

## Summary Table

Title	Audience	Overview	Evaluation & Reflection
<b>My Buttons</b>	<ul style="list-style-type: none"> <li>• Children 8-9 years old</li> </ul>	<p>This Activity aims to help children realize that we all have our “buttons”, i.e. that specific events act as triggers for negative feelings.</p> <p><b>Main Skill: Self-Regulation</b></p>	<p>Through discussion, the facilitator should help the children identify the events which act as triggers for negative feelings. The facilitator should highlight the “chain effects” of upsetting incidences, i.e. the thoughts, feelings and behaviors that follow and initiate a conversation about similarities and differences in personal triggers and brainstorm ways to handle similar situations in the future.</p>
<b>Positive Gossip</b>	<ul style="list-style-type: none"> <li>• Children 8-9 years old</li> </ul>	<p>The goal of this Activity is to make children familiar with the idea of “public self”, i.e. how others see them, and does so in a positive way.</p> <p><b>Main Skill: Self-Awareness</b></p>	<p>At the end of this Activity the facilitator is advised to initiate a conversation about the concept of self and especially about the public self and how we feel when we were listening to the others describing us in a positive way,</p>
<b>Brainstorming</b>	<ul style="list-style-type: none"> <li>• Children 8-9 years old</li> </ul>	<p>This Activity aims to help children understand the different kinds of relationships that exist and that we create throughout our lives. In addition, the participants will be able to identify the components of healthy and unhealthy relationships. Moreover, the activity will focus on social factors and how they affect relationships in general.</p> <p><b>Main Skill: Healthy Relationships</b></p>	<p>Initiate 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 healthy and unhealthy relationships.</p>
<b>Find a Solution</b>	<ul style="list-style-type: none"> <li>• Children 8-9 years old</li> </ul>	<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><b>Main Skill: Healthy Relationships</b></p>	<p>Through discussion we try to help children realize the choices and help they have.</p>

<b>Verbal and Non-Verbal Interactions</b>	<ul style="list-style-type: none"> <li>• Children 8-9 years old</li> </ul>	<p>This Activity enhances children's verbal and non-verbal communication skills. In addition, it will give them the capacity to understand that verbal as well as non-verbal cues are interconnected and crucial to achieve an effective interaction.</p> <p><b>Main Skill: Social Skills</b></p>	<p>By the end of this Activity the participants will be more aware about verbal and non-verbal cues and will be able to observe them in others and improve their social interactions in general.</p>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>• Children 8-9 years old</li> </ul>	<p>By using commands, the team will try to lead the blindfolded member to the hidden treasure.</p> <p><b>Main Skill: Social Skills</b></p>	<p>The purpose of this Activity is to demonstrate to the participants the importance of "trust" in our social communications, interactions and relationship.</p>
<b>Emotional escalations</b>	<ul style="list-style-type: none"> <li>• Children 8-9 years old</li> </ul>	<p>The goal of this game is to help children realize that there is a grading in emotional experience; emotions have similarities and differences in terms of quality and/or intensity; this will help them identify their own emotional states and accordingly regulate to avoid emotional escalations.</p> <p><b>Main Skill: Self-Regulation</b></p>	<p>We discuss about emotions and how they can feel stronger or weaker at times. Also, we highlight that emotions come and go and that's normal and we talk about how things start and then stop, how feelings come, escalate and go.</p>



