

ASSIST – Mobilization of Community towards Secure School



SET FOR STUDENTS

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Education and Culture

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European Cultural Interactions



Content

GOOD START	3
RECOGNIZING AND ANALYZING A CONFLICT	7
HOW CAN WE HELP PEERS IN CONFLICT SOLVING?	16
BECOME A PEER LEADER!	20
Understanding Self	20
Getting Along With Others	23
Communicating	27
Managing	34
Working with groups	41
Evaluation and Observation	48

GOOD START

When one is in not so well known group, some warm up (ice-break) activities can be helpful to get know each other, better understand persons character, hobbies, likes and dislikes, to find similarities in a group and to feel more comfortable, relaxed.

The below proposed activities will help you to feel good in a group by recognizing each group member. The tasks will help you:

- to find out more about your group members;
- to create a warm and comfortable environment for working;
- to feel comfortable among other students.

Bingo

Instruction:

BINGO is a game. Each participant has a sheet of paper with table inside (*see Activity sheet 1*). You have a task to find a person in a group, who could answer positively ("YES") to the questions, written in the table.

When someone from the group selects positive answers in one of the lines, never mind, which one (vertical, horizontal or diagonal), he or she shouts BINGO and wins the game.

ACTIVITY SHEET 1: Bingo

Find one, who has, likes, enjoys, can...

Has green eyes	Has a dog	Has birthday in May	Has two brothers/sisters
Likes mushrooms	Likes swimming	Does exercises every morning	Can recommend book for reading
Loves reading	Likes helping others	Can tell last nights dream	Enjoys traveling
Can tell anecdote	Likes to cook and share Recipes	Likes math at school	Feels smart

Name Story

Instruction:

1. Sit in a circle with your class/group mates.
2. Take a large piece of paper. Choose a group member, who will start the game. He/she has to write down his/her name on the paper and tell a story about it (e.g., . how he/she got this name, whether he/she likes it, whether he/she thinks it represents his/her personality, what the name is linked to, e.t.c.
3. Follow by telling the stories about your names, while the whole class/group completes it.
4. Discuss in the group the following questions:
 - 1) Was it difficult to talk about yourself?
 - 2) What similarities and differences have you noticed among the group members?
 - 3) Why is it important to acknowledge and understand each other in the group?

Getting to know ones skills, capacities to help others

Instruction:

Students can be involved in peer counselling programme according certain, defined selection criteria. Those criteria have to be discussed among group and trainer. Possible selection criterias can be:

- Motivation and willingness to participate;
- Self-esteem and self trust;
- Conflict resolution skills;
- Communication skills;
- Respect to others.

1. In order to evaluate and discuss ones capacities, you are invited to fill in self-evaluation table (see *Activity sheet 1*), critically reflect your knowledge and skills, discuss and share ideas with other group members.
2. Share the findings about yourself with a group of friends. Why your self evaluation looks like that? Why have you decided so? Do your friends have the same opinion about you? What do you think about your friends? How one can develop knowledge, skills and acquire new ones?
3. Make a list of the knowledge and skills of a group. What skills/knowledge is present, what not?

ACTIVITY SHEET 1: I Know, I Have

Please, read carefully all knowledge/skills listed below and think, if you have them and at what range. Please, mark them according your personal point of view. Add more, if something that is important is not mentioned.

Knowledge/ skills	I dont know/ I don't have	Know a little bit/ Have a little bit	Know/Have
Self- understanding, self- knowledge			
Understand feelings			
Understand body language			
Argumentation, self-opinion presentation			
Stress management			
Smoking			
Drugs			
Alcohol			
Capacity to say "No"			
Crisis (crisis management)			
Suicides			
Active listening			
My body			
Sex			
Work abroad			
Conflict resolution			
Professional help (where and whom to address)			
Respect			
Violence			
Racism			
Care and support			
Teaching others			
Observation			
Self-evaluation/self-monitoring			
Encouragement			
Self-esteem and self trust			
Working in teams			
Other: _____			
Other: _____			

RECOGNIZING AND ANALYZING A CONFLICT

The below proposed activities will help you to learn to recognize and analyse different conflicts. The tasks will help you:

- to acknowledge and analyze concept of the conflict,
- to speed up the reflection,
- to analyse the significant impact,
- to identify as subjects in the issue,
- to recognize the positive actions to improve school climate.

I think that conflict is...

Užduotys:

1. Write down every conflict that you see or are involved in this week in *Activity sheet 1*.
2. When you gather into the classroom, complete the *Activity sheet 2*.
3. Discuss in groups with your mates your answers to the first question in the activity sheet.
Report to your teacher about the findings (different and similar conflicts, etc.) in your group.
4. Discuss in the group your answers to the 5th question.

ACTIVITY SHEET 1: Did You See That?

Carry this paper with you everywhere you go this week. Write down every conflict that you see or are involved in. Make sure to write who was involved and what the conflict was about. Also write any tigger words you hear. Don't write people's names, though. Instead, use words like boy, girl, man or woman to describe people. If you describe your family, you can use sister, brother, etc.

Name: _____

Date: _____

WHO WAS INVOLVED?	WHAT WAS THE CONFLICT ABOUT?
<i>E.g.: my sister and I</i>	<i>E.g.: I argued with my sister about who can ride a bike faster. She used tigger words, calling me a "grouchy, mean brother".</i>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

ACTIVITY SHEET 2: Before We Fight

Name: _____

Date: _____

1. I think that conflict is _____

2. Everyone encounters many conflicts every day. Make a list of 3 conflicts you have experienced. Put a star (*) next to each conflict that you feel that you have successfully resolved.

- 1) _____
- 2) _____
- 3) _____

3. When I argue with someone, I feel: _____

4. When I can't decide whether to read a book at home or to play outside, I feel: _____

5. You are in a fight with your best friend. He/she shouts and calls you rude names. What are any different things you could do or say in response?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Facilitations and obstacles in the regulation of a conflict

Instruction:

Read the below given situation and complete the tasks in the Activity sheet 1 and Activity sheet 2.

SITUATION:

Monica is a female student repeating the second grade in a middle school. In her classroom there are just other three girls. It is almost all-male class composed by people of different ages and different social, cultural and familiar situations. It is the worst class in the school. Monica has an argument with one of her classmates who is laughing at her and she reacts violently, she beats him and she makes him fall on the ground. The teacher, in the beginner of conflict, tries to mediate but he is pushed away by the girl. Monica continues to beat her classmate with violence.

ACTIVITY SHEET 1: Situation Analysis

After reading the situation, answer the below given question by ticking only 1 answer.

a. What is the situation?

- Educational difficulties (early school-leavers, etc.)
- Social difficulties (discrimination of any kind, drug problems, broken families, etc.)
- Cultural differences
- Other (please specify): _____

b. How do you perceive it?

- It is a good example: if you touch me, I touch you!
- The behavior of Monica has been violent and encourages the aggressiveness.
- The teacher did not mediate the situation: it is a problem between Monica and classmate.
- Other (please specify): _____

c. Which are the reasons that Monica to push the teacher?

- The teacher is stupid and Monica has not a good relationship with him.
- Monica is very angry and she not control her aggressiveness.
- Monica has been provoked and defend herself.
- Other (please specify): _____

d. Who is the victim?

- The teacher
- Monica
- The classmate
- Other (please specify): _____

ACTIVITY SHEET 2: Favor/Not Favor

After reading the situation, read and think about the behaviors, listed in the below given tables. Tick, whether you favor or don't favor them.

