner circle', critical observers stay in 'outer circle'):

- What has helped you guess what your label was?
- How did it feel having someone treat you according to a label?
- How did it feel treating someone else according to a label?

5. Ask the critical observers to share their observations. Encourage them to comment the reactions of the discussants. Pay attention to emotional reactions, verbal and non-verbal behaviour, etc. they noticed. Ask the critical observers if there was something they would add to the discussion if they were discussants.

6. Open up the discussion to the whole class. Use questions under the Reflection and evaluation section.

Reflection and evaluation

- Are stereotypes/labels commonly used by students in your school and by other people you know?
- Why do people stereotype/label others?
- What are the effects of stereotyping/labelling individuals? What are the effects on relationships between groups in society?
- In what ways can stereotypes/labels be harmful to those who are stereotyped/labelled?
- What have you learned here that you can apply in your own lives and take back to your communities?

- How can you avoid stereotyping/labelling others?

Exercise adapted from:

CARE International (2011). *M Manual: A Training Manual. A Training Manual for Educators and Youth Workers*. Banja Luka, BIH: CARE International.

Racism. No Way! Copyright by State of NSW, NSW Department of Education and Communities
(<http://www.racismnoway.com.au/>)

Shapiro, D. (2004). *Conflict and Communication: A Guide Trough the Labyrinth of Conflict Management*. New York, NY: Idea Press Books.



Hand in Hand

Social and Emotional Skills for Tolerant and Non-discriminative Societies
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Module 4

Relational/relationship & intercultural competence



Agenda

Duration	Activity	Category
5'	The sound of the bell	Icebreaker
25'	Creating effective I - messages	Relationship skills
15'	Body and heart scan - Someone you care about or 60:40 Exercise - A heart-warming moment	Self-awareness Relational competence
5'	<i>Break</i>	
40'	On discrimination	Intercultural competence
5'	Reflections on the experience in this module	Closing activity

Exercises

E4.1 The sound of the bell

Materials

Bell

Procedure

The students should sit comfortably and close their eyes.

The trainer then rings a bell, and everybody listens to the sound.

The students should raise their hands when they can't hear the sound anymore.

Repeat 3-5 times, moving the bell through the classroom and ringing it at a different place every time.

E4.2 Creating effective I-messages

Rationale

I-messages or I-statements are a basic tool of social and emotional learning. They encourage us to speak from our own experience and to focus on our feelings or beliefs rather than attribute negative behaviours or intentions to the person we are talking to. By using I-messages, we can express our emotional needs in a clear and peaceful manner. When used correctly, I-messages can support positive communication in relationships and help them become stronger, as sharing feelings and thoughts honestly and openly which can help partners feel closer and more related.

(<http://www.morningsidecenter.org/teachable-moment/lessons/sel-tip-creating-effective-i-messages>;
<https://www.goodtherapy.org/blog/psychpedia/i-message>)

Focus on

Relationship skills

Objective

To practise effective communication by using I-messages in order to be able to express one's feelings and needs in a clear and peaceful manner.

Materials

Whiteboard, marker pens, handouts with examples of situations for practising I-messages.

Procedure

1. Explain what I-messages are to students and use a few examples. Ask them to imagine they are doing a group project with a person from their class who is always interrupting them when they try to express their ideas.

Which is a more effective way for you to communicate your frustration with your classmate?

- A. "You're always interrupting me! You think your opinion is more important than everyone else's."
- B. "I feel frustrated when you interrupt me because I really want you to hear what I have to say."

(If you said B, you chose the "I Message.")

You can write the messages on the board or a PowerPoint slide.

Ask the students what would be the consequences of using message A or B and how they think the other person may react if they used these messages.

2. Explain to students that I-messages have three parts and write it on the whiteboard so that everyone can see it:
 1. I feel... (insert feeling word)
 2. when... (tell what caused the feeling, describe the situation)
 3. I would like... (tell what you want to happen instead).
3. Let students work in pairs and give them handouts with examples of situations for practising I-messages. Let them think of examples of I-messages for the given situations for 5 minutes.
4. After they are finished, work in a circle. First, ask students to reflect on this activity, e.g. was it hard for them or not to think of I-messages, if yes, what was hard. After that, discuss their examples.
5. Instruct students to practice I-message thinking of something that happened to them in real life:

“Think of a situation from your real life when you were annoyed or hurt by someone. How did you feel then? What caused that feeling? What did you want to happen instead? Now express your feeling and need using an I-message.”