## Activities for Life Skills Module

### Activities for Children 8-9 Years Old

Title: <span style="float: right;">My Buttons</span>									
<b>Duration:</b>	45-50 minutes								
<b>Audience:</b>	Children 8-9 Years Old								
<b>Objectives:</b>	<p>The goal of this activity is to help children realize that we all have our “buttons”, i.e. that specific events act as triggers for negative feelings. In that way they will be able to better regulate their own feelings and behaviors and be aware and respectful of other people’s feelings and vulnerabilities.</p> <ul style="list-style-type: none"> <li>• <b>Main Skill: Self-Regulation</b></li> <li>• Self-Awareness</li> <li>• Empathy</li> <li>• Respect</li> </ul>								
<b>Instructions:</b>	<p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"> <li>• Colorful Post-Its</li> <li>• Pens / Pencils</li> <li>• “Buttons” cards / post-its</li> </ul> <p><b><u>Instructions:</u></b></p> <p>The facilitator should create “buttons” of upsetting events by writing the following phrases on colored paper plates:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">- <b>Not getting my way</b></td> <td style="width: 50%;">- <b>Not getting something what I</b></td> </tr> <tr> <td>- <b>My body is hurt</b></td> <td><b>want</b></td> </tr> <tr> <td>- <b>Being called names or</b></td> <td>- <b>Personal space invaded</b></td> </tr> <tr> <td><b>teased</b></td> <td>- <b>Being criticized</b></td> </tr> </table>	- <b>Not getting my way</b>	- <b>Not getting something what I</b>	- <b>My body is hurt</b>	<b>want</b>	- <b>Being called names or</b>	- <b>Personal space invaded</b>	<b>teased</b>	- <b>Being criticized</b>
- <b>Not getting my way</b>	- <b>Not getting something what I</b>								
- <b>My body is hurt</b>	<b>want</b>								
- <b>Being called names or</b>	- <b>Personal space invaded</b>								
<b>teased</b>	- <b>Being criticized</b>								



	<ul style="list-style-type: none"> <li>- <b>Having to do something I don't like</b></li> <li>- <b>My feelings being discounted</b></li> <li>- <b>Something being taken away from me</b></li> <li>- <b>Being confronted about doing something wrong</b></li> <li>- <b>Somebody breaking their promise to me</b></li> <li>- <b>Sarcastic remarks</b></li> </ul> <p>Make available colored plates and pens for children to create their own "buttons" if required.</p> <p>Wonder around the room and pick a "button" of yours, i.e. an occasion that when occurs it makes you feel bad. When you find one raise your hand and wait for your turn to share it with the rest of the class. After sharing it aloud, please go and stick it on that wall and ask the other children to raise their hand if that button is theirs too. Write on the plate the number of children that raised their hand. If you have a button that is not already there, please feel free to create it and share it with the rest of the class.</p>
<p><b>Evaluation &amp; Reflection:</b></p>	<p>As children share their "buttons", ask for the emotions that followed the incidence, do all children that share the same button agree on the negative emotion? Highlight the "chaining effects" of upsetting incidences, i.e. the thoughts, feelings and behaviors that follow; could they have reacted otherwise? Talk about similarities and differences in personal triggers and brainstorm ways to handle similar situations in the future.</p> <p>Indicative triggers of negative emotions: 1) Body: someone hits or does physical harm to your body, 2) Property: someone takes or breaks your belongings, 3) Values: someone acts in ways that are inconsistent with what you believe (e.g. justice, honesty, respect), 4) Self-esteem: someone discounts you, teases you or says something untrue about you or makes you feel ashamed, 5) Guilt: you did something wrong and got angry when confronted, 6) Unmet expectations: you didn't get what you wanted.</p>



Title: Positive Gossip	
<b>Duration:</b>	45-50 minutes
<b>Audience:</b>	Children 8-9 Years Old
<b>Objectives:</b>	<p>The aim of this activity is to introduce to children the notion of “public self”, i.e. how others see them, and does so in a positive way.</p> <ul style="list-style-type: none"> <li>• <b>Main Skill: Self-Awareness</b></li> <li>• Self-Regulation</li> <li>• Communication</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Chair</li> <li>• Empty sheets of paper</li> <li>• Pencils</li> </ul> <p><b><u>Instructions:</u></b></p> <p>Prepare a chair that faces the wall, as well as papers and pencils near-by; the rest of the team sits behind this chair.</p> <p>“We will all, in turns, sit on this lonely chair there. As each of us sits, the rest will pretend that s/he is not in the room and we will discuss about her / him. But everything we say should be good and positive. For example, what we admire in her/him; something really good s/he has done lately; her/his greatest talent; something s/he did that inspired or surprised us, a good idea s/he shared; her/his abilities, etc. The one who sits on the chair writes down the team’s comments.”</p>
<b>Evaluation &amp; Reflection:</b>	<p>For the Evaluation and Reflection part the facilitator is encouraged to initiate a conversation regarding the experience. You can use the suggested statements provided below:</p>



- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>- How did you feel when you were listening to the others describing you?</li><li>- Did you expect what you heard?</li><li>- Were there surprises?</li></ul> |
|--|---|



<b>Title:</b>	<b>Brainstorming</b>
<b>Duration:</b>	45-50 minutes
<b>Audience:</b>	Children 8-9 Years Old
<b>Objectives:</b>	<p>This Activity aims to enable participants in order to grasp the meaning of the term “relationships”, the different kinds of relationships that exist and we create throughout our lives. By the end of this activity they will be able to recognize and understand the social factors that affect relationships, identify the components of good and bad relationships and comprehend the significance of successful communication and safety in the foundation of a healthy relationship. In addition, all the aforementioned notions will be connected with gender equality and gender norms as well as rights (human and sexual).</p> <ul style="list-style-type: none"> <li>• <b>Main Skill: Healthy Relationships</b></li> <li>• Communication</li> <li>• Awareness</li> <li>• Self-Awareness</li> <li>• Respect</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Human figure</li> <li>• Relationship Pictures Examples (Appendix)</li> <li>• Markers</li> <li>• Violence and Equality Tabs</li> <li>• Stars</li> <li>• Recipe Posters</li> </ul>



**Instructions:**

Facilitators place a big cardboard representing a human figure at the board. Around the figure we stick pictures that represent the kinds of relationships, since children recognize them. We tell children that every person creates and develops various kinds of relationships throughout his/her life. At the same time, we ask children to identify what feelings does each person experience in each relationship and how does he/she behave in it? Do they all behave the same way?

After the conversation we tell kids that we will play a game. We divide the children into 4 groups (4-5 children each group). We ask the children to give a name to their group. Facilitators assume the role of TV presenters and read some statements. Children must recognize whether the statement represents "equality" or "violence". Each group holds two tabs (one writes equality and the other violence).

After the presenter reads the statement, each group discusses for a few seconds and the fastest gives the answer by picking up the correct tab. If the team finds the right answer they win a star. The team that wins the most stars is the winner.

Once the game has been completed, we clarify some concepts such as gender based violence (violence directed against a person because of that person's gender (including gender identity/expression) or as violence that affects persons of a particular gender disproportionately), and gender equality (women and men, girls and boys enjoy the same rights, resources, opportunities and protections). We mention that there are elements that make relationships good or bad. Through the statements and answers of the children we define the ingredients of a good relationship and a bad relationship. We present on the board two recipes (good and bad relationships - which we have prepared before) and teams are asked to identify good and bad relationships'





	<p>ingredients.</p> <p>The statements for the game are:</p> <ul style="list-style-type: none"> <li>• Boys and girls can both become doctors: equality.</li> <li>• Girls can enroll in the army just like boys: equality</li> <li>• Girls and boys have equal rights to education: equality.</li> <li>• Girls and boys have equal rights to recreational activities: equality.</li> <li>• Girls and boys have equal rights for equal amounts of pocket money: equality.</li> <li>• Girls and boys have equal right to express their sadness by crying: equality.</li> <li>• When a boy prevents his young sister from going to the cinema: GBV.</li> <li>• When a boy obliges his sister to fetch him water: GBV.</li> <li>• If a boy wants to kiss a girl forcibly: GBV.</li> <li>• If a boy takes money from other kids: violence</li> <li>• If a kid was bullied by his friends and not allowed to be part of their group: violence.</li> <li>• If a girl was mocked because she is fat: GBV.</li> <li>• If a boy curses another boy: violence.</li> <li>• If a girl goes for shopping, and someone follows her and says bad words: GBV.</li> </ul>
<p><b>Evaluation &amp; Reflection:</b></p>	<p>Initiate a discussion with children about their feelings and thoughts. For example, you can ask:</p> <ul style="list-style-type: none"> <li>- How do they feel?</li> <li>- What did they learn about the different kind of relationships?</li> <li>- Identify if they understood the meaning of gender-based violence and gender equality. Finally, identify what they learned about a good and a bad relationship.</li> </ul>



**References:**

Save the Children & Abaad – Resource Center for Gender Equality (2013). Playing for Gender Equality.