Facilitations and obstacles in the regulation of a conflict	Favour	Not Favour
<ol style="list-style-type: none"> 1. To recognize the potential value of conflict 2. To recognize when the conflict is inevitable 3. To learn thought the little conflict 4. To try an agreement that encounter to the various points of view 5. To give the guilt of the conflicts to the character of the persons 6. To try confirmations that you have reason and your adversary has twisted 7. To refuse to face the conflict for fear to lose 8. To make the first steps in order to discuss openly on the possibility to resolve the conflict 9. To leave that the conflict is resolved from the time and the change of the situation 10. Before facing a conflict I reflect in order to understand what I want 11. Is the other that must change! 12. To change the own opinions, only, when is in front of the evidence 13. To give the guilt of the conflict to your bad character 14. To demonstrate that the perspective of the other is being comprised 15. To believe that the conflict means: the other must remain defeated 16. To give the guilt of the conflicts to the others 17. To use the sarcasm for maintain the power and the control 18. Is a weakness to renounce, in a conflict situation, to own reasons 19. To derider the other people's weaknesses 		

Verbal aggression provoked by a student towards the teacher (1)

Instruction:
















Read carefully the situation and complete the below given activity sheet.

SITUATION:

During the Italian lesson, a teacher asks David to shut the magazine he is reading and he verbally attacks the teacher in a very violent form. The teacher asks for his parents' intervention, but the principal stops the action and mediate this situation reprimanding the teacher in front of the student.

ACTIVITY SHEET: What Emotions Do We Face?

List the actors of the above given situation. Write the title of each actor by each emoticon in the below given table.

Verbal aggression provoked by a student towards the teacher (2)

Instruction:

Read carefully the below given situation. Define concrete Alex’s behaviours in the situation and discuss them in a groups. After that complete the task in the activity sheet.

SITUATION:

Alex is a 18 years old boy, he’s a student repeating the third grade in a technical secondary school. His behaviour causes the fear for other students and teachers: he smokes in the corridors, goes out of the class every time and he can’t follow the theory lessons. During lessons he is playing with a ball mocking the teacher and distracting his school mates. Alex is reprimanded and he throws violently the ball against the teacher. Alex verbally attacks the teacher and he tells his school mates not to follow this new teacher, who comes from the South and who changed their habits imposing study and discipline.

ACTIVITY SHEET: Scholastic Climate

Complete the questionnaire about a scholastic climate. Indicate one friend or colleague and indicate how he/she behaved with you during the last month.

I am (teacher, student, other)			
I am in this school since _____			
During this month a (indicate if colleague or school friend)			
	once	never	often
1. He has said me a beautiful thing			
2. He has criticized me			
3. He has spoken badly about my family			
4. He has been much kind with me			
5. He has been discourteous			
6. He has insulted me			
7. He has tried to scare me			
8. He has asked me the stupid questions			
9. He has spoken badly with me about other persons			
10. He has said me the lies			
11. Ha parlato male con me di altri/e			
12. He has smile me			
13. Voleva che facessi del male ad altri/e			
14. He has tried “to put me in the troubles”			
15. He has not maintained my secret			
16. He has avoided excluding me in the conversations with other persons			
17. He has forced me in badly behaviour			
18. He has made me to lose time			

Handling of Diversity

Instruction:

1. Define up to 4 basic needs, which you feel you should satisfy at all events and write them down in the below given activity sheet "My Basic Needs".
2. Discuss in a group your results. Answer the following questions:
 - 1) Are there common needs in your group?
 - 2) What do you think of the differences?
3. Choose a volunteer who will read a story for the class (the story is given in the activity sheet "The Story").
4. Choose your role by chance and find other group members, who have the same role.
5. Discuss the story and the situation of your role in it. Write a diary of your role by defining, how your role feels, what he/she thinks about, what he/she is planning to do. Use the activity sheet "The Story" for writing the diary.
6. All the groups will read loudly their diaries. Think about the feelings of your role, while listening, what other roles are feeling and thinking about.
7. Form a group from your mates having different roles. Write the final results from this story:
 - 1) What is this conflict about?
 - 2) What have you felt?
 - 3) What have you understood from the story?

ACTIVITY SHEET 1: My Basic Needs

Write down your 4 basic needs which you feel you should satisfy at all events.

<p>My basic needs:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>

ACTIVITY SHEET 2: *The Story*

THE STORY

Soraya is a 16 year-old Muslim girl. She is covering her hair with a veil and has a very pretty face. She has often a smile over her face but sometimes there is a sudden sorrow over it. She sits giggling a lot with her girlfriends.

She was twelve when she came to Greece with her family as a refugee. She faced great difficulties in Greek language and math.

As her learning difficulties remain and she starts telling us about her problems, complaining about her father who tells her she is stupid, we arrange a meeting. At this meeting her father asks us why his daughter doesn't make any progress and says that his son is so clever and why not she. Then he starts to tell us all about Sadam Hussein and gives us details about torture. He talks and talks...

At last I have to stop him asking him if he thinks it is good for his daughter to hear about this, but he doesn't seem to understand my question.

Soraya doesn't say much during this meeting and we all know that her father doesn't allow her to live a life like other teenagers. We also know that she is secretly having a boy-friend. She has also told us that when her family goes to the beach she and her mother sit with their clothes on in the heat. She is very sad about this but at the same time she would not like to be seen in a swimsuit. A male cousin of hers is acting as a "spy" at school controlling her behaviour and probably reporting to her father.

A DIARY

Role: _____

HOW CAN WE HELP PEERS IN CONFLICT SOLVING?

Problem-Solving Man

Instruction:

1. Tear a figure of man from a sheet of paper, as shown in the picture.
2. Name problems and conflicts, which you man faces with and write them down on it;



3. Divide into groups and identify, which problems and conflicts, named on your man, are typical for children of different age. Think about the situation in you school and at home during the communication with your school mates, teachers, parents, etc., when naming concrete problems and conflicts.
4. Gather into one group and complete the below given activity sheets.

ACTIVITY SHEET: What Problems do we Face with?

1. List the problems and conflicts, which are typical for children of different age in different situations of life.

<p>Problems that face children of 7-8 years old:</p> <p>✓ _____</p> <p>✓ _____</p> <p>✓ _____</p>	<p>Problems that face children of 13-14 years old:</p> <p>✓ _____</p> <p>✓ _____</p> <p>✓ _____</p>
<p>Problems that face children of 9-10 years old:</p> <p>✓ _____</p> <p>✓ _____</p> <p>✓ _____</p>	<p>Problems that face children of 15-16 years old:</p> <p>✓ _____</p> <p>✓ _____</p> <p>✓ _____</p>
<p>Problems that face children of 11-12 years old:</p> <p>✓ _____</p> <p>✓ _____</p> <p>✓ _____</p>	<p>Problems that face children of 17-18 years old:</p> <p>✓ _____</p> <p>✓ _____</p> <p>✓ _____</p>