Reflection and evaluation

Use the following questions to start a discussion:

1. Do you usually talk like that, use I-messages or not?
2. How did you feel when you practised using I-messages?
3. How would you feel if somebody would talk to you in a way that is described as “common response” in the exercise? And how if they used I-messages?

Instruction for trainers: When discussing I-messages with students, explain that it is not always easy to use them immediately. It is important for them to understand the logic behind I-messages – reflecting on their own feelings and letting the other person know how they feel. This way, they can understand that it is never too late to use I-messages and that they don’t need to follow strict rules for their construction.

Additional materials

Examples of situations for practicing I-messages for students:

Situation #1

One of the students from your class is making fun of you during Physical Education because you can't perform an exercise.

Common response: "Stop it, you idiot!"

I-message:

Situation #2

Your brother or sister borrows your favourite shirt and returns it dirty and torn.

Common response: "You ruined my shirt! Are you ever going to grow up?!"

I-message:

Situation #3

Your parents ask you several times each night if you have completed your homework.

Common response: "Lay off me!"

I-message:

I-messages (this should be revealed to students only after they have completed the exercise)

Situation #1:

I-message: "I feel very sad when you make fun of me because I can't perform the exercise. I would like you to show me how to do it."

Situation #2

I-message: "I am upset that my shirt is damaged because I can't afford to replace it. I would really appreciate the things I loan out to be taken more care of."

Situation #3

I-message: "I feel frustrated and annoyed when I am reminded over and over to do my homework. I am old enough now to complete my homework without reminders."

E4.3.1 Body and heart scan – Someone you care about

Rationale

The main purpose of the exercise is to train awareness as a fundamental part of self-and-social awareness, which is the basis for self-management and relational competence as well as intercultural competence. Physical and mindfulness exercises also play an important role in addressing empathy, friendliness and compassion, focusing on “just pay attention and accept, don’t judge or value the experience”. This way of gently relating to oneself affects one’s way to relate to others.

Focus on

Self-awareness, relational competence

Objective

The main focus in this exercise is again on the body and the sensations in the body. But in this exercise, we extend the awareness to also contain sensations in the area of the heart.

Materials

Speakers for relaxing music (optional)

Procedure

The trainer says:

“Place yourself in a comfortable position

Make a short scan through your body being aware of your sitting position.

How and where do you feel the contact with the chair?

Place your awareness in the pelvic area and notice the weight of your body.

Follow your spinal cord with your awareness all the way from the tailbone to the uppermost cervical vertebrae.

Move your awareness to the periphery of your body: your feet, your hands and your head.

Disperse your awareness on the periphery and the centre of your body at the same time. That means being aware of your head, feet, hands, spinal cord and the pelvic area.

Stay a moment here.

Notice your respiration as well.

Rest with your respiration - inhalation and exhalation.

Let your awareness dwell on your respiration for a while.

Now guide your attention to your chest and the area around your heart.

Maybe you can feel your heartbeat – or maybe you can't.

Maintain awareness on the heart area and notice how it feels.

Do you notice a specific mood?

Is there a feeling?

All you have to do is notice how it feels and what sensations there are around your heart area – there is no specific way it's supposed to feel.

It is perfectly OK if you're not noticing anything.

The important thing is that your awareness is directed towards your heart.

Now recall someone you care about. Notice how it feels in your heart. It can be someone from your family or a good friend.

Now let this loving sensation spread throughout your body, all the way to your feet, out into your fingertips and up to the roots of your hair.

Rest and notice how this feels."

E4.3.2 60:40 Exercise – A heart-warming moment

Rationale

As an introduction to the concept of 60:40 you can tell the students the following:

“The concept of 60:40 is a term that refers to a position where you keep 60% of your awareness within yourself and 40% on the present situation, on what is going on around you. In daily life, it is normal to only be consciously aware of what goes on in the surroundings, and not on our own reactions to events. We have now been working on exercises that can anchor oneself when under pressure or in a stressful situation. In reality when being together with other people you always have to have some of your awareness on what is going on around you, so the 60:40 principle is also active in these situations.