SPAVO (2014). Project B Here: Building Healthy Relationships.

**Please find Appendix for this activity on the next page.**



## Relationship Pictures



*This report was funded by the European Union's Rights, Equality and Citizenship Programme (2014 - 2020). The content of this report represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.*





*This report was funded by the European Union's Rights, Equality and Citizenship Programme (2014 - 2020). The content of this report represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.*



<b>Title:</b> Find a Solution	
<b>Duration:</b>	45 minutes
<b>Audience:</b>	Children 8-9 Years Old
<b>Objectives:</b>	<p>This Activity aims to enable children to identify ways to deal with violence in relationships and explore possible solutions. Be in a position to recognize 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.). Moreover, by the end of this activity the participants will be able to understand how they can protect themselves and others from violence in relationships.</p> <ul style="list-style-type: none"> <li>• <b>Main Skill: Healthy Relationships</b></li> <li>• Communication</li> <li>• Awareness</li> <li>• Self-Awareness</li> <li>• Respect</li> <li>• Empathy</li> </ul>
<b>Instructions:</b>	<p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"> <li>• Scenarios</li> <li>• Blank papers</li> <li>• Pens</li> </ul> <p><b><u>Instructions:</u></b></p> <p>We divide the children into 4-5 groups (5-6 persons each group). We give them a piece of paper. We read each scenario and then ask them to write down what each protagonist could do in each story. We give some minutes</p>



every time and then we ask each group to represent what they wrote. We make a discussion about different ways of reaction which people who are faced violence in their relationships can use.

### 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 a young person with their parents about what's going on? What can prevent them from doing so?
- Is it really easy to talk 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 someone to get rid of the problems of 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 of 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



	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p><b>Evaluation &amp; Reflection:</b></p>	<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"> <li>- Positive claim and assertive behavior. They need to do something, and they do not go unnoticed or ignore the fact. The cycle of violence stops only by</li> </ul>



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.

### References:

Save the Children & Abaad – Resource Center for Gender Equality (2013). Playing for Gender Equality.

SPAVO (2014). Project B Here: Building Healthy Relationships.





Title: Verbal and Non-Verbal Interactions	
<b>Duration:</b>	45 minutes
<b>Audience:</b>	Children 8-9 Years Old
<b>Objectives:</b>	<p>This Activity enhances children’s verbal and non-verbal communication skills. It will enable them to gain a deeper understanding of how verbal and non-verbal cues are interconnected for an effective communication.</p> <ul style="list-style-type: none"> <li>• <b>Main Skill: Social Skills</b></li> <li>• Communication</li> <li>• Awareness</li> <li>• Self-Awareness</li> <li>• Empathy</li> </ul>
<b>Instructions:</b>	<p><b><u>Materials:</u></b></p> <p>N/A</p> <p><b><u>Instructions:</u></b></p> <p>Place all children into pairs and assign them the title of “A” and “B” (e.g., one will be A and the other one will be B). Ask A to think about a funny event that he/she remembers and describe it to B in 2 minutes. (Help children to use any facial expressions, gestures, and vocabulary). Now, B has to listen very carefully of what A is describing. Then, ask B to describe A’s event as if it is their own event to an A person from another pair (called “C”) (assigned by the instructor). C has to listen very carefully of what B is describing. C has to describe the event in the whole class as if it is his/her own event. A evaluates how accurate the initial description is.</p>