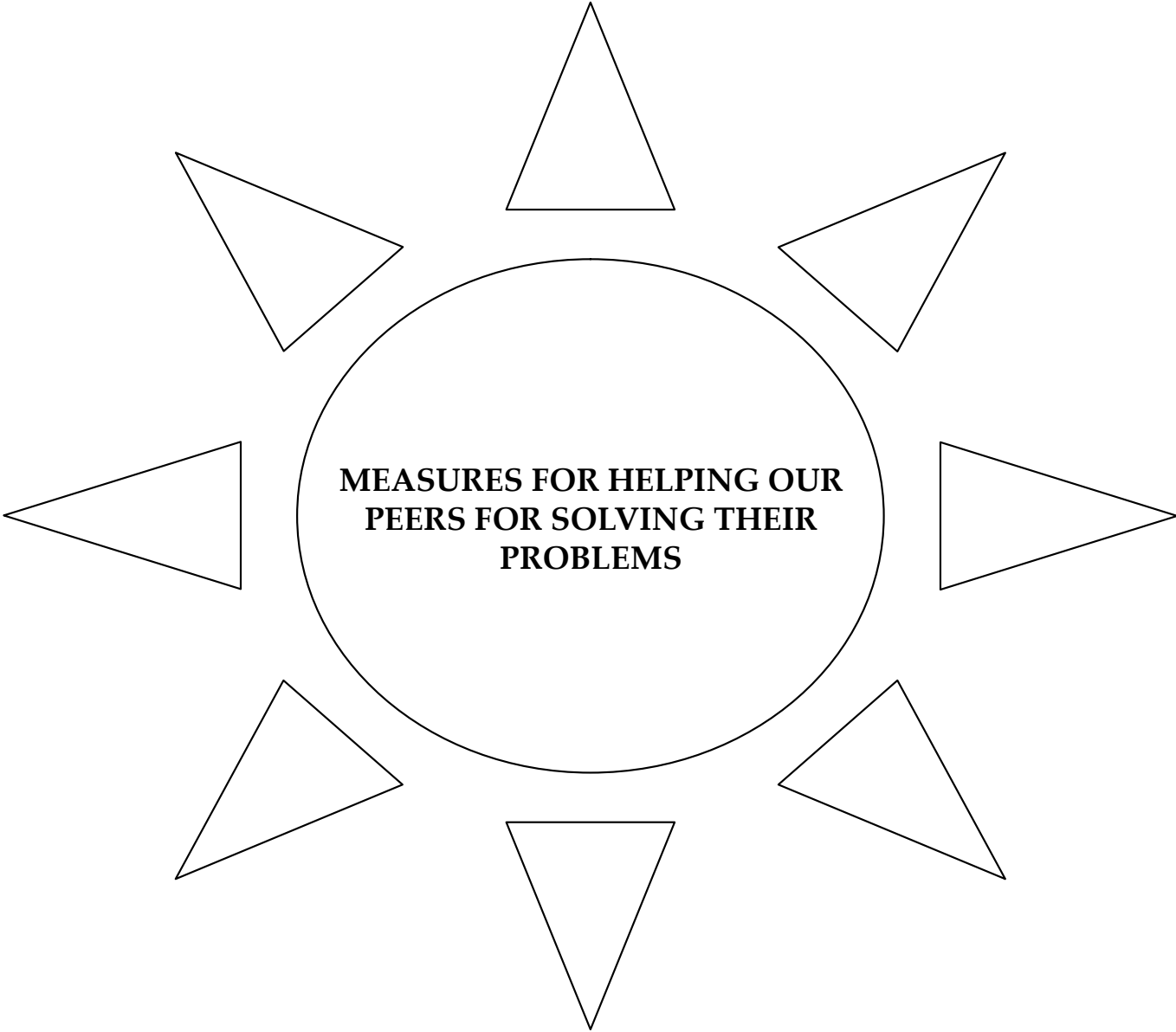
2. Discuss in groups the identified problems:

List main reasons, why you think is important to help peers for solving their problems.

Reasons for helping our peers for solving their problems:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

List on the sun possible measures, how you could solve your peers for solving their problems.



List in the table, what additional help from various external actors (teachers, parents, various youth organisations, police, etc.) you will need for helping your peers.

ACTORS	HELP NEEDED
<i>Teachers</i>	
<i>Parents</i>	
<i>Youth workers</i>	
<i>Psychologists</i>	
<i>Youth organisations</i>	
<i>Police</i>	
<i>Professional NGO's</i>	
<i>Employers</i>	
<i>Other (specify)</i>	
<i>Other (specify)</i>	
<i>Other (specify)</i>	

BECOME A PEER LEADER!

Leadership involves a variety of skills. Leaders must have skills in communicating effectively; listening actively, working with people, and helping others work together in groups. Leaders must have integrity and honesty. Good leaders must first learn to be good followers. Leaders do not dominate a group, but lead by their actions.

This part of the book will help you to understand, develop, and strengthen your leadership skills so that you might serve as more effective leader in group situations, preventing potential conflict to arise. It will help you to become an effective peer leader and help other in difficult life situations.

Understanding Self

Understanding yourself is important to becoming a good leader. By developing a better understanding of yourself, you can gain appreciation for the things that make you special and work on areas you'd like to improve. Having confidence in your own abilities and sticking with your convictions will inspire others to follow you. The activities below will help you begin to explore your feelings, values, and personal goals.

Qualities of an Effective Leader

Instruction:

1. Think of someone in your life that is a good leader, maybe a teacher, club leader, parent, or friend.
2. What qualities does this person have that make you admire he or she as a good leader? Write some of them in the below given activity sheet.
3. Which of these qualities do you possess? Put a star beside those qualities that you think are your strong points.
4. What traits do you need to improve on? Think about how you can become more like the leaders in your life.

ACTIVITY SHEET: *Qualities of an Effective Leader*

List qualities of good leaders you know, which make you admire he or she is a good leader:

<p>Qualities of leaders, whom I know:</p> <p>- _____</p> <p>- _____</p> <p>- _____</p> <p>- _____</p> <p>- _____</p> <p>- _____</p> <p>- _____</p> <p>- _____</p> <p>- _____</p> <p>- _____</p> <p>- _____</p> <p>- _____</p>
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Build On Your Strengths

Instruction:

1. In the below given sheet keep a record of specific situations where you showed good leadership and situations you feel you didn't handle very well. These events could happen at club meetings, at school, or just with your friends. Keeping a record will increase your awareness of how and when you behave in ways that show good leadership.
2. In cases when you didn't show good leadership, write in the notebook how you would like to handle these situations better.
3. Think about how some of the situations are similar. What were your feelings when these situations happened? How you were able to decide that there are better ways to handle the situation?

ACTIVITY SHEET: Building on My Strengths

Keep records in the below give table on specific situations where you showed good leadership and situations you feel you didn't handle very well.

Situations I showed good leadership	Situations that I didn't handle very well
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
	<p>How could you like to handle these situations better?</p>

Getting along with others

From the time you are born, you are interacting with and building relationships with others. Being able to get along with and understand others is essential in all situations in life — within your family, school, church, club, or work environment. People are different — everyone does not react nor behave to a situation in the same manner. The key to getting along with others is developing an understanding and appreciation of the differing gifts of others.

What's Your Style?

Over the millennia, philosophers, writers, psychologists and scientists from all around the globe have been analyzing and trying to categorize people's personality types. Much has been studied and written about personality, but throughout time most studies have divided people into four distinct groups. Understanding your own behavioral style and that of others can provide useful insight and help you learn how to get along and work more effectively with others.

Instruction:

On the below given activity sheet there are descriptions of the four basic personality styles, labeled A, B, C, and D, into which most people can be grouped. Read through these descriptions and tick the statements that are most like you. Because parts of each of the four styles can be present in a person, it is likely that you will not find one particular category in which all the statements apply to you. However, you will probably have one style that seems and feels most like you. It is important to realize that no one style is good or bad and **no one style is better or worse** than any other style.