Through exercises, it is possible to practice this balance of being simultaneously aware of changes on the inside as well as on the outside. The following exercises are a way of working with this principle of 60:40”.

Focus on

Self-awareness, relational competence

Objective

The focus is on the awareness of oneself in a situation where we relate to others – being aware of your own experience, but also the experience of another person.

Materials

(No materials needed)

Procedure

The trainer explains:

“Find a partner.

Tell your partner a situation from the last two days where someone or something made you happy/in a good mood - a “Heart-warming-moment”

The partner is just listening to the story and at the same time feeling the area around the heart.

Switch roles

“Now think of and tell a new partner about an episode within the last two days where you did something heart-warming for someone else.”

Switch roles.

Afterwards talk with the students about how they were experiencing the exercises. *“How was it to keep an inner and an outer focus at the same time?”, “Was it difficult? - How? Why?”, “Could you gain something from being more aware of yourself or the other?”*

*Note to trainer

In this exercise, the anchor is the heart.

You can elaborate on this exercise by letting the students form a circle and encourage them to tell good stories they have heard from the others.

E4.4 On discrimination

Rationale

Discrimination is the act of treating someone less favourably than another person in a similar situation on the basis of age, religion, race, nationality, gender and so on. Because discrimination excludes certain groups and individuals from activities, rights and opportunities, these groups and individuals may feel resentful or hurt. If you are not the target of discrimination, sometimes it can be difficult to recognize it.

Focus on

Intercultural competence - Critical social and cultural awareness

Objective

To think critically about discrimination, recognize different ways in which discrimination limits individual potential and affects relationships between individuals and various groups in society and to identify emotions linked with discriminatory behaviour.

Materials

“Shapes of discrimination” activity sheet, activity cards “Examples of discriminatory behaviour in the school context”, pens/pencils

Procedure

1. Before you start the activity, explain what discrimination is and ask students to give some examples of discrimination. Try to encourage students to think of different kinds of discrimination (e.g. religious discrimination, ethnic discrimination, discrimination based on disability, gender discrimination, economic discrimination).
2. Students will watch a short video and reflect on how they understood it. Keep the discussion within the plot of the video (general discussion on the topic of discrimination is supposed to be made at the end of the whole activity).

Play the video from the link: <https://www.youtube.com/watch?v=BO6PQHGXnIk>

Possible questions for the class discussion:

1. What do you think the lady with the little girl was thinking while walking next to the man with a big bag?
2. What emotions could you recognize from her behaviour?
3. Why do you think the lady felt that way? Is it because *a man* was walking next to her or also because of something else?
4. Did you expect the situation to develop the way it did?
5. Were you surprised that the man with a briefcase was the one involved in the criminal activity?
6. What do you think the lady was thinking when she learned what was in the man's big bag?

3. Divide the class into groups of approximately 5 - 6 students and distribute one set of activity cards “Examples of discriminatory behaviour in the school context” to each group:

- In groups, students discuss whether the behaviours listed are examples of discriminatory behaviour or not and sort cards into the categories given on the template with different categories of discrimination - religious discrimination, ethnic discrimination, discrimination based on disability, gender discrimination, economic discrimination (see Additional materials). Tell students that some cards can be categorised in two or more categories (in that case, they should choose one of the relevant categories).
- After 10 minutes, ask students to report back to the class on whether the behaviours listed were all examples of discrimination or not and whether they found any of the examples difficult to categorise and discuss why.

4. Open up the discussion about the possible shapes of discrimination. Encourage students’ critical reflection on this topic and then broaden the discussion using the questions under Reflection and evaluation.

Reflection and evaluation

- What types of discrimination do you think are the most common? Why?
- What are the effects of discrimination on individuals? What are the effects on relationships between groups in society?

- How can discrimination be combated in school and society?

Exercise adapted from:

Racism. No Way! Copyright by State of NSW, NSW Department of Education and Communities
(<http://www.racismnoway.com.au/>)

Shapiro, D. (2004). *Conflict and Communication: A Guide Trough the Labyrinth of Conflict Management*.
New York, NY: Idea Press Books.

