

Summary Table

Title	Audience	Overview	Evaluation & Reflection
My Own Newspaper Cover	<ul style="list-style-type: none"> • Children 10-12 years old 	<p>The goal of this Activity is to have children turn their attention inwards and use the material provided to present themselves through a newspaper cover.</p> <p>Main Skill: Self-Awareness</p>	<p>At the end of the activity, a “gallery” of newspaper covers is created; the children walk around the room all together; each one presents his work to the rest and they all learn more about each other. It is a very good team building exercise, as well as a very good chance to introduce each member to a team.</p>
Brainstorming	<ul style="list-style-type: none"> • Children 10-12 years old 	<p>This Activity aims to help children understand the kinds of relationships that exist and that we create throughout our lives and be able to identify the components of good and bad relationships. An important aspect is the ability to recognize and understand the social factors that affect relationships.</p> <p>Main Skill: Healthy Relationships</p>	<p>Make a discussion with children about their feelings and thoughts. Identify if they understood the meaning of gender-based violence and gender equality and what did they learn about a good and a bad relationship.</p>
Vote with your feet	<ul style="list-style-type: none"> • Children 10-12 years old 	<p>This Activity aims to identify ways to deal with violence within relationships and to explore possible solutions regarding this. Also, to identify possible obstacles and how they can protect themselves as well as others from violence within relationships.</p> <p>Main Skill: Healthy Relationships</p>	<p>Through discussion we try to help children realize the choices and help they have. .</p>
Empathy and Active Listening	<ul style="list-style-type: none"> • Children 10-12 years old 	<p>Ask the students to write down what makes them worried and reflect on that emotion as a method to actively observe their emotions and the emotions and/or social cues of others.</p> <p>Main Skill: Social Skills</p>	<p>This Activity will help children to understand other’s emotions and be able to be in another person’s shoes by assisting children in effectively identifying their own emotions.</p>
Conflict Resolution and Resisting Peer Pressure	<ul style="list-style-type: none"> • Children 10-12 years old 	<p>Using scenarios regarding bullying enable participants to empathize and speculate how such an</p>	<p>By the end of this Activity the participants should be aware that with effectively resolving conflicts in</p>

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		<p>occurrence might make someone feel and react.</p> <p>Main Skill: Social Skills</p>	<p>a group, leads to the development of strong relationships that are based on mutual understanding and respect.</p>
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Activities for Life Skills Module

Title: Vote with your Feet	
Duration:	45 minutes
Audience:	10-12 Years Old
Objectives:	<p>The main goal of this Activity is to enable the participants to find ways to deal with violence in relationships and explore possible solutions. To be able to identify the obstacles that often make it difficult for people to oppose violence in relationships (non-recognition of violence, fear, isolation, no system support, they do not know what to do / what to do etc.) By the end of this activity the participants will gain knowledge on how they can protect themselves and others from violence in partnership.</p> <ul style="list-style-type: none"> • Main Skill: Healthy Relationships • Communication • Self-Awareness • Resilience
Instructions:	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Tabs with options A, B, C, D to be posted in the four corners of the classroom • Scenarios <p><u>Instructions:</u></p> <p>We give some scenarios and ask volunteers to present them. We then read to the participants some statements about the different ways of reaction which people who are faced violence in their relationships can use. We have previously posted the A, B, C, and D options in the four corners of the class. In</p>



each case, four possible "solutions" or ways of reaction will be given. Each possible solution corresponds to one of the corners of the classroom. Option (a) corresponds to the corner indicated by (a), option (b) corresponds to the corner indicated in (b), and so on. Participants are invited to take position and move to the corner of their choice. Once the possible 'solutions' for one case have been read, each participant has to 'take a stand' in the relevant corner of the room. All participants must take their seats. If some are not sure they can stand in the 'Something else' option. Invite participants to explain why they chose to stand there. Try to create a debate between them by challenging their arguments. The goal is to present concrete 'hard-hitting' arguments to persuade the 'rivals' that this possible solution is 'right'.