ACTIVITY SHEET: Four Behavioral Styles

Tick the statements that are most like you:

A		B	
	It is hard for me to be neat and organized.		I love to be around other people.
	I like physical activities and taking risks.		People would describe me as a good listener.
	I can sometimes be off-the-wall.		I like to please people and I don't like arguments or conflicts.
	I trust my impulses and don't usually want to wait to do something.		I like to talk, and sometimes get into trouble for talking too much.
	I like to learn by doing, not by reading or hearing a lecture.		I enjoy sending notes, letters, and cards to people.
	I like to do things on the spur of the moment.		Friends come to me to talk about their problems.
	I like to perform for others and show what I can do.		I am a good and loyal friend.
	I am fun loving and turn work into play.		I really like to make others happy.
	I get bored with structured jobs, classes or activities.		I am motivated by compliments and respond well to encouragement.
	I sometimes have trouble following rules and respecting authority.		I may be overly self critical.
C		D	
	I like to be neat and organized.		I am always curious and have lots of questions.
	I like to get my work done before I play.		I try to understand the "whys" of the universe.
	I am stable, people can depend on me, and I stick to tasks until they are done.		I like to study things and play games that interest and challenge me.
	I enjoy school and respect authority.		Often I see things differently than others.
	I like to be on time and follow rules.		I question rules and authority until I understand the reasons for them.
	I like structured activities with clear boundaries.		I get bored with routine.
	I am loyal, faithful, and true to my word.		Before I can make decisions, I like to analyze all the possibilities.
	I don't like things to change very much.		I like to explore and figure out how everything around me works.
	I know what is right and wrong, and I feel guilty when I do things that are wrong.		I often like to work alone.
	I am considered serious about life and get upset with myself if I can't follow through on a commitment.		I am straight forward and logical.

What's in a Name?

Many different names have been given to each of the behavioral styles. Listed below are some of the names that have been used to describe each of the 4 behavioral styles

Style A: Inspirational, Expressive, Experiential, Socializer Style

Style B: Feeler, Amiable, Supporter, Steady, People Style

Style C: Duty, Analytical, Thinker, Compliant Style

Style D: Director, Driver, Dominant, Competent Style

Instruction for individual activity:

1. Think of an animal that would best represent each of the four groups.
2. Why do you think that animal is a good representation of that personality style?
3. Now think of your family and close friends. Do any of them have the same style as you? What styles do you think they are?

Instruction for group activity:

1. Have group members form four smaller groups, based on the 4 different behavioral styles.
2. Have each group decide on an animal that they feel represents them.
3. Then have each group make a poster depicting the traits that they feel they possess and which are represented by this animal. Each group can decide how they want to make the poster. Various writing instruments (pencil, pen, marker, crayons, etc.) should be made available.
4. Share your poster with the other groups, explaining what you have created!

What it all Mean?

Which behavioral style makes the best leader? The answer is that **there is no right or wrong style for leadership**. What is important is not which style you are, but understanding and accepting your own strengths and weaknesses as well as appreciating the natural differences in others. Good leaders learn how to work with, motivate, and inspire others by understanding how others view and respond differently to the same situations. Good leaders understand that in order to get along with others, you cannot try to change their style, but you must adjust your own behavior in response to them.

Everyone has people in their lives with whom they sometimes have difficulty getting along, maybe a friend, fellow club member, leader, or even a parent.

First, think of someone that you sometimes find challenging to get along with and would like to do a better job.

Second, if you know this person well enough, use the behavioral styles chart to try and determine which of the four basic styles is most like him or her. Sometimes people with whom you have trouble getting along have the same style as you! Often it is said that two people don't get along because "they are just like each other!" This may cause unhealthy competition between two people. For instance, someone who is style D likes to organize and direct the activities of a group. If two people in a group are both style D, conflict can often result.

Or, two people may not get along because they have very different personalities and just can't understand each other. For instance, someone with style A who is very spontaneous and not detail oriented may be viewed by a person of style C as irresponsible. Yet the style A person may see the style C person as too serious and rigid. Someone of style B, who is very concerned about how decision affect others, might find a person of style D to be cold or uncaring. While a style D person may not understand why a style B doesn't see the logic in the decision that is being made.

Third, think of some situations that have occurred in which you and the other person have not gotten along. Considering your behavioral style and that of the other person, can you think now of better ways that you might have handled the situation? How could you have adjusted your behavior?

Fourth, in future interactions try and see situations from the other person's point of view. Try to be aware of the natural differences in how people react and adjust your behavior accordingly. You just may be surprised — for when you respect other's point of view, they begin to respect yours!

Communicating

Good communication skills are among the most important of the leadership skills. Good leaders must be good communicators. Communicators must have skills both in sending good messages and in receiving others' messages. Sending messages involves speaking, writing, and non-verbal communication skills. Receiving messages requires good listening and observing skills.

Making a Good Impression

In your everyday communication, the impression you make on others is based less on what you say than on how you say it. Specifically, research has shown that the way people perceive you in day to day communication is based on:

- 10% what you say
- 40% how you sound
- 50% how you look

At first this might surprise you. However, think how much we depend on tone of voice and body language to determine what someone is communicating to us. "Come here" can take on two entirely different meanings: first, when said by a smiling friend waving to you to come join in a group activity; or, secondly, when said by a frowning parent with arms crossed over his or her chest. Very different messages are being communicated with the same words!

As a leader, you may be called upon to communicate with others in many different ways. Perhaps you may be called upon to introduce a guest, thank a speaker, give a committee report, lead a discussion, share some information, or conduct a meeting. What impression will you give?

Here are a few simple Do's and Don'ts that can help you in making a good impression when asked to address a group:

<p><u>DO's:</u> Smile Stand when you speak Use Good Posture Face your Audience Make eye contact Speak clearly Dress appropriately Use positive statements Be enthusiastic Hold your hands naturally at your sides or use slight gestures</p>	<p><u>DON'Ts:</u> <i>Chew gum</i> <i>Wear a cap</i> <i>Look at the ground</i> <i>Use slang terms</i> <i>Use negative statements</i></p>
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Instruction:

Practice is the best way to improve your communication skills:

1. Pretend that you have been asked to introduce a friend or guest at a club meeting. Stand in front of a mirror and practice your introduction. Notice how your body language conveys confidence and leadership when you use the DO's above. Think of some other situations you might be called upon to address a group and practice these as well. The more you practice, the more natural you will appear.
2. Observing others is another way to improve your communication skills. Add your own DO's and DON'Ts to the list in the below given activity sheet as you observe how effectively others communicate. The more you observe and become aware of others, the better you will become at communicating as well.

ACTIVITY SHEET: Do's and Don'ts in Communication Process

Add your own DO's and DON'Ts to the list as you observe how effectively others communicate:

DO's	DON'Ts

Group Communication Skills

Good leaders must be able to communicate effectively one-on-one and in group settings. Having good communication skills in a group means not only expressing your own ideas clearly, but actively listening to the ideas of others, plus encouraging others to share their ideas.

Instruction:

The below give activity sheet provides you with a series of statements and questions aimed at getting you to think honestly about your communication behaviors in a group. These statements should prompt you to think about areas that you might improve on when working with groups or can be used to stimulate small group discussions.

ACTIVITY SHEET: Communication Behaviors in a Group

Rate yourself for each of the statements below using the following scale:

Never (N)	1	2	3	4	5	6	7	8	Always (V)
--------------	---	---	---	---	---	---	---	---	---------------

1. If I, as group chairperson, were giving a set of instructions and the other group members sat quietly with blank faces, I would encourage members to ask questions until I was sure all understood what they were supposed to do.
2. If the group chairperson gave a set of instructions to the group and I did not understand, I would keep silent and later ask another group member what the chairperson meant.
3. If the group chairperson gave a set of instructions to the group and I did not understand, I would immediately ask the chairperson to repeat the instructions and answer my question until I was sure I understood.
4. How often do you let other group members know when you like or approve of something they say or do?
5. How often do you let other group members know when you feel upset or disagree with something they say or do?
6. How often do you check out what other group members feel and how they react rather than assume you know?
7. How often do you encourage other group members to let you know how they feel or react to your behavior and actions in the group?
8. How often do you check to make sure you understand what other group members mean before agreeing or disagreeing?
9. How often do you paraphrase or restate what other members have said before responding?
10. How often do you keep your thoughts, ideas, feelings, and reactions to yourself in group discussions?