<b>Evaluation &amp; Reflection:</b>	<p>For the Evaluation and Reflection part the facilitator should initiate a conversation regarding the activity. Below you will a list with suggested questions:</p> <ul style="list-style-type: none"><li>- Was the exercise easy or difficult to remember?</li><li>- Do we notice other people's non-verbal behavior? (body posture, facial expressions, movements, etc.)?</li><li>- Where did you pay more attention? (on verbal or non-verbal cues?)</li><li>- How different is the information described by each person?</li></ul>
-------------------------------------	---



Title:	Teamwork
<b>Duration:</b>	45 minutes
<b>Audience:</b>	Children 8-9 Years Old (It can be adjusted accordingly for Children 10-12 Years Old)
<b>Objectives:</b>	<p>The purpose of this exercise is to facilitate understanding of the importance of trusting others. When team members trust other people the support and understanding increases as well as nourishing a learning environment of social development and change.</p> <ul style="list-style-type: none"> <li>• <b>Main Skill: Social Skills</b></li> <li>• Communication</li> <li>• Teamwork</li> <li>• Empathy</li> </ul>
<b>Instructions:</b>	<p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"> <li>• Scarves or anything that can be used for blindfolding</li> <li>• Any object “treasure” that will be decided by the facilitator</li> </ul> <p><b><u>Instructions:</u></b></p> <p>Separate the class into 3 groups. Ask one volunteer in each group that will be the blind-folded. Hide the “Treasure” object in a place that the blind-folded will not know and show the place only to the other team members. All the other members of each group will guide the “blind-folded” with <b>ONLY 2-3 words/command</b> to find the hidden “Treasure” without touching (e.g., turn left, go one step forward, etc.). Each command must be followed with one positive feedback by the team-member (e.g., great work buddy, excellent effort, etc.).</p>



<b>Evaluation &amp; Reflection:</b>	<p>Allow some time for the children to discuss with each other and then as a whole group:</p> <ul style="list-style-type: none"><li>- How difficult/easy was the exercise?</li><li>- Was it easy to trust other's instructions?</li><li>- When do we trust other people?</li><li>- Other examples of blind-folded exercises could be found online at: <a href="http://www.ventureteambuilding.co.uk/blindfold-challenges/">http://www.ventureteambuilding.co.uk/blindfold-challenges/</a></li></ul>
-------------------------------------	---



Title: Emotional Escalations	
<b>Duration:</b>	45 minutes
<b>Audience:</b>	Children 8-9 Years Old
<b>Objectives:</b>	<p>The goal of this Activity is to help children realize that there is a grading in emotional experience; emotions have similarities and differences in terms of quality and/or intensity; this will help them identify their own emotional states and accordingly regulate to avoid emotional escalations.</p> <ul style="list-style-type: none"> <li>• <b>Main Skill: Self-Regulation</b></li> <li>• Self-Awareness</li> <li>• Empathy</li> </ul>
<b>Instructions:</b>	<p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> <li>• Post-It Notes</li> </ul> <p><b><u>Instructions:</u></b></p> <p>Hang on the walls 6 flipcharts with stairs pictured on them; each flipchart is labeled by an emotion: Anger, Disgust, Fear, Happiness, Sadness, and Surprise. Divide the children in 6 teams and assign an emotion per team. Make available post-its.</p> <p>Ask the participants to work in teams, in order to brainstorm and write on post-its words that describe different kinds of the emotion you are working on. Stick your post-it notes on your flipchart, on the responding step of the stair depicted (e.g. “rage” and “annoyed” where anger is concerned would not be on the same step, right?).”</p>



<b>Evaluation &amp; Reflection:</b>	Start a conversation by stating that emotions can feel stronger or weaker at times” have you ever realized that your emotions are graded? Also, emotions come and go and that’s normal; talk about how things start and then stop, how feelings come, escalate and go. How can we recognize the signs in ourselves that an emotion is getting upsettingly strong? What could we do with it?
-------------------------------------	---