Questions for discussion:

- What kind of violence do they recognize in each scenario?
- Why do they think they have behaved like the protagonists?
- What do they want to achieve with their behavior?
- How do the actors feel?
- Is it really easy to talk to a young person with their parents about what's going on? What can prevent them from doing so?
- Is it really easy to talk to a young person with a Counselor or a teacher of what's happening? What can prevent them from doing so?
- Is it easy to simply separate from someone to get rid of the problems in your relationship? Why? Why not?
- Can friends help in such cases? More way?
- Would you trust your friends' advice? Why; Why not;
- Is it easy to talk to your partner about the problems in your relationship? Can communication help or change anything?
- A complaint could be made somewhere to help the individual manage what is going on.



Scenarios:

1. Natalia and Martha are very good friends. Martha and her family moved to another area so Martha changed school. In the new school, Martha is quick to make friends with her new classmates. Martha still continues to hang out with Natalia and talks to her about her new friends. Indeed, she has spent time with them sometimes in the cinema or on a walk. Natalia tells Martha that she is the only friend of hers because they know each other for years and is constantly complaining when Martha talks to her new friends outside of school. Martha feels bad but says that Natalia behaves so because she loves her. How do you think Martha must react?

- a. Talk to Natalia about her behavior and how she makes her feel
- b. Ignore Natalia. Over time, she will accept it
- c. Talk to her friends to advise her
- d. Something else

2. Anna and Kostas have a relationship, but after a few weeks Kostas has no frequent contact with her. Sometimes he does not answer Anna's messages until the next day. Anna is constantly sending messages to him and she calls him until he answers. Anna wants to know what's going on. So, she asks Kostas to give her the password for his Facebook's account, telling him that couples have to share everything and have no secrets. Kostas refused and so Anna was very angry, telling him that he did not really love her and that if he loved her, he would give her his password.

How do you think Kostas must react?

- a. Talk to Anna explaining how he feels with the pressure she puts on him and set out his limits



- b. Give his code to Anna.
- c. Break up with Anna since she does not trust him.
- d. Something else

3. Maria is the new student in the school because she came from another city. At school there are many negative comments about Maria. Many boys and girls don't speak to her because she is new and they don't trust her. Most girls avoid her and don't share things with her. Eleni, a classmate, approaches Maria and tries to get to know her better. The rest of the girls and boys tease Eleni for this.

How do you think Eleni must react?

- a. Stop being friendly with Maria
- b. Explain to other children that excluding Maria is not right
- c. Speak to the teacher
- d. Something else

4. Katerina is the eldest child of the family and the only daughter. Her parents work long hours each day and return home at night. They ask Katerina to clean the house when she returns from school so she hasn't time for her homework. When she doesn't clean the house, they shout at her and tell her not to repeat this to anyone. Katerina feels pressure and believes her homework is more important.

How do you think Katerina must react?

- a. Explain to her parents how she feels
- b. Ignore them
- c. Talk to her teacher

	d. Something else
Evaluation & Reflection:	<p>Through discussion we try to help children realize that the best choices about their response need to include:</p> <ul style="list-style-type: none"> - Positive claim and assertive behavior. They need to do something, and they can't ignore the facts. The cycle of violence stops only by intervention. - As hard as it may be, talk to an adult if the issue is serious. - Use positive communication (explain how and what) to solve conflicts and to solve problems in their relationship. - Friends are a good support and it is important to ask their help. But friends cannot always advise us properly about how to react. Especially in serious cases it is important to engage an adult