Body Talk

The power of basic non-verbal listening skills is often underestimated. E.g., simple actions such as nodding the head or leaning forward express interest and empathetic understanding. Positive body language shows one's desire to understand and be understood. It lets people know that you are listening and you care enough to listen.

Instruction:

1. Think why positive body language is important.
2. Complete an activity sheet "Body Talk" by writing examples of positive and negative body language.
3. Find a friend and share the roles (Listener or Talker) with him/her:
 - 1) If you are *the Talker* – talk about an argument or conflict you recently had.
 - 2) If you are *the Listener* – listen to your friend's story by using negative body language. After few minutes start using positive body language, while listening to your friend. You can use the activity sheet to help you to remember what some of the ways are.
4. Reverse roles with your pair and follow the instruction of the previous step.
5. After finishing the talks, discuss with your pair the following questions:
 - 1) Without talking, how can you show someone that you are listening? Be specific.
 - 2) How did your partner show positive body language?
 - 3) When you have a dispute with someone, why is it important to have positive body language?

ACTIVITY SHEET: Body Talk

Write few examples of positive and negative body language.

Name: _____

Date: _____

<p><u>Positive Body Language</u></p> <p><i>List some ways that you can show other you are listening to them.</i></p>	<p><u>Negative Body Language</u></p> <p><i>List some ways that you can show others that you are NOT listening to them</i></p>

The Guessing Game

Open questions are questions that invite people to talk. Instead of making people defensive, these questions encourage them to talk. Open questions usually begin with the words "How" or "What". Closed questions are conversation stoppers. They discourage conversation because usually the questions can be answered in a word or two, such as with the word "Yes" or "No".

Instruction:

1. Choose one person from a group and ask him/her to come and stand to the front of the room.
2. Your chosen person will think of a person, place or object (e.g., any animal, fruit, vegetable, famous person, etc.).
3. You and your mates have to guess, what your mate standing in the front is thinking of. You can only ask questions that can be answered with "yes" or "no". Count, how many questions it takes to guess correctly.
4. Repeat previous steps by choosing another person.
5. NOW THE RULES ARE CHANGING! Instead of asking questions that can be answered with "yes" or "no", now you can ask any question. E.g., instead of asking questions like "Is the thing you are thinking of red?" you can now ask questions like "What does this object look like?" The only question you are not allowed to ask is "What is it?"
6. Repeat the previous steps with new asking rules.
7. Discuss in the group the following questions:
 - 1) What was the difference between the two different ways in which this game was played?
 - 2) Which way was the object guessed sooner?
 - 3) How did the guessing game you played show the difference between open and closed questions?
 - 4) When are open questions useful?
 - 5) When are closed questions useful?
 - 6) Write down some examples of open and closed question in the below given activity sheet.

ACTIVITY SHEET: *Open and Closed Questions*

Write down some examples of open and closed question in the below given activity sheet.

Open Questions	Closed Questions

Encouragement

Students working as tutors, peer counsellors have to learn to help others in different situations. Sometimes it is very simple, sometimes- difficult. Everything depends on situation and person. For the beginning tutors can try imagine and model different situations.

Instruction:

Let's think what words of encouragement you could tell in situations listed in the activity sheet "Encouragement". Write your proposals into the "clouds" and don't forget encouragement when it is really needed.

ACTIVITY SHEET: Encouragement

Write your proposals of words of encouragement you could tell to your peer into the "clouds".

1. Your pair failed in math.



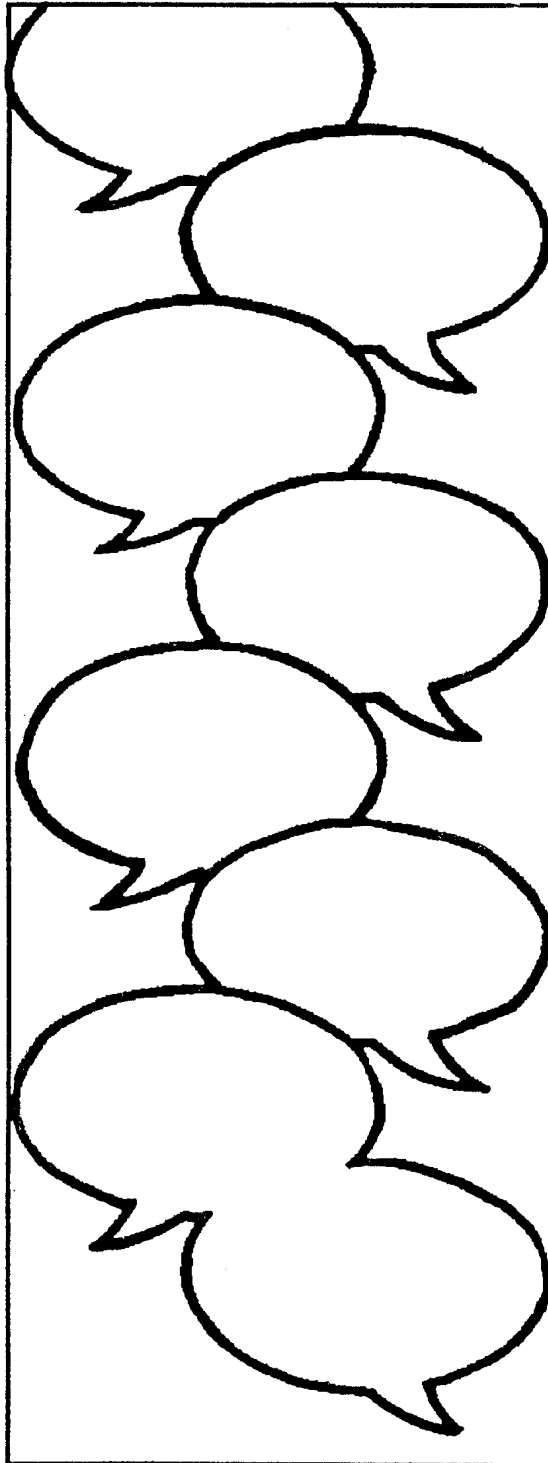
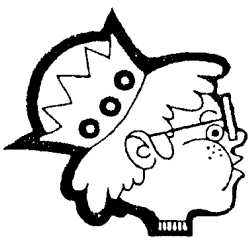
3. Your pair is taking leadership in every situation and does not allow anyone to interfere.