Additional materials

Examples of discriminatory behaviour in the school context

Cut along the lines to make a set of cards

telling jokes about Roma people	making fun of people's clothes or food	writing offending notes about girls
making stereotyped statements about one's limited physical abilities	refusing to hang out or study with Muslim students	refusing to sit next to a student in a wheelchair
making stereotyped statements about someone's financial situation	making assumptions about people's abilities or preferences based on their family background	ridiculing people's accents or names
allocating tasks to students according to their family background	not allowing students to speak their first language at school	picking on or bullying students with reduced vision
lower educational outcomes for poor students	teachers having lower expectations of students coming from poor families	writing graffiti or slogans directed against Jewish people



excluding boys from social groups	saying “Why don’t you go back to where you came from?”	mimicking the moves of people in a wheelchair
teachers allocating different tasks to boys and girls	laughing at a sexist joke	making fun of the physical appearance of people from different countries
making judgements about a person’s language ability according to his or her accent	excluding peers from social groups based on their physical abilities	teachers using examples that show stereotyped views of girls or boys
forcing students to participate in activities that conflict with their faith	not reporting discriminatory behaviour (towards another student) to a teacher	picking on or bullying poor students
making generalisations about boys’ abilities or preferences	making assumptions about family values of people from Arabic countries	intimidating behaviour towards students from low income families e.g. threatening, patronizing
ignoring discriminatory behaviour on the playground	higher rate of school suspension among boys	refusing to sit next to poor students

RELIGIOUS DISCRIMINATION	GENDER DISCRIMINATION
ECONOMIC DISCRIMINATION	DISCRIMINATION BASED ON DISABILITY
ETHNIC DISCRIMINATION	OTHER



Hand in Hand

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Module 5

Self-management & decision-making



Agenda

Duration	Activity	Category
5'	Chair exercise	Icebreaker
35'	Positive self-talk	Self-management
5'	Movement and breath, sitting or Grounding exercise	Self-awareness
5'	Break	
30'	Decision-making wheel	Decision-making
10'	Body scan	Self-awareness
5'	Wrap up of the programme, reflecting on the programme	Closing activity

Exercises

E5.1 Chair exercise

Procedure

Place yourself in front of a chair.

Stand up on the chair and get down on the floor as many times as possible within the next minute.

Then you do ONE round – standing up on the chair and getting back on the floor one time – within a minute, you have to move the entire time.

Now repeat this with your eyes closed, again spend the entire minute on one round.

End the exercise by sitting down on the chair.

Notice your body.

Notice your feet, your hands, your face and neck.

Notice your breathing.

Notice your heart.

Notice your body, your breathing and your heart at the same time.

E5.2 Positive self-talk

Rationale

In our everyday lives, we are constantly noticing and interpreting situations we are in, including our thoughts, feelings and actions. Our interpretations of the world around us influence how we feel about any given situation, and how we feel about ourselves. Psychologists call this inner voice “self-talk,” and it includes our conscious thoughts as well as our unconscious assumptions or beliefs.

Sometimes our self-talk is realistic, positive, motivating and makes us feel better (e.g. “I will prepare for the upcoming sport activity” or “I’m really looking forward to meeting a friend this afternoon”). Sometimes our self-talk is negative, unrealistic or self-defeating, and it usually makes us feels worse (e.g. “I will get a bad mark on the upcoming exam.”, “My colleagues do not like me”).

Luckily, with practice, we can learn to notice our own negative self-talk when it is happening, and we can consciously change it. This exercise can support the development of positive self-talk.

Focus on

Self-management

Objective

To practice positive self-talk.

To gain awareness of one’s own self-talk and to learn new adaptive and positive ways of framing thoughts about oneself.

Materials

Whiteboard and markers.

Procedure

1. Explain what self-talk is to students. (“Self-talk: the act or practice of talking to oneself, either aloud or silently and mentally”). Tell them that we all experience silent self-talk in our minds, during our everyday lives, but that we are not aware of it very often. Some of us might even have silent self-talk right this moment, thinking, “This is interesting.”, “What is self-talk?”, “I am tired.”, “What will I do after school?”