Title: Empathy and Active Listening	
Duration:	45 minutes
Audience:	10-12 Years Old
Objectives:	<p>This Activity is especially designed in order to help children understand other's emotions and be able to be in another's person's shoes by assisting children in effectively identifying their own and other's feelings. By focusing more on understanding others' feelings and the conditions they might experience, children may increase empathy to others' conditions that will lead to the development of more healthy relationships among individuals (Ioannidou & Konstantikaki, 2008).</p> <ul style="list-style-type: none"> • Main Skill: Social Skills • Communication • Empathy • Self-Awareness
Instructions:	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Post-It Notes • A Hat (or a Box) <p><u>Instructions:</u></p> <p>Ask children to write in 1 word a title of what makes them worried. Ask them then to write 2 lines under their title to describe their worry and to put their post-it note in the hat. The facilitator asks each participant to pull a post-it from the hat and read it aloud. Do not elicit any feedback or comments from the group. Remind them to "Just Listen".</p> <p>When all post-it notes are read, the facilitator ask the class to discuss:</p> <ol style="list-style-type: none"> 1) What did you find common?



	<p>2) How do you feel?</p> <p>3) Was it easy to just listen and understand how the other person felt?</p> <p>4) How did you feel when others just listen to your worry?</p> <p><u>Optional:</u></p> <p>Ask children to write in 1 word a title of what makes them excited.</p> <p>Ask them then to write 2 lines under their title to describe their excitement and to put their post-it notes in the hat. The facilitator asks each participant to pull a post-it from the hat and read it aloud. Do not elicit any feedback or comments from the group. Remind them to “Just Listen”</p> <p>When all post-it notes are read, the facilitator ask the class to discuss:</p> <p>1) What did you find common?</p> <p>2) How do you feel?</p> <p>3) Was it easy to just listen and understand how the other person felt?</p> <p>4) How did you feel when others just listened to your worry?</p>
<p>Evaluation & Reflection:</p>	<p>Encourage students to understand other’s emotions and feelings. Ask students to listen carefully when other’s talk to them in order to understand how the other person feels. Initiate a conversation around the notion of “Empathy”.</p>

References:

<https://www.icebreakers.ws/medium-group/fear-in-a-hat.html>

<http://www.holliseaster.com/p/fears-in-a-hat/>



Title: Conflict Resolution and Resisting Peer Pressure	
Duration:	45 minutes
Audience:	10-12 Years Old
Objectives:	<p>By effectively resolving conflicts in a group leads to the development of strong relationships that are based on mutual understanding. This exercise embraces the expression of different opinions that will lead to an effective collaboration among members.</p> <ul style="list-style-type: none"> • Main Skill: Social Skills • Communication • Empathy • Self-Awareness
Instructions:	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Large Flip Chart or a Large Piece of Paper • Colored Markers • Post-It notes • Scenario Handouts (Annex & References) <p><u>Instructions:</u></p> <p>Provide Scenario(s) of bullying and ask everybody to read it silently for 2 minutes. Divide the class into smaller groups of 3-4 members. Ask each group to take colored markers and separate their flip chart paper in 3 parts and title each part as (“ME” “TOGETHER” and “YOU”). Ask each member of the group to write on a post-it “how does it make you feel” and “what will you do” and then place it on the “ME” part. Ask them to work with the other members of the group to write on post-its together “what will you do as a group” and place their answers in the “TOGETHER” section. Finally, ask all</p>



	members of each group to provide answers on post-it's to "What will you advice the person/victim to do?" and place their answers on the "YOU" part.
Evaluation & Reflection:	<p>Encourage students to discuss the activity and what they learnt through it. You can use the suggested questions provided below:</p> <ul style="list-style-type: none"> - How did you feel about the activity? - Did you find some difficulties to answer? - Was it easier to find solutions with the group than by yourself?

References:

<http://www.eyeb.coe.int/composito/chapter 4/pdf/4 8.pdf>

Examples of Bullying Scenarios can be found in the work of: Flowers, N., Brederode Santos, M. E., Claeys, J., Fazah, R., Schneider, A., Szelényi, Z. (2007). *Composito: Manual on human rights education for children* (2nd ed.). N. Flowers (Ed), Budapest: council of Europe, Directorate of Youth and Sport.



Scenario 1

Three of your (female or male) classmates are calling you names and persuade other kids in the class to stop playing with you in the school yard. What should you do?