5. Your pair makes mistakes working with computer.



7. Your pair lacks communication skills.



2. Your pair is doing nothing.



4. Your pair helps you do understand task



6. Your pair does not understand answer.



8. Your partner presented very interesting idea.



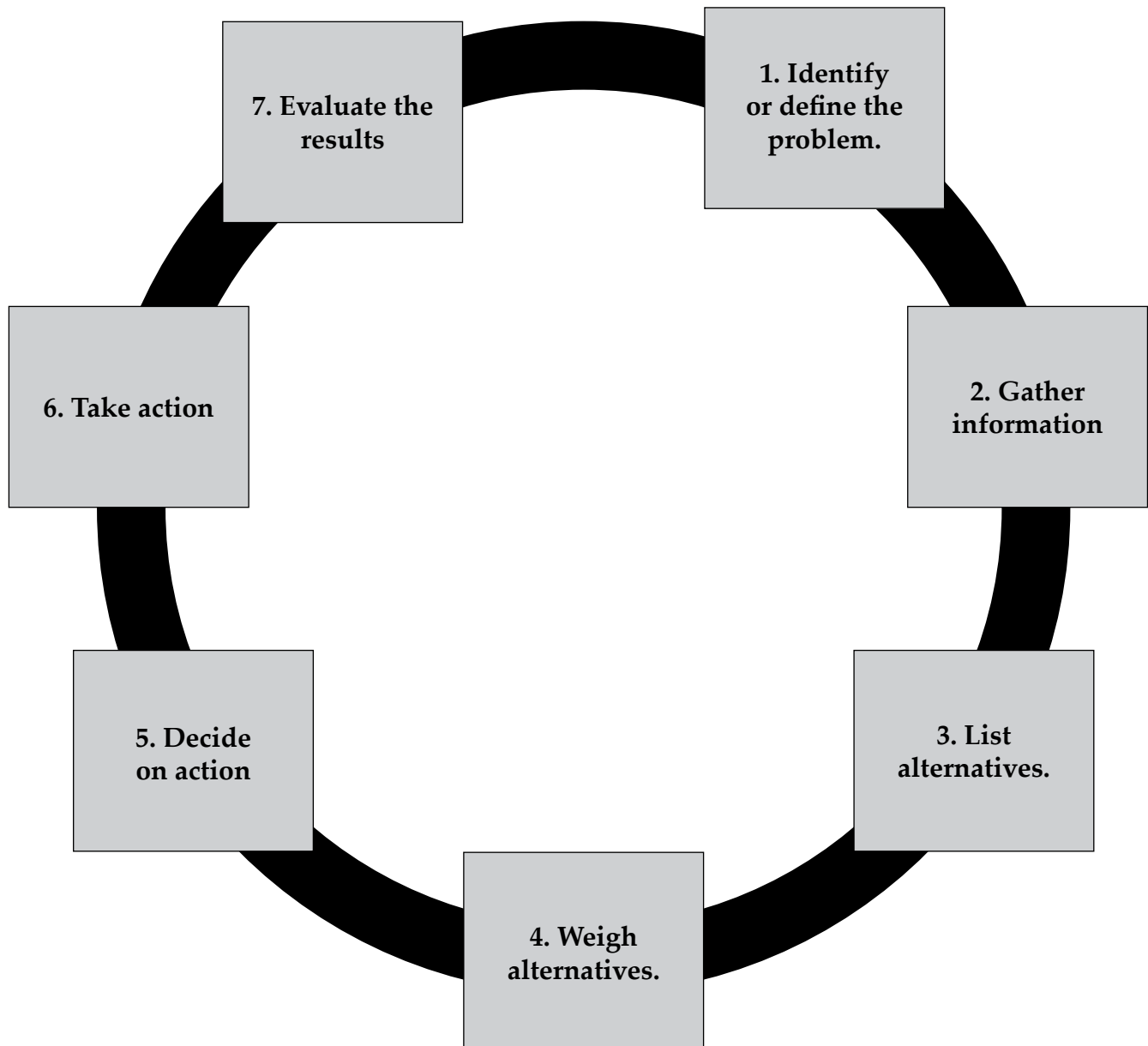
Managing

Management skills are part of many everyday situations – whether in your club, at your farm, or in your home, things run more smoothly when managed properly. Management involves making sound decisions about what you or your group wants to accomplish, determining the resources available, and developing a plan of action to achieve your objectives. While there's more to leadership than just managing, good leaders need good management skills.

Decision Making

Making decisions can be hard. People usually want to do more than they can with the time and resources they have. Choices have to be made as to how you will use your time, talents, and possessions to achieve what is most important to you. Your decisions guide what you do and how successful you will be in getting the things you want and need.

Whether making an individual or group decision, you can improve your skills in making decisions when you think about and follow these Decision Making Steps:



Instruction:

1. Think about a decision you need to make and write it on a sheet of paper.
2. Using the above mentioned steps as a guide, work through the decision making process.
Answer the following questions:
 - 1) Are some steps harder than others?
 - 2) What happens if you skip steps?
 - 3) Were you more confident in your final decision after using these steps?
3. Complete the activity sheet "Decision Making".

If working in a group, have the members of the group choose a problem that the group needs to solve and write it down. Go through the decision making steps, being sure to have all members of the group contribute to the discussion. Have one person act as a scribe, recording the ideas that are generated on a large poster or chalkboard so that everyone can see as you go along. What are the advantages to making decisions as a group? What are the disadvantages?

ACTIVITY SHEET: Decision Making

Complete the activity sheet using the above listed recommendations and the figure of the decision making process.

1. Identify and define the problem you would like to solve:

2. Gather information about the importance of the problem and possible ways to solve it. List the information resources:

3. List the alternative ways for solving of the problem:

4. Weigh the alternatives in the following way:

- 1) List vertically the features/criteria for evaluation of each alternative in the below provided table;
- 2) List horizontally the alternatives you've defined;
- 3) Evaluate each alternative according to each feature/criteria by using 1-4 grades scale (1 – lowest rank; 4 – highest rank).

	Alternative 1	Alternative 2	Alternative 3	Alternative 4
Feature 1				
Feature 2				
Feature 3				