2. Have students sit in a circle and instruct them that we will sit in silence for two minutes, with our eyes closed. Tell them to observe their self-talk, their thoughts and whatever is going on in their mind. Tell them that there are no expectations on what they should think about, that they should just observe what is going on in their mind, to observe their thoughts.
3. After two minutes in silence, ask students to open their eyes and share the self-talk that they observed inside their own minds with a partner. After a short discussion in pairs, ask if some of them would like to share their self-talk with the group. Repeat to them that there are no right or wrong answers. Write their answers on the whiteboard.
4. Tell the students that some of our self-talk is positive or neutral, which usually makes us feel better, and some of it is negative, which usually makes feel worse. Ask the students to categorize the answers you charted into those that might make the person feel better and those that might make the person feel worse.
5. Sometimes our thoughts are focused on a real mistake or problem that needs to be addressed. Negative self-talk about this might include criticising ourselves. Positive self-talk could include thinking about how we can address the problem and reminding ourselves that making mistakes is a part of life and doesn't make us "bad."
6. Let students know that they have the power to change their self-talk if it is making them feel worse. One way to do this is to shift their interpretation of a situation from negative to neutral or positive.
7. Introduce a brainstorming exercise to students. Give them handouts with examples of situations and let them brainstorm possible positive and negative self-talk responses. Let them work in groups of three for 5-10 minutes – one person reads the situation, one comes up with an example for positive self-talk, and one for negative self-talk (they should share the self-talk within their small groups). After that, discuss their answers in a larger group.

Additional materials

Situation #1

You are looking for a place to sit during breaktime in school and approach a group of students sitting in the circle. These students are unwelcoming and one of them says, "We don't have any room for you" – even though there is some free space.

- Negative Self-Talk:
- Positive Self-Talk:

Situation #2

You have an important question for the teacher, but the teacher tells you that he/she doesn't have time to answer it.

- Negative Self-Talk:
- Positive Self-Talk:

Situation #3

You and your sibling are fighting over which music to listen to in the room you share. Your parent comes in and yells at you, although your sibling started the fight.

- Negative Self-Talk:
- Positive Self-Talk:

Situation #4

You've just received your grade for the final math test. You got a bad mark, even though you usually do well in math.

- Negative Self-Talk:
- Positive Self-Talk:

Reflection and evaluation

1. Close the session by asking students to share some positive self-talk that they might use to make themselves feel better when they are worried, scared, sad or angry.

E5.3.1 Movement and breathing, sitting

Rationale

The focus in this exercise is again on the body and the sensations in the body. But with this exercise we also focus the awareness on breathing and the sensations associated with it. Being aware of one's breathing activates the parasympathetic nervous system and regulates the level of stress. That means that awareness on breathing is an important component in the training of self-management.

Focus on

Self-awareness

Objective

In this exercise, we increase the extent of awareness to contain the movement of breathing and the sensations related to it.

Materials

(No materials needed)

Procedure

Place yourself on the floor or on a chair

Feel your sitting bones and the balance between the left and the right part of your body

Place your hands on the floor or if sitting on a chair let your arms hang beside the chair

Lift your arms to the level of your shoulders and breathe in

Gather your hands in front of your heart, breathe out

When pausing between inhaling and exhaling, move your chin to your chest and move your hands to your neck

Stretch your arms to the ceiling, look at your hands and breathe in

Breathe out and move your hands back to the starting position

Do this sequence for a couple of times

Pay attention to the coordination between breathing and movement

Finish the physical part of the exercise and sit for a moment and sense the impact of the exercise

How do you sense your body? Are there parts that you sense differently from others?

And how is your breathing? Where in the body do you feel your breath?

**Note to trainer*

This exercise could also be done in a standing position.

E5.3.2 Grounding exercise

Rationale

The main purpose of the exercise is to train awareness as a fundamental part of self-and-social awareness, which is the basis for self-management and relational competence as well as intercultural competence. Physical and mindfulness exercises also play an important role in addressing empathy, friendliness and compassion, focusing on “just pay attention and accept, don’t judge or value the experience”. This way of gently relating to oneself affects one’s way to relate to others.