5. MAKE A DECISION – choose the best alternative:

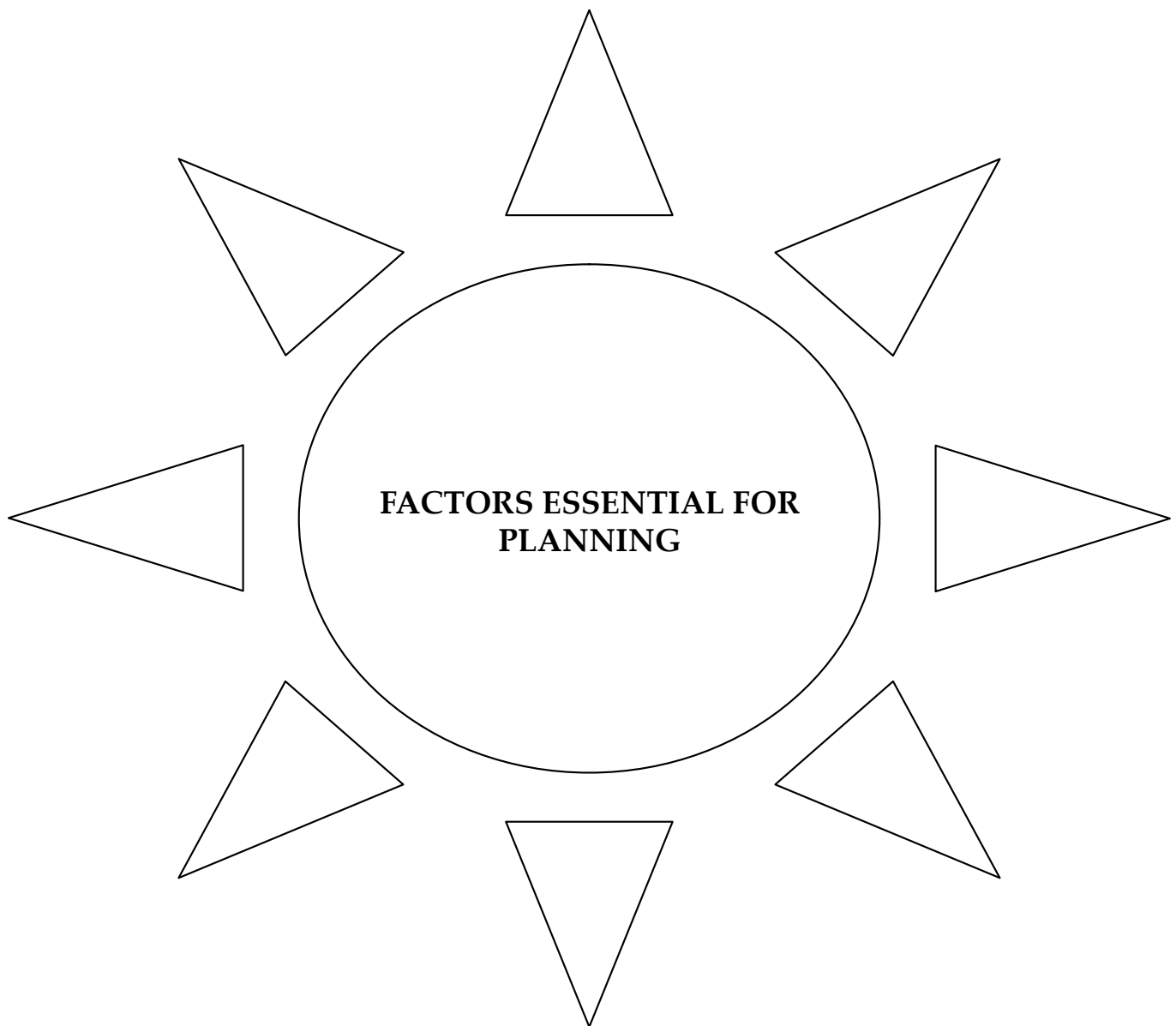
Essential Factors for Planning

Instruction:

1. Discuss in a group what factors you think are essential for planning activities to help your mates.
2. Write down the discussed factors in the activity sheet “Essential Factors for Planning”.
3. Compare your thoughts with the information in the support material “Essential Factors for Planning” and check, whether you have considered everything.

ACTIVITY SHEET: “Essential Factors for Planning”

Write down the factors, which you think are essential for planning of activities to help your mates.



SUPPORT MATERIAL: Essential factors for Planning

What do we have to take into consideration in planning process:

- aims of the implementation of the project,
- personal motivation (why do I, as a teacher, want to do it),
- educational activities (curriculum),
- school personal, educational and technical resources,
- plan of cooperation with external collaborators, external support,
- time schedule of the implementation of the project,
- financial plan, if the financial perspective is included,
- plan of evaluation,
- plan of cooperation with organisations and individuals from the local surroundings,
- plan of presentation of the achievements of the project,
- reflection of experience,
- students' background analysis,
- assessment of one's capabilities.

Goal Action Plan

Goal setting, either for yourself or for your group, is very important for effective leadership. People want to follow a leader who has a clear sense of the direction he or she is going. Without clearly stated goals, you are not likely to realize your full potential. Yet most people don't have clearly stated goals. Many young people don't have definite goals because they are afraid that if they set a goal, they may not reach it. Too often people think that failure is a bad thing, when in fact most goal-oriented people see failures for what they are — steps along the path of success. Think of some of the great discoveries and inventions of the last two centuries — electricity, telephones, light bulbs, automobiles, computers, satellites — suppose their inventors gave up after the first try?

Steps to Achieving Goals:

1.Goal

Decide what YOU want!

The goal must be something you want to achieve and it must align with what is important and meaningful to you. If you are doing something just to satisfy someone else, chances are you may not complete the goal.

Be Specific and WRITE it Down!

Writing down your specific goal helps you concentrate on what you want to achieve, makes you more likely to commit the time and resources to accomplishing the goal, and helps build confidence in your ability to achieve the goal.

2.Benefits

What is the PAYOFF?

Užrašykite tai, ko tikėtės pasiekti ir kokios tikėtės naudos. Pabandykite naudą vizualizuoti. Tai padės jums save paskatinti, jei kas nors ne visai seksis ar eis ne pagal planą.

3.Obstacles

What stands in your way?

Almost always there will be some obstacles to overcome before a goal can be achieved. Recognizing and writing these down from the start can help you develop a plan for achieving your goal. Of course, new obstacles will undoubtedly arise as you are working on your goal — learn to see these as stepping stones rather than stumbling blocks.

4.Action Plan

What resources do you HAVE?

List the time, talents, and resources you already have that will help you accomplish your goal.

What resources do you NEED?

List what new skills you might need to learn or additional resources you might need in order to accomplish your goal.

What ACTION can you take?

List the ways or people that can help you learn the skills or obtain the resources needed. Taking action and seeking help from others makes you fully committed to the goal.

5. Completion Date

When will you accomplish your goal?

Set a goal for solving your defined problem and complete the goal setting worksheet, using the below given activity sheet. Follow the above given steps to achieving goals.

Instruction:

Nusistatykite apsibrėžtos problemos tikslus ir užpildykite žemiau pateiktą užduoties lapą. Vadovaukitės anksčiau aprašytu veikslių planu.

ACTIVITY SHEET: Goal Setting Worksheet

Fill in the below given Goal Setting Worksheet.

<p>GOAL SETTING WORKSHEET</p> <p>Short Term _____ Intermediate Term _____ Long Term _____</p> <p>1. Goal:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2. Benefits:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. Obstacles:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>4. Actions:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>5. Date of Completion:</p> <p>_____</p> <p>_____</p> <p>_____</p>

Working with groups

Groups are an important part of everyday life. Almost all of your time is spent in groups — going to school or church, working, playing, and being with friends or with family. Your whole life is spent in a variety of different group memberships. Hence, developing skills to work effectively within groups is essential not only to becoming a more effective leader, but to leading a more productive life. Groups offer you a way to pool talents and resources to accomplish common goals more easily and quickly than can often be done alone. Yet for a group to achieve its goals, the members must develop the skills to work cooperatively and selfishly.

How are Groups Organized?

Some groups are informal. They have no regular meetings, no officers and little advance planning of activities. They do interact with each other and can be identified as a group though. Your group of friends at school is an example of an **informal group**.

More **formal groups** are organized with officers, specific items of business, and meeting times. This kind of group generally has established goals and guidelines.

Instruction:

1. Think about all the groups to which you belong. Make a list of the informal and formal groups of which you are a part using the activity sheet “Formal and Informal Groups”.
2. After completing the activity sheet, think about, or discuss, the skills necessary to work effectively in these groups.

ACTIVITY SHEET: Formal and Informal Groups

List Formal and informal groups that you belong to.

Groups That I Belong To:

Informal:

1. _____
2. _____
3. _____
4. _____
5. _____

Formal:

1. _____
2. _____
3. _____
4. _____
5. _____

Formal Leaders vs. Informal Leaders

Just as there are formal and informal groups, there are formal and informal leaders. The **formal leader's** role is to manage and conduct the meeting. These roles are generally carried out by specific group members who have been appointed or elected as officers or committee chairs. In contrast, **informal leadership** functions of a group can and should be shared by all members. As group members contribute to the accomplishment of the group's goals, leadership is passed "around the table." Hence all members of a group have a responsibility to learn leadership skills, not just the formal or elected leaders.

Conducting an Effective Meeting

Instruction:

If you are a **formal leader** of a group, such as the president of a club or chairperson of a committee, one of your main responsibilities is to conduct the meeting. Listed in the activity sheet there are some suggestions for leading effective meetings. To help you improve your skills at leading meetings, rate yourself (or have another member of your group rate you) on how well you display each of the suggested behaviors. Then you can focus on those areas that need improving.