Focus on

Self-awareness

Objective

To be aware of the body exercising in a standing position

Materials

(no materials needed)

Procedure

The trainer can start up with the following argumentation:

“We will now work in a practical way with self-awareness and self-management. We will train the ability to notice and recognise different areas of oneself. Self-awareness is a broad term that covers different levels and functions of the self. It can be an awareness of how and what we sense in the body, how our emotional life is felt or how the condition of our mind is – e.g. “do we have a lot of thoughts or is it quieter?”

To train self-awareness is to direct the awareness one way or the other from being focused on the outside to focus on the inside: on the senses, the feelings, the thoughts, the ideas etc. It is to put the awareness on how you capture and interpret all the impulses that you receive every moment.

The first exercise focuses the awareness on the body. It can be easier to sense the body when in movement so we will do that. The exercise is also a grounding exercise. The grounding part helps to focus the awareness on one self. But it is also a way of training self-management.”

The trainer shows and says:

“Place yourself on the floor, feet parallel, hip width apart.

Bend your knees as much as you can without lifting your heels.

Stay here for a moment.

Lift your heels so you move to the tip of your toes. Your knees are still bent.

Stretch your legs.

Stay here for a while.

Lower your heels.

Feel the ground underneath you, and the connection between the floor and your feet.

Do this little sequence a couple of times at your own pace.

Then do it the other way around.

Lift your heels so that you stand on your toes.

Bend your knees still standing on your toes.

Lower your heels, knees still bent.

And stretch your knees coming back to a standing position.

Do this a couple of times at your own pace.

E5.4 Decision-making wheel

Rationale

The development of effective decision-making skills is of crucial importance for children and young people. The ability to make informed decisions and rational choices about one's life, social interactions, education and health based on values and ethical standards, realistic evaluation of consequences, including ones related to safety is an important prerequisite for the well-being of self and others. Children with poor decision-making skills are prone to a number of emotional, behavioural and interpersonal problems, while those with improved decision-making skills demonstrate more prosocial behaviours (Weller, Moholy, Bossard & Levin, 2015). Studies show that the programs that enable active participation in the focused activities can significantly improve decision-making skills in children (Payton, Weissberg, Durlak, Dymnicki, Taylor, Schellinger, & Pachan, 2008).

Focus on

Decision-making

Objective

To master a decision-making strategy that will enable students to consider various options and the consequences of those options and select the best option in light of the expected consequences.

Materials

A "Decision-making Wheel" sheet

Paper and pen

Procedure

1. Ask the students: *What was the most important decision you had to make lately?* (for example, in Croatia it would probably be deciding which high school to go to).
How did they make a decision? Did they use any strategies, do they usually consider possible consequences etc.
If they still haven't decided, how come?
Have they ever made a decision that resulted in unwanted consequences?

2. Distribute the activity sheet: *Decision-making wheel* to each student. Follow the steps on the wheel and introduce the steps in the process of decision-making: defining the problem, identifying options, identifying possible consequences, clarifying the consequences in light of one's feelings, seeking help when needed and, finally, reaching a decision.

Read the following scenario and distribute it to the students or have it written on the blackboard:

During the school break, you notice three students from your class bullying another student (calling him names, making fun of him, pushing him around and throwing around his school bag).

Using the Decision-making wheel discuss the following questions with the students and write their answers to the board:

1. Will you help the bullied student?
2. What can you do?
3. What do you think are the possible consequences of these choices for you and others?
4. How do you feel about the situation?
5. Will you ask someone for advice? Who can help you?
6. What is your decision?
7. Why is this decision the best option, why is this a right decision for you?

Reflection and evaluation

What have students learned about the decision-making process?

Ask them to think about the decision they have made or have to make in their life right now.

Is there something they didn't take into account while making the decision? What would they do differently now that they have learned about the process of decision-making?

What did they do well?

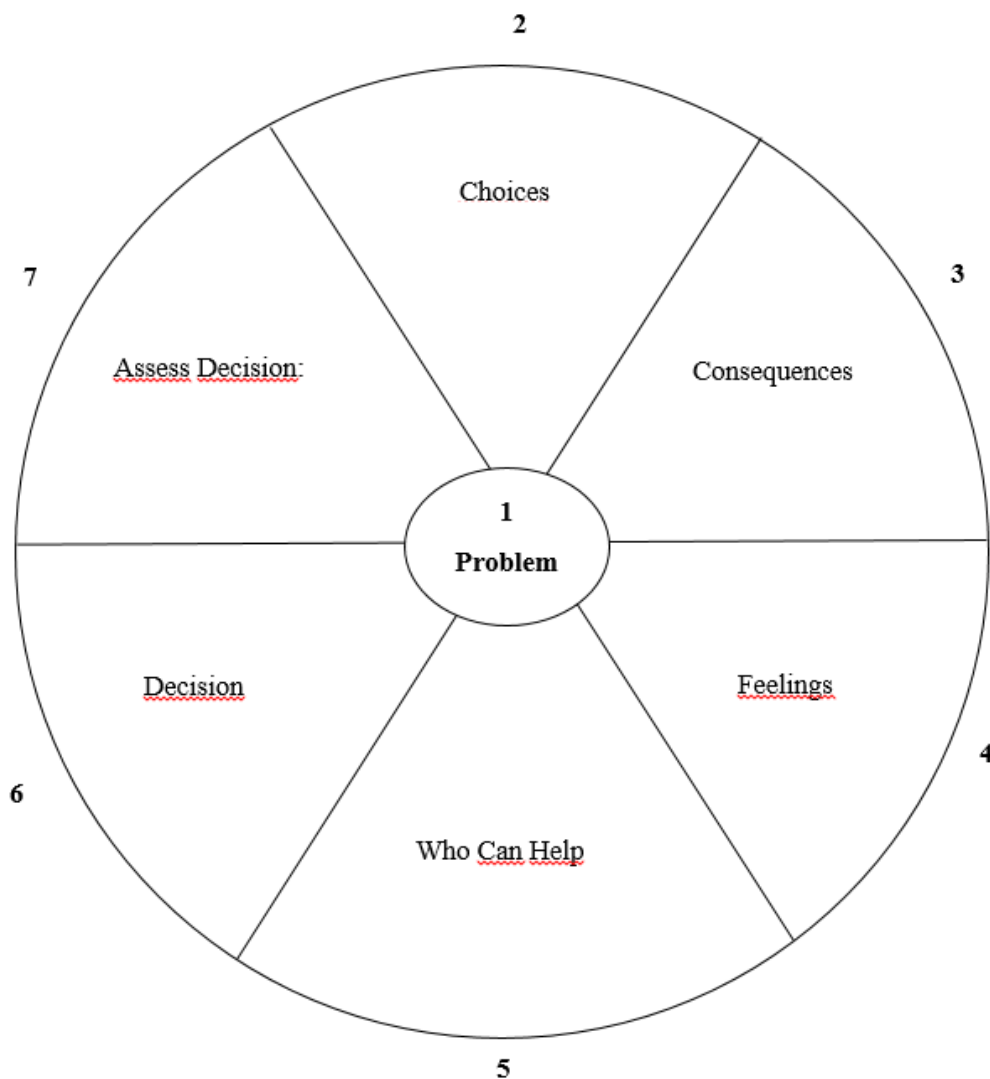
Adapted from: Thinking Wisely - Decision Making Wheel - Australian Blueprint for Career Development (2008). Department of Education

Additional materials

ACTIVITY SHEET

Decision-Making Wheel

This wheel can help you make better choices in your life. When you have an important decision to make, start by stating the problem in the hub of the wheel. Next, move through the 7 choices, one by one. You can use the wheel to note down your choices, possible consequences and feelings that can guide you through making your decision.



E5.5 Sitting body and breathing scan

Rationale

The focus in this exercise is again on the body and the sensations in the body. With this exercise, the extent of awareness increases to also contain the movement of breathing. Being aware of one's breathing activates the parasympathetic nervous system and regulates the level of stress. That means that awareness on breathing is an important component in the training of self-management.

Focus on

Self-awareness

Objective

The focus in this exercise is again on the body and sensations in the body. But in this exercise, we increase the extent of awareness to contain the movement of breathing and the sensations related to it.

Materials

Speakers for relaxing music (optional)

Procedure

Instruction for the trainers: The trainer should be sitting among the students during this exercise (on the floor or on a chair). The trainer should tell the students to close their eyes. Relaxing music can be used during this exercise (optional).