ACTIVITY SHEET: Conducting an Effective Meeting

Use the following scale to describe how often you exhibit each of the suggested behaviors:

Never (N)	1	2	3	4	5	6	7	8	Always (V)
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1. **Open the Meeting on Time:** Reward those who are on time, not those that are late. Waiting on late comers will not change their behavior.
2. **Set the Proper Tone:** Make participants feel welcome and comfortable, if members aren't acquainted with each other take time for introductions, be aware of physical comforts of the room like temperature, lighting, seating.
3. **Be Prepared and Organized:** Never start meetings without an agenda. At the beginning state the purpose of the meeting and briefly review the agenda. Don't ever make excuses for not being prepared like, "I didn't have enough time to get ready."
4. **Stay with the Agenda:** Keep the discussion moving and focused on the agenda items, occasionally summarize and refocus discussion, avoid interruptions, call for votes and assign individuals to carry out actions when necessary.
5. **Encourage Participation:** Ask for possible solutions to a problem, encourage questions and discussion, don't dominate the discussion, express your own ideas only after all others have expressed theirs.
6. **Maintain Control:** Do not allow any one person to dominate the discussion, never get in a one-on-one battle with group members, do not argue with a speaker, never allow personal attacks, ignore wisecracks.
7. **End on a Positive Note:** Summarize accomplishments, outline future action, set time and date for next meeting, and end on time. When you stay on task and finish on time, members are happier and more willing to attend the next meeting.

Team Building Skills

Groups that function well and accomplish goals usually do so because all group members exercise good leadership skills — whether or not they are the formal leaders of the group. When group members work cooperatively and selfishly toward accomplishing a group goal a spirit of teamwork evolves. By developing certain team building behaviors, group members can improve their leadership abilities working with groups.

Instruction:

Some of the most common and helpful of team building skills are supporting, gatekeeping, compromising, summarizing, and listening. Following the description of each skill, write down your personal reflections in the activity sheet on how you may have carried out these roles in your own experiences, or how you may have seen others carry out these roles.

ACTIVITY SHEET: Team Building Skills

- 1. Supporting:** Being friendly, responsive to others, accepting other's contributions and supporting discussion of their contributions, particularly when it is a differing view. "I know your idea is something you take seriously, and I understand that even though I don't see it the same way as you do."

Personal Reflection:

- 2. Gatekeeping:** Attempting to keep communication channels open, facilitating communication of all members, inviting (or opening the gate for) quiet members to share and quieting (or closing the gate on) dominating members in a friendly but firm way. "Hey, Sue has been trying to make a point for the past ten minutes. I'd like for the rest of us to stop talking long enough to hear what she has to say."

Personal Reflection:

3. Compromising: Offering a compromise, being willing to admit error, or yielding one's own status for the cohesion of the group. "I admit that I may have too many personal feelings about this, and that the group's decision may be more reasonable and objective than mine."

Personal Reflection:

4. Summarizing: Summing up the discussion so far, clarifying points of confusion, showing that the group has made progress, allowing summarizing of concrete points and allowing productive continuation of the discussion. "We've talked about so many things that maybe this is a good time to look at all of the ideas that have been offered. It would help me to organize things in my mind."

Personal Reflection:

5. Listening: Actively listening, really hearing what others are saying without becoming absorbed in your own agendas and viewpoints, remaining open-minded and objective when your opinions are challenged, making sure that what you think you heard is actually what the speaker meant. Perhaps the most crucial role to success of a team, yet often the most difficult and overlooked. "What I heard you say is. Am I correct?"

Personal Reflection:

Identifying Team-Building Behaviors:

Read the following statements made by participants in a group discussion, and identify each as one of the following team-building behaviors:

- a: Supporting d: Summarizing*
- b: Gatekeeping e: Listening*
- c: Compromising*

1. "We've tossed around so many ideas. May I review what I've written down so far, and the rest of you can tell me whether I have the gist of things?"
2. "Bobby, I can see that you feel strongly about this, but I think it is important to hear what the others have to say now."
3. "That's an interesting approach, Josh. I hadn't thought of it, but I'm glad you brought it up and I think we ought to look at it."
4. "Ashley, I think Tommy is trying to say that he thinks we should wait for more information before we make a decision. Is that right, Tommy?"
5. "I guess maybe I'm being too stubborn. If Kenny is willing, I'm willing to work out a solution we can both agree on."

Trouble Shooting Group Behavior

Instruction:

When working with and leading groups, there are a number of common behaviors that may be exhibited by group members that can be disruptive or harmful to the group's functioning. Not all of these behaviors will be present at any given time in your group. However, good leaders are prepared to handle difficult situations if they occur.

The activity sheet provides you some examples of such behaviors and suggested ways of dealing with them. Fill in the empty space after each example about effective solutions that you may have used or seen used by others.

ACTIVITY SHEET: Effective Solutions

Write down some information about effective solutions that you may have used or seen used by others after each give example.

- 1. Can't Get Group Started:** There is a lot of fooling around and people are wandering around. Remind the group that the time they are wasting is theirs and ask, "Can we get started?" Then start — talk in normal tones, do not try and talk over the background noise. Group members will quiet down in order to hear you.

Personal Reflection:

2. Group is Quiet or Unresponsive: A quiet period in the group is not always something negative, however, if it lasts for an extensive period of time and becomes uncomfortable, then it may be a good idea to try and bring some of the quieter members into the discussion by saying something like: "Sue, you haven't said anything so far, what do you think?"

Personal Reflection:

3. Lack of Seriousness: This can be a problem if it occurs at the wrong time. Try pointing the problem out and getting feedback from the group by saying, "I feel like some members of this group are not taking this seriously. That makes me feel bad because some members have put a lot of time and effort into this idea. Can you give it a chance?"

Personal Reflection:

4. Chaos! Everyone is Talking at Once: It is best to simply remind the group of the ground rules by saying something like, "Let's remember our ground rules and listen while others are talking. We all have something important to say, but if we're all talking at once we may miss something." You can also try a visual signal, like an arm raised in the air to draw people's attention and get them to stop talking.

Personal Reflection:

5. Side Conversations: This one is very common and can be a real problem as it not only disrupts the group, but can also cause it to lose focus. To handle this situation, you could say, "There are some side conversations going on and we're losing focus. Let's stay on target." Or you might ask, "Josh and Brett, you two seem to be discussing something, is it something you'd like to share with the group?"

Personal Reflection:

6. Group is Off the Subject: If the discussion has veered off the subject, but is serving a purpose, you may want to let it go or go with the flow, so to speak. However, if the group is totally off track and the discussion is not serving a worthwhile purpose you could try saying, "This is an interesting discussion, but we've gotten off track. We need to get back on track. Perhaps we can discuss this later after the meeting."

Personal Reflection:

7. Cliques Forming Within the Group: You can try doing more activities that will help the group members to mingle more and get to know others better. You might talk to the members involved individually outside of the group. Let them know that it's great that they are getting to know others, but to make sure they aren't being exclusive to some members.

Personal Reflection:

8. Conflict Within the Group: If there are group members who disagree and are attacking one another, you should handle this right away. Say something like, "We aren't communicating very effectively right now. This is a subject that a lot of people feel strongly about, and have important comments to make. You don't have to agree, but you need to respect each other's opinions and listen."

Personal Reflection:

9. You are Nervous: As the group leader, you are nervous and worried about leading the group. Guess what? You are normal! Look around. Make eye contact with everyone and smile. That will break the ice. Do a structured activity first to give yourself a chance to loosen up.

Personal Reflection:

Evaluation and Observation

How do I Evaluate My Own Work in Peer Tutoring?

Instruction:

This activity will help you to reflect and evaluate yourself as “teacher”, trainer or tutors. Answer the given questions in the activity sheet “Self Evaluation of Peer Tutoring”.

ACTIVITY SHEET: *Self Evaluation of Peer Tutoring*



1. Write one thing, wich your pair learned becouse of help.

2. By teaching others, you are developing many skills. Write about one of them and explain how it happened.

3. All group members are contributing to the whole group work. What have learned by observing others?