Instructions:

“In this exercise, the focus is on bringing awareness on the body and breathing when sitting still. It enhances the ability to recognise the impulses received in the moment and how we interpret and categorise these impulses. This exercise is helpful for both the development of self-awareness and for self-management. When in stressful situations we often react impulsively without really knowing what made us do or say as we did. Afterwards we look at the situation wishing that we had reacted differently.”

Training this exercise regularly when in peace we create a habit or a pattern that can be remembered when in a stressful situation. Turning the awareness inwards creates a small pause and a small distance to the situation, that can offer a possibility to find a better or more conscious reaction to the situation”.

And the exercise:

“Place yourself comfortably in your chair.

Notice how the chair supports your body the backside of your legs your buttocks and perhaps your back.

Notice the weight of your body.

Notice how the chair welcomes your weight.

Follow your spinal cord with your awareness all the way from the tailbone to the uppermost cervical vertebrae.

Notice the curvature of your spinal cord. And notice how the spinal cord is keeping you in an upright position.

Be aware of your feet. You can move them a little bit if you like. And notice how your feet are placed in contact to the floor. Be aware of the temperature in your feet and of other senses.

Move to your hands with your awareness. How do you sense your hands? Where have you placed your hands and how do you sense the contact between your hands and wherever they are resting – the area of contact? Feel the weight of your hands and notice how your hands are being met by something else.

Now shift your awareness to your head.

Feel your face, forehead, temples, the area around your eyes, your jaws, lips and neck.

Notice how the head is placed like a ball on top of the spinal cord. You can move your head around a bit and position it exactly on top of your spinal cord.

Now see if you can disperse your awareness and focus on your head, feet, hands and spinal cord.

This way you will focus on the centre of your body and at the periphery of your body at the same time.

Stay like this for a few minutes.

Notice your breathing. Notice how you inhale and exhale.

Notice how your breathing makes your body move: stomach, chest, diaphragm or elsewhere.

Notice the pace of your respiration. Is your breathing fast or slow?

Notice if your breathing comes in abrupt bursts or in a smooth, continuous movement.

Notice if your breathing has shifted since you began this exercise. If it has shifted, then how does it differ from when you began the exercise?

Remember, there are no right or wrong answers – your respiration is as it is.

Perhaps you will now notice that there is a pause between inhalation and exhalation. A brief moment that is absolutely quiet.

Breathe in – pause – breathe out – pause. Stay with this for a few minutes.”

E5.6 Evaluation

Evaluation of the entire training

What was inspiring?

What was challenging?

What did you learn?

Or maybe some other questions that you as trainers find more relevant...



Hand in Hand

Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)



Co-funded by the
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Extra Exercises

Clap the body

The group is standing in a circle - with a bit of space between members.

Everybody bends over and claps their ankles on the outside.

Clapping upward at the outside of the leg, clapping downward at the inside of the legs. Several rounds can be taken - varying the speed.

As you come to the hips again clap your buttocks. Try with clenched fists.

Then sensitively clap your belly.

Your chest.

And your arms - take several rounds clapping your arms.

Then clap your shoulders.

Sensitively your face and finally the top of your head.

Reflections on your mood

Rationale

The purpose of the exercise is to become aware of one's own perspective and pattern of behaviour. And an inner awareness of what we for ourselves bring into the room and the relationships that we are in.

Focus on

Self-awareness

Objective

A short inner exercise focusing on your mood

Materials

(No materials needed)

Procedure

The trainer:

“Place yourself comfortably on your chair

What mood are you in right now

Simply observe the mood and acknowledge it right as it is

Now connect with your breathing, pay attention to it

To help maintain focus on your breathing it might help to say:

inhale, pause, exhale, pause

Do it approximately 10 times

Now shift your awareness to the periphery of your body

Start by sensing your feet

Move them about and try to notice them from the inside and sense how they feel right now

Shift your awareness to your hands

Bend and stretch your fingers a few times

And notice how it feels inside your hands right now

Finally shift your awareness to your throat, neck and head

Notice how these areas feel

Don't try to change anything

Just notice and acknowledge the respiration and the sensations of your feet, hands, head and throat

To end this exercise once again notice your general mood as it is right now

Is it the same? Or has it changed

After the next exhaling the exercise is over”

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